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Appraisal of Perceived Psychological Concepts as Determinants of Teachers Productivity among Private Secondary School Teachers in Akinyele Local Governmen, Ibadan, Nigeria

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Abstract:

Teachers' productivity remains one of the most substantial work-related behavioral phenomena. However, private secondary school teachers not only struggle with productivity issues; they are most often treated with levity by their employers. In view of this the study assessed the contributory impact of job satisfaction, pay satisfaction, job stress, and job motivation as psychological concepts to the prediction of teachers' productivity among private secondary school teachers in Akinyele Local Government area, Ibadan. The population of the study comprised all 32 private secondary school in Akinyele LGA. 200 private school teachers formed the sample size for the study in which a multi-stage sampling technique was used. Ten private secondary schools were randomly selected; 20 teachers were drawn from the 10 private schools in which 121 were females and 79 were males. Data was collected through the use of a well-structured and validated questionnaires and analysed using multiple linear regression. Results obtained indicated that the four variables, has a significant joint contribution to teacher's productivity $F_{(4,195)} = 26.154$; $P < .05$. There is a significant relative effect of job satisfaction, pay satisfaction, job stress, and job motivation on teachers' productivity. It was concluded that for teachers to be productive in their work, employers should ensure that teachers are maximally paid as this is a way to both attract and retain the best employees. Hence, school administrators especially at the private secondary schools should consider these factors to boost the productivity of its teachers.

Keywords: Teachers' productivity, psychological concepts, school, motivation

1. Introduction

Developing and maintaining the capacity for the productivity of teachers in the school is the direct concern of every educational sector worldwide. Education today remains the engine room of development in all sectors, and the importance of teachers, especially at the secondary school level, cannot be overemphasized. Given the importance of teachers at all educational sub-sectors and the teaching profession, which is all about molding life, their productivity should constantly be on the front burner. However, education has been found wanting in these regards due to the unproductivity of teachers who are the major key player in playing the transformation goals of ensuring that educational objectives are achieved.

Private secondary school teachers not only struggle with productivity issues; they are most often treated with levity by their employers. This accounts for one of the reasons why Adeyemo (2001) sadly note that the teaching profession has suffered a reversal of fortune in Nigeria. That submission cannot be too far from the truth given what obtains in many states in Nigeria where teachers are nothing to celebrate, unlike other countries who celebrate the profession of teaching. It is quite unfortunate that private secondary school teachers may have been threatened by non-payment of salaries as at when due, poor remuneration, lack of promotion, lack of opportunities for advancement in the profession, lack of in-service training, lay-offs, no provision of tools/materials/equipment and necessary infrastructure for effective teaching, constant destructive criticisms and verbal assaults. Teachers' productivity remains one of the most substantial work-related behavioral phenomena which could have a positive impact on productivity, organizational culture, and effectiveness. It could also be said that productivity may contribute a great deal to teachers' happiness and contentment, and these trickle down to his/her home and family life. However, poor productivity could have the following negative implications: poor work contribution, resident aggression, workload, poor balance of work and family, professional isolation, lack of recognition, poor relationships with superiors and colleagues, role conflict, lack of interest in

learning new skills. However, there is a need for teachers to be productive in their work in order for them to bring about personal and organizational productivity geared towards overall life fulfilment. Teachers' productivity is not only significant to their quality of work done; its essence has been well documented in the literature (Morsy and Sabra, 2015; Ballon and Goodwin, 2007). The parlous state of quality of education, especially at the secondary school level, could be mainly attributed to teacher's productivity. A teacher is the one who determines the implementation of the teaching and learning process in the classroom. Teacher's seriousness in teaching depends on a teacher's work motivation and professional competencies. Teachers will give their very best when they have a feeling of trust that their efforts will be rewarded by the management. However, high productivity of most educational institution could not be realized without teachers support and productivity. Teachers are the backbone of an educational activity. The success and failure of educational activities highly depends on their productivity. Their performance is directly linked to process and product of education. Therefore, the productivity of teachers is emphatic for the improvement of education. No form of education can adequately strive without the higher productivity of teachers who bridge the gap between stated educational objectives and implementation. All Education system aims at providing quality education for their students. UNESCO (2006) assert that one of the most determining factors that can guarantee education quality is teachers' productivity.

This paper focuses on those conditions in which Job satisfaction, Pay Satisfaction, Job stress, and Job motivation may serve as predictors of teacher's productivity.

1.1. Job Satisfaction and Teachers Productivity

An educator can arguably be conceived as one of the most important people responsible for shaping a nations' future. In the literature, job satisfaction has been a significant issue in empirical educational research (De Nobile and McCormick, 2008; Dinham and Scott, 2000; Singh and Billingsley, 2006; Spector, 2007). Heller et al. (1993) argue that 'schools must pay more attention to improve academic staff's job satisfaction.' It is disappointing to find out that, although some educators do enjoy teaching, a high proportion of academic staffs who are not satisfied with their job do in fact still exist. According to Zembylas and Papanastasiou (2004) job satisfaction refers to the relationships between academic staffs and their teaching. Moreover, further research suggested a strong relationship between different aspects of the academic environment and the academic staff's job satisfaction. In other words, academic staff could affect classroom management and solve many problems of the schools if they retained good inter-personal relations with student's parents, their colleagues, and their principal (Henke, Choy, Geis, and Broughman, 1996; Whiteford, 1990).

1.2. Pay Satisfaction and Teachers Productivity

According to Faulk (2002), the pay is regarded as an important organizational reward or outcome that allows employees to obtain other rewards. In other words, it is seen as motivation for performance and a way to both attract and retain the best employees (Carraher, 2011; Judge et al., 2010; Trevor et al., 1997). Pay refers to several forms of compensation including 'direct, cash payments (for example, salary); indirect, noncash payments (for example, benefits); the number of pay raises and the process by which the compensation system is administered' (Williams et al., 2006). Satisfaction with one's pay refers to the degree to which one is satisfied with the process and level of direct or indirect monetary reward received for work (Ducharme et al., 2005). In other words, pay satisfaction may be defined as the 'amount of overall positive effect (or feelings) individuals have toward pay' (Faulk, 2002).

1.3. Job Stress and Teachers Productivity

Job stress or work-related stress is a psychological state perceived by individuals when faced with demands, constraints, and opportunities that have important but uncertain outcomes (Sager, 1991). Job stress is very much an individual reaction and differs from general stress as it is also an organization and job-related (Chen and Silverthorne, 2008). Thus, job stress refers to work-related psychological stress, as well as an individual's ability to handle a particular situation or work environment (Jamal, 1999). Parker and Decotiis (1983) indicated that individuals experience stress in various forms, which can pertain to psychological states (e.g., anxiety, tension). In sum, job stress is the outcome of a lack of person-work fit; it is also a subjective cognition that can lead to work-induced emotions such as anger, fear, anxiety, sadness, or disgust (Lazarus, 1990).

1.4. Job Motivation and Teachers Productivity

Osabiya (2015) opined that the underlying concept of motivation is some driving force within individuals by which they attempt to achieve a specific goal in order to fulfill some need or expectation. This gives rise to the basic motivational model shown in the model. In this model, people's behavior is determined by what motivates them. Motivation is the willingness to expend high effort for a particular purpose to meet individual needs (Margono, 2005). That statement shows that basically, motivation can help boost employee to work hard in order to achieve their goals. This will increase employee productivity so as to achieve the company's goals (Rivai, 2009). Motivation is something that makes people behave in certain ways (Armstrong, 1993). The conception can be described as a condition that propels, steer, and evoke human behavior, a process that will determine the persistence of individuals in order to achieve the target (Robbins, 2003).

Against the backdrop of the available literature, the following research questions serve as a guide to the researcher.

- What is the joint contribution of the independent variables, i.e., job satisfaction, pay satisfaction, job stress, and Job motivation to the prediction of the dependent variable, i.e., Teachers' productivity among private secondary school teachers.
- What is the relative contribution of the independent variable, i.e., job satisfaction, pay satisfaction, job stress, and Job motivation to the prediction of the dependent variable, i.e., Teachers' productivity among private secondary school teachers.

2. Method

2.1. Research Design

The research design utilized was a descriptive survey research design in which questionnaires were employed in collecting data on the variable studied.

2.2. Population

The target population for the study included all teachers in 32 private secondary schools in Akinyele Local Government Area, Ibadan.

2.3. Sample and Sampling Technique

200 private school teachers constituted the sample size for the study in which multi-stage sampling technique was used to draw 20 teachers from randomly selected 10 private secondary schools which made the total sample of 200 respondents.

2.4. Instrumentation

Four instruments were used to collect data for this study.

Teachers productivity scale (TPS) developed by the researcher was used to get data from the respondents. However, before the usage of the scale, a pilot study was carried out to ascertain the reliability of the instrument and a Cronbach alpha .72 was gotten after pilot study.

Job satisfaction scale developed by Worrell (2004) was adapted for the study. And the scoring format ranged from strongly agree to strongly disagree

Pay satisfaction scale developed by Heneman and Schwab (1985) was adopted for the study. The response format is a five-point Likert-type scale ranging from 'very dissatisfied (1)' to 'very satisfied (5)'.

Job stress scale was adapted from the questionnaire of International Stress Management Association UK (2013). This scale consists of 10 items on a 5-point Likert-type scale measuring whether the respondents see their work lives as unpredictable, uncontrollable, and overloaded.

Job motivation scale was adapted from a study conducted by Gagne et al (2015) on the Multidimensional Work Motivation Scale: The scale adequately measured various aspects of job motivation and especially teaching. Areas like intrinsic, extrinsic and a motivation components of job motivation were captured in the scale.

2.5. Data Analysis

The multiple regression analysis was use to analysis the data using spss v21.0 This is to examine the relationship between the independent variables, i.e., Job satisfaction, pay satisfaction, Job stress and Job motivation to the prediction of the dependent variable, i.e. Teachers productivity among private secondary school teachers.

3. Results and Discussion

The study addressed two issues. One was the joint contribution of the independent variables to the prediction of teacher's productivity among private secondary school teachers. The second issue is the relative contribution i.e. which of the independent variables made the most significant contribution to the prediction of teacher's productivity among private secondary school teachers. The results of the data analysis that provided the answers to the questions raised are presented below.

3.1. Research Question 1

What is the joint contribution of the independent variable (Job satisfaction, pay satisfaction, Job stress and Job motivation) to the prediction of dependent variable (Teachers productivity)?

R =.591 R Square =.349 Adjusted R square =.336 Std. Error =4.73905						
	Model	Sum of Squares	Df	Mean Square	F	P
	Regression	2349.571	4	587.393	26.154	<.05
	Residual	4379.424	195	22.459		
	Total	6728.995	199			

Table 1: Summary of Regression for the Joint Contribution of Independent Variables to the Prediction of Teacher's Productivity

Table 1 shows significant joint contribution of the independent variables (job satisfaction, pay satisfaction, job stress and job motivation) to the prediction of teacher's productivity. The result yielded a coefficient of multiple regressions $R = 0.591$ and multiple R-square = 0.349. This suggests that the four factors combined accounted for 33.6% ($\text{Adj. } R^2 = .336$) variance in the prediction of teachers' productivity. The other factors accounting for the remaining variance are beyond the scope of this study. The ANOVA result from the regression analysis shows that there was a significant effect of the independent variables on the quality of life, $F_{(4, 195)} = 26.154$, $P < 0.05$.

The results obtained show that the combination of Job satisfaction, pay satisfaction, Job stress and Job motivation when put together appeared to be effective in predicting teacher's productivity. The observed f. ratio of 26.154, significant at .05 levels is evidence that the combination of the independent variables can be a motivator to teachers' productivity. Hence the coefficient of multiple correlations of 0.591 and a multiple r square of 0.349 show the magnitude of the relationship between teachers' productivity and the combination of the independent variables. The result indicated a close relationship of the independent variables which accounted for 34.9% of the total variance in teacher's productivity.

3.2. Research Question 2

What is the relative joint contribution of the independent variable (Job satisfaction, pay satisfaction, Job stress and Job motivation) to the prediction of dependent variable (Teachers productivity)?

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	6.559	4.690		1.398	
	Job Satisfaction	.235	.056	.243	4.178	<.05
	Pay Satisfaction	.320	.043	.445	7.504	<.05
	Job Stress	-.110	.041	-.159	-2.687	<.05
	Job Motivation	.415	.093	.259	4.469	<.05

Table 2: Relative Effect of the Independent Variables to the Prediction of Teacher's Productivity

Table 2 shows that all the four predictors (job satisfaction, pay satisfaction, job stress and job motivation) are potent predictors of teacher's productivity. The most potent factor was pay satisfaction ($\text{Beta} = .445$, $t = 7.504$, $P < 0.05$), followed by job motivation ($\text{Beta} = .259$, $t = 4.469$, $P < 0.05$), followed by job satisfaction ($\text{Beta} = .243$, $t = 4.178$, $P < 0.05$) and job stress ($\text{Beta} = -.159$, $t = -2.687$, $P < 0.05$). Invariably, pay satisfaction is the most significant predictor of teacher's productivity. This implies that if the pay satisfaction of teacher is enhanced, the output rate would be increased by 44.5%, also an increase in job motivation will increase teacher productivity by 25.9%, while an increase in job satisfaction will increase teachers' productivity by 24.3%. However, an increase in job stress statistically leads to decrease in teachers' productivity by 15.9%.

The contribution of each independent variable to the prediction of teacher's productivity. The t. ratio values associated with each independent variable that Job satisfaction, pay satisfaction, Job stress and Job motivation significantly contributed to the prediction of teacher's productivity. The result of this current study indicated that the independent variables are contributors to teacher's productivity, which is in line with previous research findings of Heller et al. (2003) who noted that 'schools must pay more attention to improve academic staff's job satisfaction. The results also corroborated the findings of Carraher (2011) who opined that pay satisfaction is a motivation for performance and a way to both attract and retain the best employees. Also, the study is in tandem with the findings of Lazarus (1990) who stated that job stress is the outcome of a lack of person-work fit and it is a subjective cognition that can lead to work-induced emotions such as anger, fear, anxiety, sadness, or disgust. Osabiya (2015) research also corroborated the findings of the study that concept of motivation is a driving force within individuals by which they attempt to achieve a specific goal in order to fulfill some need or expectation.

4. Conclusion

It was concluded that for teachers to be productive in their work in order for them to bring about personal and organizational productivity geared towards overall life fulfilment, the studied perceived psychological concepts when put together appeared to be effective in influencing teachers' productivity. However, pay satisfaction appeared to be the master influencer of teacher's performance and a way to both attract and retain the best employees.

5. Recommendations

- School administrators should ensure that teachers are satisfactorily paid and adequately motivated so that they can perform maximally in their calling as a nation builder.
- Stakeholder in the educational sector should ensure that teachers receive their payment as when due like their counterpart in public schools.
- There should be positive collaboration between government-parent-teacher to combat any challenges that might militate against teachers' productivity as this will go a long way in restoring standard of education in the country.

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