

Morale Boosters: Basic Necessities for Workers Commitment to Qualitative Productivity in Organizations. (A Case Study of the Education Industry in Nigeria)

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Abstract

Morale Boosters: Basic Necessities for Workers commitment to qualitative productivity in organization was the title of this study for the purpose of examining some basic necessities conceptualized as morale boosters and their relationship to workers' commitment to qualitative productivity in organization. To guide this study, six Null hypotheses were formulated. The study adopted a correlation study design, with a population of all teachers in public senior secondary school, 84,172 out of which a sample of 3367 was proportionately selected. Instrument used to collect data was the questionnaire which its content validity was by experts and reliability coefficient was 0.72. 97% (3266) of the questionnaires administered were retrieved and these were analyzed using the Pearson product moment correlation coefficient (r) for all hypotheses and study found out that morale Boosters had significant relationship with teachers commitment to their jobs and commitment to job was also found to have a relationship to qualitative productivity in Public Senior Secondary Schools in Edo State..

Introduction

Workers in any organization are the livewire of that organization; their commitment is paramount to the success and the achievement of goals of that organization. The worth of workers or Human resources to the organization can not be over emphasized. Researchers and Human resource managers alike have often found out that workers are valuable assets and in their right quality and quantity, the organization achieve goals, increase productivity and have minimum problems (Gbedamosi (2002) and Ogbegie (2013)). As important as are workers, employers of labour still deal carelessly with them and the consequences are most times grievous to the smooth running of the organization, This manifest as strikes, protest, attrition, workers not putting in their best at work such as lateness to work making excuses, mistakes e.t.c. This has contributed to fallen standard of education in the education industry (Okecha 2008, Uwameiye 2014). Human relation theories have always concluded that happy workers are productive workers, therefore recommends that employers should invest positively on their employees to get maximum delivery of their money's worth. Workers are multifaceted, with different skills and attributes both personal and official, therefore, has a lot to contribute to the development and growth of any organization if given the right environment to be dedicated and committed.

Workers have existed as long as there were organizations that needed their services even if they were the founders in the first instance and latter others joined because of growth. Researchers of old and even now have always researched on how to get the best out of workers so as to increase in productivity consequently, make more profits, for example in the classical school era, workers were exploited, there was element of compulsion on workers to carry out their functions and duties therefore willingness to work was absent. The organization in this era, operated a Rational system which was built on structures, principles and regulations guiding behaviour, individual idiosyncrasies were unacceptable, workers were exploited for organization's selfish interest, workers were told what to do, how and when to do it, there was no room for personal contribution, or innovation. In this era organizations operated on principles such as Luther Gullick (1937) Management Functions, Henri Fayol, (1916), 14 Principles of Management and Max Weber (1909), Bureaucracy e.t.c. (Edobor 2004). This era encouraged authoritarian leadership, mechanical in nature, dehumanizes workers and see them as machines. It laid too much emphasis on economic efficiency at the expense of workers welfare. A time came when workers had enough of oppression and began to revolt, protest, strikes were inevitable.

The classical school tended to underestimate the role of the workers; this was a flaw that gave birth to the behavioural school of thought. Researchers were also worried and wanted to find out the cause(s) of these abnormal behaviours by workers. (Elton Mayo, F.I. Beethlisberger, W.D. Dickson (1923-1926), Abraham Maslow's Hierarchy of needs (1943), Douglas Mc Gregor's (1960) Theory X and Theory Y, Fredrick Hertzberg's (1968) Motivation-Hygiene theory, J.S. Adam's (1965) Equity theory, Victor Vroom's (1964) Expectancy theory, B.F. Skinner's (1971) Reinforcement theory, Ford's (1992) Motivational system theory e.t.c.) In this era some findings were similar such as (1) Workers knew their worth, therefore, can no longer be exploited, (2) Human relations was a major factor (3) When workers are treated as human beings and their welfare considered, they begin to develop feelings of belonging to the organization or better still co-owners, this brought about importance of workers at workplace, (4) Workers were ready to obey informal groups such as unions than the draconian demands from employers, (5) Economic good was not all that mattered, (6) Informal groups within the organization had power e.t.c. workers were not to be trampled upon, then came the contemporary theories such as Ross Ashby's systems theory, William Ouchi (2003) Theory z and others found out that (1) workers want to build cooperative relationships with their employers, peers and other employees in the organization, because of this they required (a) high degree support in the form of secured employment and facilities for development of multiple skills through training, job design, job rotation. (2) workers value family life, culture, traditions and social institutions as much as material success (3) workers have well developed sense of dedication, moral obligation and self discipline and (4) workers can make collective decisions through consensus; therefore, workers have come of age and can no longer be cheated or oppressed.

Statement of the Problem

In fifty-four (54) years of Nigeria's independence, there hasn't been a harder time for workers than now Workers cannot even satisfy their extrinsic needs not to talk about intrinsic needs. Source According to Maslow (1943) and Hertzberg (1968) extrinsic needs are those physiological needs such as feeding, housing, clothing, security, salary e.t.c. the theorists had found out that until workers extrinsic needs are satisfied they are not interested in intrinsic needs such as self actualization, challenging work, Achievement, Responsibility, Advancement e.t.c. According to them, it is the worker who has satisfied the physiological needs that can think of challenging work, responsibility, Achievement. Workers in Nigeria strike for several reasons such as salaries and benefits not paid for very many months, government unilaterally breaking agreements with workers, inadequate workers' welfare, human and material resources, oppression, victimization, exploitation of the workers by in various degrees, and these have caused untold hardship such as non-actualization of set goals within a given period, ineffective and inefficient leadership, change in school calendar, disruption of management, demoralized workers. This study is interested in the education industry.

Education is known worldwide as an effective and efficient tool to bring about development of any nation and her citizens, however education in Nigeria have been so bastardized that even the youths who are suppose to be the future leaders of the nation don't believe in it anymore. You hear them say "going to school is not a guarantee for success", they mention names of people who were drop-outs that are worldwide heroes and making it big in the world. This they say because education has failed them, most of them now go to school to acquire paper certificates; without competency in the area they are certified, they cannot function in the world of work because they are half baked, employers have to re-train them, many of these youths end up to be nuisance to the nation instead of adding value. They have gone through the four walls of a school but school did not go through them. The nation is still underdeveloped even in the face of transferred technology which is suppose to develop the nation faster, therefore this study was carried out to look into an essential factor. A major player of the school which may have contributed to the above menace: "The Teachers" as workers in the school.

From observation, Very many Teachers have now become traders at schools and own market shops. They involve in other businesses to make ends meet even in the face of threats to be sacked from their jobs. They are no more focused to teach like teachers from the past, attention is divided, therefore their work cannot be said to be effective. Since the teacher, is a crucial part of educating students this study looked at some factors which are important to teachers as workers in school with the hope of finding lasting solution(s) to the problems of teachers that will culminate into making them effective, committed and happy workers. These factors are: (1) Staff Welfare (2) Working Environment, (3) Funding, (4) Implementation of Plans, Policies and Programmes, (5) Advancement of Teachers, These factors were conceptualized in this study as *Morale Boosters*".

These morale boosters were checked as against teachers' commitment that will bring about increased and qualitative productivity in schools. The findings of this study will determine if morale boosters have any influence on teachers' commitment and if applied adequately can they reverse the present trend of teachers' behaviour in the schools? Therefore to guide this study the following six research questions were raised.

1. Will Staff Welfare make teachers committed to their work in Nigerian schools?
2. Is there any relationship between Working Environment and Teacher's commitment to work in Nigerian schools?
3. Will Funding make Teachers committed to their work in Nigerian schools?
4. Do Implementation of Plans, Policies and Programmes make teachers committed to work in Nigerian schools?
5. Will Advancement of teachers make teachers committed to work in Nigerian schools?
6. Will Teacher's commitment yield increased qualitative productivity in Edo State Public Senior Secondary schools?

Based on the above questions the following Null hypotheses were formulated:

1. There is no significant relationship between Staff Welfare and Teachers commitment to work in Edo State Public Senior Secondary Schools.
2. There is no significant relationship between Working Environment and Teacher's commitment to work in Edo State Public Senior Secondary Schools.
3. There is no significant relationship between Funding and Teacher's commitment to work in Edo State Public Senior Secondary Schools.
4. There is no significant relationship between Implementation of Education Plans, Policies and Programmes and Teachers commitment to work in Edo State Public Senior Secondary Schools.
5. There is no significant relationship between Advancement of teachers and teacher's commitment to work in Edo State Public Senior Secondary Schools.
6. There is no significant relationship between Teacher's Commitment and increased quality productivity in Edo State Public Senior Secondary schools.

The major purpose of this study was to examine Morale Boosters: As Basic Necessities for workers commitment to increased and qualitative productivity in an organization. The general purposes are as follows:

1. To determine if Staff Welfare will make Teachers committed to their work.
2. To determine if working Environment will make Teachers committed to their work.
3. To examine whether Funding will make teachers committed to their work.
4. To identify if Implementation of Plans, Policies and Programmes will make Teachers committed to work.
5. To find out whether Advancement of Teachers will make Teachers committed to their work.
6. To determine if Teacher's commitment will yield Qualitative Productivity in Edo State Public Senior Secondary schools.

The study covered all Public Senior Secondary Institutions in Edo state, Nigeria. There are other morale boosters but this study is only interested in the following: Staff Welfare, Working Environment, Funding, Implementation of Plans, Policies and Programmes and Advancement of Staff.

Operational Definition of Terms

Teachers: Teachers in Public Senior Secondary Schools 1-3, in Edo State, Nigeria.

Morale Boosters: These are: staff welfare, working environment, funding, implementation of plans, policies and programmes, Advancement of teachers, measured on a four point scales of strongly Agreed (SA), Agreed (A), Disagreed (D), and strongly Disagreed (SD) with points at 4,3,2,1, respectively.

Teacher's Commitment: unalloyed focus by the teachers to carry out their duties that will lead to tangible results such as increased and qualitative productivity, measured on a four-point scale of very often (VO), often (O), Not very often (NVO) with points of 4,3,2,1, respectively.

Review of Literature

The theoretical framework of this work was the Vroom expectancy theory of (1967), this theory is considered one of the major formulations of expectancy theory of motivation where Vroom explained motivation as being a function of three factors which are valence, expectancy and force.

This theory believes that when people have high expectation of a desired outcome occurring, they will exert considerable effort in their job towards achieving that outcome. This theory asserts that motivation is that force a worker exerts to work if he believes that his personal and official needs will be met. In other words, assurance of need satisfaction is the energy that drives the worker to take action towards actualizing set goals (organization or personal). Expectancy theory draws attention to work complexities, it provides information in helping to explain the nature of behaviour and motivation in the work place, and then help to identify problems in performance and workers behaviour such as workers attitude, commitment, satisfaction e.t.c. In this study, needs of teachers are seen as morale boosters. It was assured that when there is high chance that their expectation of needs will be adequately met, workers will be committed and this commitment will culminate into quality production of graduates in schools.

Morale Boosters

Staff welfare is an integral part of the workers and the organization they work for. The Human relations managers always agreed that organization that want to succeed and have their staff committed to their jobs should have their staff welfare uppermost in their agenda, like Stone and Porter (2010) would say “Human Resources’ constitute the ultimate basis of the nation’s wealth”. Staff welfare in the area of motivator/Hygiene factors of Hertzberg (1968) which enumerated motivators as satisfiers such as; achievement, responsibility, recognition, growth, challenge of work and hygiene/dissatisfiers such as working conditions, organizational policies, leadership, supervision, salary, social status, job security e.t.c. According to Hertzberg, the motivator factor satisfies internally (Intrinsically) while the Hygiene factor satisfies externally (Extrinsically). One cannot work without the other. Both factors are needed for the workers welfare to be adequate and when workers are satisfied they are committed to their jobs. Commitment according to Becker, Randal and Riegel (1995) is a strong desire to remain a member of a particular organization, a willingness to exert high levels of efforts on behalf of the organization and a defined belief in and acceptability of the values and goals of the organization. From this definition of commitment above, it will take an adequate welfare of staff for the organization to get these reciprocal gestures from staff. Working environment is seen in this study as a morale booster. If an employee is to remain on a job, it depends greatly on the working environment. The environment can be conducive or can be a nightmare. Environment also determines the rate of attrition from the organization or commitment to it. According to Adam’s (1965) equity theory which is based on the belief that whether workers in an organization are committed or not depends to what extent they feel satisfied with the way they are treated in comparison with that of others. Staffs strive for equity between their input (their contribution to the job) and outputs (their reward from the job) in relation to others. They value fair treatment within and outside an organization, if inequity or an unfavourable ratio of inputs and output from the staff’s perception exists, it is very likely that the staff will be demoralized which will make staff work less or under value others’ work.

In a working environment different factors come to play such as: friendly colleagues, understanding boss, cooperative subordinates, adequate instructional materials to work, adequate staff (Teaching and non-teaching), this will guarantee “no excess work load”, Esprit de corps (team spirit), adequate infrastructural facilities. When the environment at work is conducive staffs are likely to stay committed. Jamaan (1997) as cited in Osawaru-Ogbegie (2013) study captioned “ Effect of motivation on employees attitude to work”, for the purpose of employees, satisfaction and job enrichment, using stratified randomly selected sample of 2634 across Asian Universities, two research questions were asked and four hypotheses were formulated with four factors of the study namely: work environment, promotion, challenging job and security. The content validated questionnaire was used to collect data and which were analyzed using percentage and t-test, among the findings were that working environment had effect on attitude to work. Funding in an organization is a vital aspect of managing that organization effectively and efficiently to actualize set goals. Education as an industry takes a pride of place in government financial decisions because apart from the fact that it is a public good, it is also important in the production of manpower needed for social, political and economic development of the nation, yet this important public good is handled with no form of seriousness. There is no denying the fact that education is not adequately funded in Nigeria. This is evidenced from UNESCO recommendation for all nations to use minimum of 26% of annual budget on education, Nigeria has not complied because only 09% of her annual budget that is used on Education, mean while some African nations such as Botswana, Lesotho, South Africa, Swaziland, Cote d’Ivoire, , Ghana, Kenya, Burkina Faso, Uganda, Morocco, Tunisia use 19%, 17%, 25%, 24.6%, 30%, 31%, 23%, 16.8%, 27%, 17.7% and 17% respectively, for their Education (Omoike 2013).

Education financing refers to the process of sourcing, allocating and managing funds of public schools revenue in the production of educational services for the attainment of educational goals (Adeogun 2003). There are different sources of financing the three levels of Education in Nigeria, such as Budgetary allocations, Tuition fees, Philanthropists, Alumni Association, Communities, Parents Teachers Association (PTA), Industrial organizations, Religious organizations, Education Tax Fund (ETF), Internally generated income from schools ventures e.t.c. but for population growth, inflation, personnel cost, wastage, corruption, government not wanting to abide by UNESCO recommendation, the funding of schools remain inadequate. Adequate funding is needed for several reasons such as capital and re-current expenditures for example: adequate infrastructural and instructional facilities, projects, workers, implementation of plans, policies and programmes, salaries, welfare of workers, remunerations, conferences, seminars, workshops, researches e.t.c. The need for proper funding in schools cannot be over emphasized to produce quality graduates that will move the nation forward. In a study conducted by Osarenren-Osaghae, Olusi, Jimoh and Osadolor (2014) titled “Public Universities Graduates: Implications for National Security” where Ten factors were ranked by academic staff of universities according to the order of importance in some Public Universities In Nigeria, Funding was ranked 2nd place to human and material resources which came first, with adequate funding the one that emerge first in the order of importance can be taken care of.

Undoubtedly, there are fears such as corruption, mal-administration that could hinder the confidence in government to adequately fund schools but these are not good enough excuses not funding schools properly. Adequate implementations, follow-ups and accountability will majorly take care of corruption, may be not 100% but when people know that they are being watched, they are more careful in their approach of carrying out their duties. Therefore, without adequate funding of schools it will be difficult to produce quality graduates, employees commitment will be low such that attrition rate will be high and/or employees seek for other sources of income to make ends meet. Implementation of plans, policies and programmes (IPPP) is another factor this study considered as a morale booster. It is necessary to explain what the three concepts are all about for better understanding. Planning is the process of setting goals, developing strategies and outlining task and schedules to accomplish the goals (Longe 2003). Therefore planning involves giving thoughts to the goals, aspirations and priorities of an individual, institution, society and even the nation. Policy consists of a plan of some agents or agencies to do something in particular (Omoriegie 2013). Some essential policies in Education include: curricular policy, methodological policy, Resource policy, Distributional policy and the public of Educational Policy. Policy decision in any organization has four sub-systems which are Policy formation, Managerial, Implementation and Evaluation systems (Nwagwu, 1987).

Programmes in this study’s context is not a software application, it is not a leaflet listing information about an activity neither is it a particular mindset or method of doing things but it is a course of study in the school. Teachers have been known to complain about non-participation in the plans, policies and programmes of school, Teachers have always agitated to be part of these education planners so as to contribute meaningfully, according to them they are the ones with the students, therefore they know what happens in the grass root. Teachers have also been known to complain about too much area of cover in Subject-Topics and too little time to cover the syllabus, from interviews, teachers complain that syllabus is too wide and sometimes too advanced for the age expected to be taught.

These and other complains make teachers unhappy, they feel their efforts are thwarted because when children don’t understand what they are taught it is a problem for the teachers, it makes their work of no-effect, this is why they want to play an advisory role or participate in the committee that draws up the syllabus for different levels of schools. Teachers have severally complained of not giving them enough chance to participate in decision making concerning plan, policies and programmes in Education even when they are given the chance, the administrators out-number them and a decision of “majority vote” may knock off their contributions, for example a committee of ten members, the grass-root teacher may just be one or two of the members. This can result to nonchalant or “I don’t care” attitude from the teachers and can decide to take life the way they see it. This can be said to be the major reason why most education plan, policies, and programme fail, different governments have capitalized on this to practice corruption which is affecting education in Nigeria. Advancement of teachers is a pre-requisite for intrinsic satisfaction of teachers. In any organization advancement of workers shows that the workers are growing not only in age and experience but in socio-economic status and maturity.

Teachers have been known to be stagnated in their jobs even when they have satisfied all requirement for promotion, the proprietors always claim, that there is no money to pay for promotion therefore, they don't bother with promotions. So, workers are stunted in growth, no worker can be happy under this condition. Advancement of workers in an organization do not only give workers a sense of fulfilment but growth both in status and economic empowerment, Emotional and psychological bounce, Feeling of satisfaction, having contributed to the organization. so when workers are not promoted in their jobs at when due, it kills something in them; the enthusiasm with which they carried on the job at the beginning is thwarted, they begin to withdraw their services gradually, their attention is focused on how they can get another job and once another job comes they go for it. Workers desire to advance in their place of work as a major source of encouragement and appreciation for a job well done and deserving a path on the back, this according to Herzberg (1968), gives intrinsic satisfaction to workers. Therefore it is not a surprise to see a worker gradually withdrawing services and less committed to their jobs when they are not Advancing. Advancement is more than promotion; it also involves assigning responsibilities of a higher degree, challenging duties, recognition and achievements. These are factors Herzberg (1968) refers to as Intrinsic factors, that is, factors for inner satisfaction.

Method of Study

The study design was the correlational study design which according to Kerlinger (1976) indicates the direction, and magnitude of the relationship which exist between variables under study, although it does not establish causation, it is however suitable for prediction as a correlation coefficient shows how much variable predicts the other. Population of the study consisted of all teachers in Edo State public senior secondary schools which amounted to eight-four thousand, one hundred and seventy-two (84,172) from which a sample of 4% which amounted to three thousand three hundred and sixty-seven (3367) were selected using the Proportionate sampling method, this was further selected using the simple random sampling for individual respondents from schools, experts were engaged in the validity of the questionnaire content. The research instrument used to collect data was the questionnaire that had three sections; (1) contained items on bio-data of respondents such as Educational qualification, sex, rank and experience at work, (2) contained items on independent variables (causes) such as the morale boosters and (3) contained items on dependent variables (effects) such as teachers commitment to work that will culminate into increased qualitative productivity. The questionnaire contained forty (40) statement items to be ticked on a 4-point scale of Strongly Agrees (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) that had 4, 3, 2, 1 points respectively and its reliability Coefficient was 0.72 in value. Research assistants from all schools that participated were trained to administer and retrieve questionnaires. 97% (3266) of the questionnaires were retrieved, data gathered were analyzed using the Pearson Product moment correlation coefficient (r) and the results were as follows:

Results and Discussion

Results

Data were analyzed according to the Hypotheses formulated

Hypothesis 1: There is no significant relationship between staff welfare and Teachers commitment to work in Edo State Secondary schools.

Table 1: Pearson (r) analysis of the relationship between staff welfare and Teachers commitment to work in Edo State Secondary schools

Variables	X	SD	Pearson (r)	Critical Value (p)	Df	Level of Significance	Decision
Staff Welfare	25.097	3.963	.302	.001	3264	0.05	Ho Rejected
Teachers Commitment to work	35.534	5.995					

In to table 1, Pearson (r) calculated was .302 as against the critical value (p) of .001 with a df of 3264 and a significant level of 0.05, the hypothesis which states that "there is no significant relationship between staff welfare and Teachers commitment to work in Nigerian school" was rejected because the calculated value was greater/higher than the critical value, therefore; there is a significant relationship between welfare of staff and Teachers commitment to work in Edo state public senior secondary schools.

Hypothesis 2: There is no significant relationship between working environment and Teachers commitment to work in Edo State Secondary schools.

Table 2: Pearson (r) Analysis of the relationship between Working Environment and Teachers commitment to work in Edo State Secondary Schools

Variables	X	SD	Pearson (r)	Critical Value (p)	df	Level of Significance	Decision
Working environment	39.324	6.220	.524	.001	3264	0.05	Ho Rejected
Teachers Commitment to work	45.218	7.927					

Table 2 shows Pearson value at .524 and critical value at .001, df 3264 at 0.05 level of significant. Therefore, hypothesis 2 is rejected and alternate which is the opposite is accepted, that is there is a significant relationship between working environment and Teachers commitment to work in Edo state public senior secondary schools.

Hypothesis 3: There is no significant relationship between funding and teachers commitment to work in Edo State Secondary Schools.

Table 3: Pearson (r) Analysis of the relationship between Funding and Teachers commitment to work in Edo State Secondary schools

Variables	X	SD	Pearson (r)	Critical Value (p)	df	Level of Significance	Decision
Funding	35.521	5.983	.622	.001	3264	0.05	Ho Rejected
Teachers Commitment to work	42.338	7.319					

In table 3 above, the significant level of 0.05 and a degree of freedom (df) of 3264, the calculated Pearson (r) was .622 as against critical value of .001, the hypothesis which states that "there is no significant relationship between funding and teachers commitment to work was rejected and has accepted that there is a significant relationship between both variables.

Hypothesis 4: There is no significant relationship between implementation of Education plans, policies and programmes and Teachers commitment to work in Edo State Secondary schools.

Table 4: Pearson (r) Analysis of the relationship between the implementation of education plans, policies and programmes and teachers commitment to work in Edo State Secondary schools.

Variables	X	SD	Pearson (r)	Critical Value (p)	df	Level of Significance	Decision
Implementation of education Plans, Policies and Programmes	32.413	5.201	.323	.000	3264	0.05	Ho Rejected
Teachers Commitment to work	48.111	8.003					

In table 4, Hypothesis was rejected because Pearson (r) value of .323 was greater than the critical value of .000 at a significant level of 0.05 and a df of 3264. Therefore, there is a significant relationship between implementation of Education Plans, Policies and programmes and teachers commitment to work in Nigerian schools.

Hypothesis 5: There is no significant relationship between Advancement of Teachers and Teachers commitment to work in Edo State Secondary schools.

Table 5: Pearson (r) Analysis of the relationship between Advancement of teachers and teachers' commitment to work in Edo State Secondary schools

Variables	X	SD	Pearson (r)	Critical Value (p)	df	Level of Significance	Decision
Advancement of Teachers	25.227	5.118	.384	.001	3264	0.05	Ho Rejected
Teachers' Commitment to work	38.516	7.346					

Table 5, has shown that hypothesis 5 was rejected due to the fact that the calculated (r) of .384 was greater than critical value (p) of .001, at 0.05 level of significance and a df of 3264 thus there is a significant relationship between Advancement of teachers and Teachers commitment to work in Nigerian Schools.

Hypothesis 6: There is no significant relationship between Teachers commitment and Quality productivity in Edo State Secondary schools.

Table 6: Pearson (r) Analysis of the relationship between Teachers commitment and qualitative productivity in Edo State Secondary schools

Variables	X	SD	Pearson (r)	Critical Value (p)	df	Level of Significance	Decision
Teachers Commitment	46.613	8.333	.402	.000	3264	0.05	Ho Rejected
Quality Productivity	52.418	9.822					

In table 6, the hypothesis was rejected because there was a significant relationship between Teachers commitment and qualitative productivity. This conclusion was arrived at because the data above shows that at 0.05 level of significance and at a degree of freedom of 3264, the calculated Pearson (r) of .402 was greater than the critical value (p) of .000, therefore, the above alternate hypothesis which states that "There is a significant relationship between teachers commitment and quality productivity was accepted.

- Factors of the study which included staff welfare, working environment, funding, implementation of plans, policies and programmes, Advancement of teachers hitherto conceptualized as Morale boosters were found to have a significant relationship with teachers commitment to work.
- It was also found out that teacher's commitment had a significant relationship to Qualitative Productivity in Public Senior Secondary Schools in Edo State, Nigeria.

Discussion

Any organization that disregards workers' welfare has disregarded wisdom and should be ready for problems. In fact organization may actually come to a dead end. In the classical school era workers were told what to do rather than using their initiatives, workers worked in fear, the consequences of this was that organizations were not making as much profit as they should have made, in fact many folded up for sometimes lack of personnel to do the required jobs, this phenomenon brought worry into the hearts of researchers such as Elton mayo, Fritz Roelisberger of Western Electric in the United States of America (U.S.A.), they carried out series of studies between 1927 and 1932 to find out why workers would not remain on the job, before now, managers always thought workers come to work for economic reasons only, but why were they leaving?

After-all they were being paid their salaries, what was the problem? They started to research into it and had a breakthrough in their findings which included: (1) Economic Incentives were not the only significant motivator (2) A narrow span of control was not a prerequisite to effective supervision (3) individuals were active human beings not passive cogs in a machine, (4) Informal leaders were often as important as formal supervisors, (5) Workers used informal organizations to protect themselves against arbitrary management decisions, (6) Behaviour was a function of group norms, not economic incentives e.t.c. the impact of social conditions became a highly significant finding and as Hawthorn Studies in Hawthorn Plant of Western Electric continued increased attention was focused on the social relations within work groups.

This studies invariably gave birth to the behavioural School which had more feelings for the workers rather than how to use workers for organization's profit only; other researchers also joined in the research of how to make workers produce more, (1) Make more profits for the organization, meet set targets and the general findings was that, the organization or her representative must make workers happy, this era also gave birth to the human relations school which eventually found out that to make workers happy. You must satisfy their needs which included according to Maslow (1943) in ascending order physiological, safety, love, esteem and self actualization needs. According to Herzberg's findings, both motivators and hygiene factors working together made workers happy. Other researchers such as Vroom (1964) who found out that if workers expected needs (personal and organizational) are met they will naturally be energized to work, Adams (1965) found out that Fair treatment to workers is paramount, Jamaan (1997) found out that working environment had significant relationship to attitude toward work, Osawaru-Ogbegie (2013) also confirmed this study, where it was found out that workers attitude to work was influenced by promotion, prompt payment of remuneration and working environment, in other words workers welfare is paramount to the success of any organization.

These studies concluded that when factors that ought to make workers satisfied about their work and self, more committed and productive are not available or inadequate, their attitude toward work become negative and this attitude invariably affect the quality of work because there will be elements of slowdown, down tool, withdrawal, attrition and the likes in workers behaviour/attitude towards their jobs and in this condition, there will never be qualitative productivity but rather hinder the progress and actualization of set goals, perhaps, this explains the reasons why education standards have fallen as asserted by Okecha (2008), Uwameiye (2014). Morale boosters in this study are expected needs that has the ability to energize workers to work so as to actualize set goals on the other hand if there are no strategies put in place to actualize these needs it will be difficult to get workers to be faithful to their jobs. They may go seeking for alternatives thereby hindering the actualization of set goals for the organization. It is obvious from the above, that workers (teachers) need to be happy and satisfied before any organization (school) can get the best out of them. Workers are therefore committed via their happiness and this depends on certain factors that this study refer to as morale boosters such as adequate staff welfare, conducive working environment, adequate funding, neck deep involvement in the implementation of school plans, policies and programmes, advancement of teachers. These are morale boosters that will consequently make or mar the school and its goals actualization depending on how proprietors handle them. The relationship between morale boosters and teachers commitment is something proprietors should not handle with levity if school goals are to be actualized at set time.

Conclusion

- Qualitative productivity and increased output can be reached when teachers' morale are boosted and they become committed to their jobs.
- Until proprietors and managers map out strategies on how teachers can be satisfied and made happy, the market shops will continue to increase and opened for alternative sources of income.
- Teachers will not be committed when they are not happy and satisfied.
- Non-committed teachers can never give their best therefore, sub-standard or half baked graduates will continue to be produced and the consequence of this to a nation is grievous.

Based on the above, the following recommendations were proffered:

- Adequate Staff welfare for all staff must be uppermost in the heart of every proprietor.
- Working environment must be conducive.
- Schools must be adequately funded.
- Teachers are key players of the Education industry therefore; they must be adequately represented in the implementation of plans, policies and programmes of the schools.
- Advancement of teachers is a necessary morale booster to get the best out of them, therefore promotion should be given at when due, and teachers should be encouraged to attend seminars, workshops and conferences to advance and update their knowledge.
- Since committed teachers are productive teachers according to this study, all hand must be on deck especially that of the proprietors to ensure that teachers are happy and committed to their jobs and their expected needs are met.

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