

LEVERAGING WORK ETHICS TO DRIVE TEACHERS' PRODUCTIVITY IN ONDO STATE, NIGERIA

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ABSTRACT: *This study examined the relationship between work ethics and teachers' productivity in Ondo state, Nigeria. The study adapted descriptive research design of the survey type. The population consisted of all the teachers of private secondary schools in Ondo state, Nigeria. The sample used was made up of 240 teachers selected from 24 secondary schools, using simple random sampling procedure. The hypotheses were tested at 0.05 level of significance. The findings revealed a relationship between dedication and teachers' productivity. The findings also showed relationship between accountability and teachers' productivity. The study found that there was relationship between reliability/dependability and teachers' productivity. The study further revealed relationship between discipline and teachers' productivity. Based on findings, it was therefore recommended that teachers should be made to understand by their supervisors that work ethic is a set of moral principles that should be adopted in their respective schools, so as to increase their productivity.*

KEYWORDS: Work ethics, teachers' productivity, dedication, accountability, reliability, discipline

Introduction

Education is one of tools to develop the nation, and it will also determine the quality of a nation; therefore it is important to strengthen the education of a country through education management. Education has been described as the most potent instrument of change in the intellectual and social outlook of any society. According to Muhammad (2016), the success of an educational institution lies on applied management practices. Teachers as part of educational system plays a significant role and are expected to be up and doing to shape current and future generations. The success of any school organization in achieving its goals and objectives depends on its environment, effectiveness and efficiency of the teachers, hence, improving the quality of teachers is an urgent matter. High performance of teachers is required. The more the teachers have high performance, the more productivity will be enhanced and the more the successful of the students. The decline in teachers' productivity in secondary schools has been a major issue to various stakeholders.

Teachers' productivity has been observed to have meaningful impact in the general standard of education. The observed teachers' low productivity in private secondary school could be attributed to several factors which include poor work ethics, poor supervision, poor staff motivation, poor material

understanding, curriculum understanding, inadequate instructional resources among others. Out of these factors, poor work ethics appears to be the major factor that is responsible for the observed low level of teachers' productivity.

Experience has shown that work ethic is a major prerequisite for teachers effectiveness. Ethics in its simplest definition, is a system of moral principles. They affect how people lead their lives, for life is an unbroken stream of decision making and ethics are concerned with what is the right moral choice, for individuals and for society. This is also known as a moral philosophy (Anastasia, 2016). Work ethic is a set of moral principle which an employee uses in his job, which include sense of team work, sense of responsibility, emphasis on quality and discipline. (Michelle, 2019).

Traditionally, work ethic has been understood as a value based on hand work and diligence (Anastasia, 2016). It has been observed that those with a strong work ethics have inculcated principles that guide them in their work behaviour. This leads them to consistent higher productivity. Anastasia (2016), remarked that individuals with a good work ethic are usually very productive people who work at a faster pace. They regularly accomplish more work quickly than those who lack a work ethic, for they do not quit until the work which they are tasked is completed.

There are various common elements of work ethics that are universally followed and required by employers of labour. These include: reliability and dependability, integrity, impartiality, openness, determination, accountability, dedication, punctuality, humility and initiative among others.

One of the challenges faced by Nigerian education sector is the lack of dedicated teachers. It has been observed that most teachers do only the bare minimum, just enough to keep their job intact. Most teachers seems not to put in the extra hours to get things right by attending to detail and excellence. Being a teacher is one of the most valuable and important occupations. Teachers are responsible for shaping the futures of young minds. University of Education Guyana (2017) identified qualities of a dedicated teacher to be fairness, accessibility, organization, empathy, curiosity, expectations, and communication. Dedicated teachers often have strong expectations of their students, promoting in them a healthy sense of accomplishment that is essential in any classroom setting.

Accountability as one of the basic work ethics for an organization is the answerability, blame worthiness, liability and the expectation of account giving. Accountability means accept responsibility personally for one's actions and outcomes in all situations, plus avoid excuses when work does not proceed as planned. It has been observed that teachers are not really ready to accept extra duty outside their original assigned duties. It appears there is total disregard for accountability among the teachers in their various schools. Ossege (2012), concluded that despite the importance of accountability and performance in public organizations, their relationship is yet understudied.

Reliability/dependability represents one of the most key challenges faced by the school administrators today when it comes to managing their teachers. Teachers are the most valuable resource in any school organization. Reliability is all about the quality of being trustworthy or of performing consistently well. It is the degree to which the result of a measurement, calculation or specification can be depended on to be accurate.

It appears that most teachers today are no more reliable to their institutions, most of them engage in other services outside their official assignment, at the detriment of their effectiveness in school. Some appear not to be interested in the goals and dreams of their institutions. It appears most teachers are not interested in coming up with solutions and ideas that could enhance their various schools to be effective. Dependability is an important quality for a worker to possess because it enhances a wide variety of job performance categories. A dependable employee not only show up for work on time everyday but also produces consistent work and can apply organisation policies, strategies and events to each task and assignment (Jonathan, 2018). Teachers could be counted on their level of performance because they are reliable and dependable.

Discipline among teachers in secondary schools cannot be overemphasized. Discipline according to Ouma, Simatwa&Serem (2013), is an important component of human behavior and assert that without it, an organization cannot function well towards the achievement of its goals. Teachers are expected to be more committed, effective, productive, responsible and result oriented. There must be some law breakers or black ship. In the context of a school system, a disciplined teacher or student is whose behaviours, actions, and inactions conformed with the predetermined rules and regulations of the school. Discipline is widely acknowledged to be essential for creating a positive school climate conducive to sound academic performance (Masitsa, 2008). It is a basic requirement for successful teaching and learning in schools and a subject of concern for teachers. In contrary, indiscipline is described by Simba, Agak and Kabuka (2016) as lack of discipline. Indiscipline is interpreted as when an individual exhibits a behavior that is not worthwhile, considered unacceptable and incongruent with the norms of a given society.

The scope of students' disciplinary range from rape, theft, impersonation, possession of dangerous weapons or charms, cultism among others. Moreso, some teachers in secondary schools still soil their hands in unholy activities such as corruption, absenteeism, sexual harassment, extortion, exam leakages, and other misconducts. Total neglect and abuse of the norms and values of the public schools has been observed. It should be noted that, where there is a break down in discipline and good attitude to work, productivity suffers set back.

Studies on the relationship between work ethics and teachers' productivity have revealed various findings. Salahudin, Alwi, Baharuddin and Halimat (2016) submitted that work ethics proved to be a good predictor of employee performance. They also emphasized that the efforts on improving employee performance will no longer rely on compensation and reward system but instead focusing on work ethic too.

It appears that schools where work ethics are properly managed, the teachers seem to perform better than schools where these elements of work ethic are not properly managed. It is against this background that this study examined the relationship between work ethics and teachers' productivity in Ondo State.

Purpose of the Study

The study examined the relationship between the indicators of work ethics (i.e dedication, accountability, discipline and reliability) and productivity among private secondary school teachers in Ondo State.

Research Hypotheses

The following hypotheses were generated to guide the study.

- (1) There is no significant relationship between dedication and teachers productivity.
- (2) There is no significant relationship between accountability and teachers' productivity.
- (3) There is no significant relationship between reliability/dependability and teachers' productivity.
- (4) There is no significant relationship between discipline and teachers' productivity.

METHODOLOGY

The study adopted the descriptive research design of the survey type. The population for the study consisted of all the teacher of private secondary schools in Ondo State, Nigeria. The sample was made up of 240 teachers selected from 24 secondary schools, using simple random sampling techniques.

A self-designed instrument tagged "Work Ethics and Teachers' Productivity (WETP)" was used for the study. WETP had three sections:

Section A sought the background information of the respondent

Section B sought information the level of work ethics and

Section C had 24 items that elicited information on teachers' productivity.

The instrument was validated by research experts in Educational Management and Test and Measurement departments in Ekiti State University, Ado-Ekiti. The test-retest method of reliability was adopted for WETP while Pearson Product Moment Correlation was used to determine the reliability coefficient at 0.84. The data collected were analysed using Pearson's Product Moment Correlation. The four hypotheses raised were tested at 0.05 level of significance.

RESULTS

The results of the study were presented as follows:

Hypothesis 1: There is no significant relationship between dedication and teachers' productivity.

Table 1: Pearson's correlation of relationship between dedication and teachers' productivity.

Variables	N	Mean	SD	r-cal	r-tab
Dedication	240	21.75	3.42	0.484	0.195
Teachers' Productivity	240	49.36	4.29		

$P < 0.05$

Table 1 shows that r-cal (0.484) is greater than r-tab (0.195) at 0.05 level of significance. Therefore, the null hypothesis is rejected. This implies that there is a significant relationship between dedication and teachers' productivity. The high value of r-cal (0.484) suggested that there is a positive and high relationship between the two variables.

Hypothesis 2: There is no significant relationship between accountability and teachers' productivity.

Table 2: Pearson's correlation of relationship between accountability and teachers' productivity.

Variables	N	Mean	SD	r-cal	r-tab
Accountability	240	18.23	1.33	0.762	0.195
Teachers' Productivity	240	49.36	4.25		

$P < 0.05$

Table 2 shows the relationship between accountability and teachers' productivity. The result obtained from the analysis shows that the value of r-cal (0.762) is greater than the r-tab (0.195) at 0.05 level of significance. This implies that there is a significant relationship between accountability and teachers' productivity. The high value of r-cal (0.762) suggests that there is a positive and high relationship between the two variables.

Hypothesis 3: There is no significant relationship between reliability/ dependability and teachers' productivity.

Table 3: Pearson's correlation of relationship between reliability/dependability and teachers' productivity.

Variables	N	Mean	SD	r-cal	r-tab
Reliability/dependability	240	20.75	3.41	0.564	0.195
Teachers' Productivity	240	49.36	4.25		

$P < 0.05$

Table 3 shows that r-cal (0.564) is greater than r-tab (0.195) at 0.05 level of significance. Therefore the null hypothesis is rejected. This implies that there is a significant positive relationship between reliability/dependability and teachers' productivity. The high value of r-cal (0.564) suggests that there is a positive and high relationship between the variables.

Hypothesis 4: There is no significant relationship between discipline and teachers' productivity.

Table 4: Pearson's correlation of relationship between discipline and teachers' productivity.

Variables	N	Mean	SD	r-cal	r-tab
Discipline	240	23.75	3.40	0.746	0.195
Teachers' Productivity	240	49.36	4.25		

$P < 0.05$

Table 4 revealed that r-cal (0.746) is greater than r-tab (0.195) at 0.05 level of significance. Therefore the null hypothesis is rejected. This implies that there is a significant relationship between discipline and teachers' productivity. The high value of r-cal (0.746) suggests that there is a positive high relationship between discipline and teachers' productivity.

DISCUSSION

The study revealed that there was relationship between dedication and teachers' productivity. This indicates that when the teachers are dedicated to their job better productivity are expected from them. This is in line with University of Education Guyang (2017) that dedicated teachers often have strong

expectations of their students. These teachers encourage their students to reach for the stars and not to settle for anything less than the best of their capabilities.

The finding also showed that there was relationship between accountability and teachers' productivity. This implies that performance accountability in education influence the teachers' productivity in private secondary schools in the state. This agreed with Michael (2011) that the performance accountability culture in education influences the job of the principal in public high school in the state of New Jersey.

The study found that there was relationship between reliability/dependability and teachers' productivity. This finding supports the research of Jonathan (2018) that teachers could be counted on their level of performance because they are reliable and dependable. The study further revealed that there was relationship between discipline and teachers' productivity. This finding supports the research work of Ouma et.al (2013) that discipline is an important component of human behavior and assert that without it an organization cannot function well towards the achievement of its goals.

CONCLUSION AND RECOMMENDATION

Based on the findings of this study, it was concluded that work ethics are necessary ingredients for enhancing teachers' productivity. It was therefore recommended that teachers should be made to understand by their supervisors that work ethic is a set of moral principles that should be adopted in their respective schools, so as to increase their productivity.

The school heads should keep abreast of the teacher to ensure that the job is complete and delivered. Dedicated teachers often have strong expectations of their students. Performance accountability should be emphasis by the school head as it would affect teachers' productivity.

A reliable/dependable teacher should not only show up for work on time everyday but also produces consistent work and apply organization policies and strategies events to each task and assignment. Teachers should be counted upon on their level of performance.

The behaviours and actions of teachers should be conformed to the predetermined rules and regulations of the school. There must be sanctions in place meted out to offenders in orders to checkmate them and also to serve as deterrent to others.

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