

Teachers' Attitude, Years of Teaching Experience and Self-Efficacy as Determinants of Teachers' Productivity in Teachers' Professional Development Programme in Ibadan Metropolis, Oyo State, Nigeria

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Abstract

Teaching as a process of education is congruent to individual and national development thus necessitating its continuous professionalism. The teachers' professional Development Programme (TPDP) is a step in the direction of enhancing and empowering teachers. The output of such TPDP impinges on several factors thus this study aimed at determining the effects of selected teachers' variables on primary school teachers' productivity in TPDP cluster meetings in Oyo State, Nigeria. A descriptive type of survey design was adopted for the study. 350 (M = 39; F = 311) primary school teachers in Ibadan metropolis were purposively sampled for the study, using three instruments: Teachers' Attitude to Teaching ($r = .83$); Teachers' Self-efficacy ($r = .68$) Scales and Teachers' Productivity Checklist ($r = .91$). Pearson Product Moment Correlation and Multiple regression were used for data analysis. The results indicated strong relationship between teachers' attitude ($r = .86$; $p < .05$) years of teaching experience ($r = .69$; $p < .05$); teaching self-efficacy ($r = .79$; $p < .05$) and teachers' productivity in TPDP cluster meetings. The predictor variables jointly contributed 43% ($F_{(2,349)} = 17.508$; $R = .66$; $R^2 = .43$; $p < .05$) to teachers' productivity. Therefore, it was recommended among others that teachers of different years of teaching experiences should be selected for TPDP and prompt incentives as token economy given to stimulate the participants' positive attitude and self-efficacy towards the programme productivity.

Keywords: teachers' attitude; years of teaching experience; teachers self-efficacy; teachers' productivity; teachers' professional development programme (TPDP).

INTRODUCTION

Teachers' productivity entails the efficiency and effectiveness of utilizing the educational resources (students, other teachers, school managers, parents, curriculum, instructional materials, school facilities etc) for the attainment of pre-determined educational goals. A productive teacher optimizes the available school resources to enhance the attainment of stated educational objectives. Teachers are regarded as one of the greatest inputs into the educational system. Teachers are recognized as the most important school factor affecting student achievement (Sass, Hannaway, Xu, Figlio, and Feng 2010). Teachers facilitate effective teaching and learning. At the same time, poor academic performance of students can be blame on teachers. Teachers' productivity varies from teacher to teachers and may be predicated by hosts of factors such as teachers' attitude to teaching, years of teaching experience, teachers' teaching self-efficacy, self-

concepts, teaching style, level of qualifications, teachers' innovativeness, creativity and the likes. It is disheartening and perplexing that many teachers in the primary schools, the foundation of educational edifice, are less productive, poorly skilled in pre-active and interactive lesson presentation, less innovative and myopic in teaching styles (Adesina, 2011; Osagie, 2011; Adu, Titilola & Ifeoma, 2013). Thus, there is stringent need for teacher professional development programme (TPDP) if the nation will attain the coveted millennium development goals.

Little (2001) in Osagie (2011) opined that professional development is a process of inspiration and goal Setting objectives that are used to motivate teachers . One way to enhance teachers' productivity is to develop the teachers to be productive. This could be achieved through valuable staff development programs.

According to Glatthorn (1995), teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically. When looking at professional development, one must examine the content of the experience, the processes by which the professional development will occur and the context in which it will take place (Ganser, 2000; Fielding and Skhalou, 1985).

Educational productivity on the other hand is the efficient production of educational outcomes (Rolle, 2001). Teacher productivity can be achieved through the use of valuable staff development programs which are vital instruments for ensuring the continuous growth of teachers in knowledge, skills and attitude in line with the changes in the education system and the expectations of the society (Ornstein and Levine, 2006; Afangideh, 2010).

Professional development programs for teachers include supervision, in-service training, capacity building, seminars, workshops, conferences, fellowship programs, study leave, retraining and skill upgrading courses (Afangideh, 2010). These development programs also include teachers' meetings, study circles, training sessions, peer assistance and review, mentoring, book clubs, teachers' network and curriculum materials design (Nnabuo and Onyeike, 2007). Professional teacher development programme has been found to have significant impact on pupils learning outcomes (Adesina & Adesina, 2014) and teachers' productivity (Abokwara 2010, Adesina, Raimi, Bolaji & Adesina, 2016). Since PTDP enrich teaching and learning significantly, there is thus needs to determine the predictive effects of some teachers' affective characteristics, viz: teachers' attitude, years of teaching experience and teachers' self-efficacy on their professional productivity.

Attitude is all about everything (that is psychological objects). Attitude is described as tendency for individuals to organise thought, emotions, and behaviours towards a psychological object (Erdemir & Bakirci, 2009). Attitude towards the teaching profession is considered to be an essential issue in understanding teacher behavior, and feelings about teaching, their students and the school environment. Basically, teacher's attitudes towards their profession have an effect on their performance, as well as on commitment to their roles and responsibilities. Teachers develop negative attitudes and/or leave the profession for different reasons. Basically, teachers' attitudes towards their profession have an effect on their performance, as well as on their commitment to their roles and

responsibilities. It has been suggested that a teacher with a good disposition full of hope, faith and enthusiasm, reflects and disposes a positive attitude towards teaching. Stronge (2002), Williams (2003), Gourneau (2010), Salha, Issan, Ali and Wajeha (2011), Adu and Ade-Ajayi (2015) argued to some extent that there is a strong relationship between teachers' attitudes towards the teaching profession and effectiveness. The extent to which the construct, teachers' attitude predicts relatively and in composite the teachers' productivity in PTDP is one of the main cruise of the study.

Another variable germane to teachers' productivity is teachers' years of teaching experience. There is that old axiom that "experience is the best teacher." Also, it is always linked together experience (wisdom) and age, thus, the teachers' years of service, teaching experience was correlated with their productivity in PTDP. The relationship between teaching experience and internal efficiency of schools has been examined by many researchers. Kwari (2007) examined the relationship between selected variables and students' achievement in Sokoto State, Nigeria in a bid to determine which of the predictor variables were statistically significant. He chose a sample of 20 schools, 700 teachers and 6 officials of the Ministry of Education at random and utilized multiple regressions to test his hypotheses. According to his findings, teaching experience was significantly related to students' achievements. Ewetan and Ewetan (2015), Fehintola (2014), Yala and Wanjohi (2011) and Adeyemi (2010) found that teachers' experience and educational qualifications were the prime predictors of students' academic achievement. However, Ravkin et al (2005) found that teachers' teaching experience and educational qualifications were not significantly related to students' achievement. Thus, the inconclusiveness of predictive and relational effect of teachers' years of teaching experience necessitates its inclusion in the present study.

The concept of self-efficacy has been consistently found to be associated with work-related performance. Self-efficacy, according to Hemmings and Kay (2009) refers to an individual's belief in his/her capability to organise and implement actions to reach a certain level of performance. Bandura (1997) contends that self-efficacy beliefs are influenced by a number of different sources, with previous performance (particularly mastery experiences) being the main source of influence. It should also be noted that self-efficacy as a specific construct has been understood as the belief about levels of competence in particular situations. For example, in the field of professional works Cherniss (1993) introduced the concept of professional self-efficacy; understood as belief in the ability to correctly fulfill

one's professional role. Furthermore, self-efficacy beliefs also influence an individual's thought patterns and emotional recreations and having high self-efficacy can help create feeling of serenity in approaching difficulty tasks and activities. In his own contribution Zimmerman (1995) in Ajegbomogun (2011) opined that sense of self-efficacy not only affects expectation for success or failure, it also influences motivation through goal setting. This simply means that if we have a high sense of self-efficacy in a given area, we will set a higher goal, be less afraid of failure but persist longer when we encountered difficulties. A teacher with high self-efficacy is prone to better teaching professional productivity while those with low self-efficacy likely to have weak teaching productivity. The present study investigated the relative as well as the composite effects of this construct on teachers' productivity in PTDP.

Statement of the Problem

There is a large body of research which indicates that teachers productivity in primary schools are on the decline. A second well established body of evidence exists which describes the efficacy of effective staff professional development programme on teachers' productivity. However, there is very little research that analyses the predictive effects of some teachers' characteristics on teachers' productivity when exposed to professional development in Nigeria. This lack of valuable information has limited researchers' abilities to support teachers in their quest for increased attendance in professional development programmes and enhance their effectiveness. An observation of the way primary school teachers exhibit teaching skills during teaching-learning process reveals some level of incompetence and certain unwholesome attitude towards teaching and learning. It appears there is insufficient or deficient training by the training institutions to prepare and make them competent enough for the task of teaching. The inadequate preparation of teachers is one of the factors that have contributed to the high rate of mass failure in our educational system over the past decades. Previous studies have focused on learners' and teachers' factors as determinants of pupils performance in schools. There is paucity of studies in the area of how the teachers' characteristics predict teachers' productivity in professional development programme. Therefore, this study investigated teachers' attitude, years of teaching experience and teachers' self-efficacy on teachers' productivity in PTDP.

Purpose of the Study

Connecting teachers' meeting intervention to their professional development is critical in our current educational climates. It would sensitize the educational stakeholders especially the government on sponsoring

teachers' professional training interventions. It would furnish information on the predictive effects of teachers' attitude, years of teaching experience and teachers' self-efficacy on teachers' productivity.

This study therefore investigated the teachers' attitude, years of teaching experience teachers' self-efficacy on teachers' productivity in PTDP (teachers' lesson note preparation and teaching performance) in Oyo state, Nigeria.

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

Ho₁: There is no significant relationship between teachers' attitude, years of teaching experience and teachers' self- efficacy and teachers' productivity in PTDP;

Ho₂: There is no significant relative contribution of teachers' attitude, years of teaching experience and teachers' self- efficacy to teachers' productivity in PTDP;

Ho₃: There is no significant composite contribution of teachers' attitude, years of teaching experience and teachers' self- efficacy to teachers' productivity in PTDP.

Significance of the Study

Extensive pressure for improved pupils' performance falls directly on the shoulders of classroom teachers, the curriculum implementers. To support teachers who face these professional challenges, schools should provide staff development opportunities that promote continuous professional improvement.

The practical significance of the study is found in the need to support primary school pupils as teachers are well trained with capacity to create improved academic performance in pupils. The results of this study would equally justify or otherwise the resources government and non-governmental agencies expended on teachers' professional development programmes. Additionally, the study would also provide empirical data on the predictive effects of teachers' attitude, years of teaching experience and teachers' self- efficacy on teachers' productivity in PTDP.

METHODOLOGY

Research Design

It adopted an ex-post facto design. As all the predictor variables - teachers' attitude, years of teaching experience, teachers' self-efficacy and the criterion variable, teachers' productivity were already at the field for collection without experimental manipulation

(Kerlinger & Lee, 2000; Abimbade, 2011; Singh, 2013).

Population and Sample of the Study

All primary school teachers in Ibadan metropolis constituted the population of the study. Purposive sampling technique was used to select the teachers based on differential selection for professional training intervention (PTDP) in the state. Seven cluster groups in Ibadan metropolis were used for the study. Each cluster group consists of 50 teachers with varying years of teaching experience, attitude and self-efficacy. In all, three hundred and fifty teachers constituted the sample for the study.

INSTRUMENTATION

Three instruments were used for the study. These are:

- i. Teachers' Attitude to Teaching Scale (TATS);
- ii. Teachers' Self-efficacy Scale (TSES);
- iii. Teachers' Productivity in PTDP Checklist (TPPC);

Teachers' Attitude to Teaching Scale (TATS) was adapted from Renthel and Malsawmi (2015) Attitude Scale towards Teaching Profession with reliability of .69. Twenty (20) out of the twenty-two (22) items in the original scale were selected for the instrument. 25 copies of TATS were administered on primary school teachers, coded and subjected to Cronbach's Alpha reliability yielding an index of 0.82. The response format for the TATS is a 4-point Likert-type scale with Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1) for positively worded items while reverse for the negatively worded statements.

The Teachers' self-efficacy scale (TSES) was adapted from Gkolia, Betias and Koustelios (2014) Teachers' Sense of Efficacy Scale with a 5-point Likert-type scale of (1) = Nothing; (2) = Very little; (3) = Some influence; (6) = Quite a bit and (9) A great deal. The original 24 items was validated to 20. 25 copies of TSES were administered on primary school teachers, coded and subjected to Cronbach's Alpha reliability statistics yielded a value of 0.71 for the instrument.

The Checklist (TPPC) has four universal contents of teaching procedure, appropriateness of lesson, fundamental techniques or technology and class management control. Forty-three (43) items to measure the teacher classroom lesson presentation in class. The initial fifty items adapted from Cluster Impact Survey Instrument (2014) was validated by experts in Curriculum and Instruction for construct and face validity. Forty-three (43) items selected was subjected to Cronbach's Alpha reliability measure yielding an index of 0.86.

Procedure for Data Collection

The researchers and their assistants went to those sampled colleges of education to administer the three research instruments on two hundred and thirty lecturers. The administered instruments were retrieved on the spot to ensure its hundred percent collections.

Method of Data Analysis

Socio-demographic attributes of the respondents were presented in tables of frequency counts and percentages. Pearson Product Moment Correlation Coefficient (PPMC) was used to test hypothesis one while Multiple regression analysis was used to predict the composite and relative effects of the independent variables on the dependent measures in hypotheses 2 and 3.

RESULTS

Table 1 indicated that one hundred and five (30%) of the respondents have negative attitude to teaching while a larger percentage (245, 70%) had positive attitude to teaching. One hundred and fourty (40%) had 1-5 years of teaching experience, one hundred and twenty (34.35%) had 6- 10 years teaching experience while ninety (25.65%) had 11 years and above years of teaching experience. Two hundred and fourty-eight (70.87%) of the respondents are of low self-efficacy while a smaller group of one hundred and two (29.13%) had high teaching self-efficacy. On productivity, fifty-six (16.09%) had low teachers' productivity while two hundred and ninety-four (83.91%) had high productivity.

Table 1: Socio-demographic Variables of the Respondents

Variables	Frequency	Percentage (%)
Teachers' Attitude		
Negative	105	30.0
Positive	245	70.0
Total	350	100.0
Years of Teaching Experience (Yrs)		
1 – 5	140	40.0
6 – 10	120	34.35
11 & Aboved	90	25.65
Total	350	100.0
Teacher Self-efficacy		
Low	248	70.87
High	102	29.13
Total	350	100.0
Teacher Productivity		
Low	56	16.09
High	294	83.91
Total	350	100.0

Hypotheses Testing

Ho₁: There is no significant relationship between teachers' attitude, years of teaching experience and

teachers' self- efficacy and teachers' productivity in PTDP

Table 2: Pearson Product Moment Correlation of Teachers' Attitude, Years of Teaching Experience, Self-efficacy and Teachers' Productivity in PTDP

Variable	N	Mean	SD	Teachers' attitude	Years of Teaching Experience	Self-efficacy	Teachers' Productivity
Teachers' attitude	350	57.31	6.25	1.000			
Years of Teaching Experience	350	9.16	8.83	.492	1.000		
Self-efficacy	350	41.89	11.72	.746	.529	1.000	
Teachers' Productivity	350	63.70	9.04	.759	.283	.631	1.000

Table 2 reveals that the relationship between teachers' attitude ($r = .759, p < .05$), years of teaching experience ($r = .283, p < .05$), self-efficacy ($r = .631, p < .05$) and teachers' productivity in PTDP are significant.

Ho₂: There is no significant relative contribution of teachers' attitude, years of teaching experience and teachers' self- efficacy to teachers' productivity in PTDP;

Table 3: Regression Analysis of Relative Contribution of Teachers' Attitude, Years of Teaching Experience, Self-efficacy to Teachers' Productivity in PTDP

Independent (Predictors) Variables	Unstandardised Coefficient B	Standard Error	Standardised Coefficient Beta	Rank	T	Sig.
(Constant)	69.472	14.207				
Teachers' attitude	.605	.018	.562	1st	9.626	.001*
Years of teaching experience	.399	.112	.295	3rd	5.281	.030*
Self-efficacy	.584	.029	.447	2nd	16.316	.005*

From Table 3, out of the three predictor variables, teachers' attitude made the greatest contribution to the teachers' productivity in PTDP ($\beta = .562; t = 9.626; p < 0.05$), followed by teachers' self-efficacy ($\beta = .447; t = 16.316; p < 0.05$), then years of teaching experience ($\beta = .295; t = 5.281; p < 0.05$). From the results in Table 3, it

could be identified that the three independent variables can be used to predict significantly teachers' productivity in PTDP.

H₀₃: There is no significant composite contribution of teachers' attitude, years of teaching experience and teachers' self- efficacy to teachers' productivity in PTDP.

Table 4: Composite Contribution of Teachers Attitude, Years of Teaching Experience and Teachers' Self-efficacy to Teachers' Productivity in PTDP

Source of Variation	Sum of Square	Df	Mean Square	F-ratio	Sig.	R	R ²
Regression	1677.251	2	838.625				
Residual	25533.301	347	73.583	11.397	0.001	0.628	0.394
Total	27210.551	349					

From table 4, it could be observed that the composite effect of teachers' attitude, years of teaching experience and teachers' self-efficacy on teachers' productivity in

PTDP is significant ($F_{(2,347)} = 11.397$; $p < 0.05$). Also from the table, there is a positive prediction of teachers' attitude, years of teaching experience and teachers' self-efficacy on teachers' productivity in PTDP ($R = 0.628$). It also revealed that the three predictor (independent) variables can determine students' achievement in Basic General Mathematics ($R^2 = 0.394$) as the teachers' attitude, years of teaching experience and teachers' self-efficacy jointly accounted for 39.4% of the variance in the dependent measure (teachers' productivity in PTDP). The remaining 60.6% could be due to other factors that were not considered in the study.

DISCUSSION

Based on the findings of this study on effect of teachers' attitude, years of teaching experience and teachers' self-efficacy as predictors of teachers' productivity in PTDP, the results on hypothesis one shows that there is significant relationship between teachers' attitude and teachers' productivity in PTDP. The teachers' attitude, the likes, the dislikes, disposition to teaching held a strong, positive and significant relationship with teachers' productivity in PTDP. Attitude towards the teaching profession is considered to be an essential issue in understanding teacher behavior, and feelings about teaching, their students and the school environment, such dispositions go long way in enhancing their productivity in professional teacher development programme (PTDP). This findings corroborate the results of Stronge (2002), Williams (2003), Gourneau (2010), Salha, Issan, Ali and Wajeha (2011) Ade and Ade-Ajayi (2015) that to some extent there is a strong relationship between teachers' attitudes towards the teaching profession and their effectiveness.

The teachers' years of teaching experience equally have a strong, positive and significant relationship with teachers' productivity in PTDP. The more experienced the teachers are the more productive they are in the

PTDP and vice versa. Noted that teachers' teaching experience likewise positively predicted the teachers' productivity in PTDP. The less experience teachers had less acquaintance with teaching intricacies, they lack exposure, ideologies and strategies in teaching-learning activities thus militating their productivity in PTDP whereas the more experienced teachers had everything on their side, exposure, acquaintances, ideologies and strategies that enhanced their productivity in PTDP. This results find support in Ewetan and Ewetan (2015), Fehintola (2014), Yala and Wanjohi (2011), Adeyemi (2010), Kwari (2007) that teachers' experience was a prime predictor of students' academic achievement and teachers' productivity. Conversely, the result contrasted Ravkin et al (2005) that found teachers' teaching experience not significantly related to teachers' productivity.

Also, teachers' teaching self-efficacy predicted teachers' productivity in PTDP. The teacher's belief in his/her capability to organise and implement actions to reach a certain level of performance is concomitant to the individual teachers' productivity in PTDP. This is explained in the fact that self-efficacy beliefs influence an individual's thought patterns and emotional recreations and having high self-efficacy can help create feeling of serenity in approaching difficulty tasks and activities, teacher with high self-efficacy is prone to better teaching professional productivity while those with low self-efficacy likely to have weak teaching productivity. This result find supports in Ajegbomogun (2011) findings that sense of self-efficacy not only affects expectation for success or failure, it also influences motivation through goal setting meaning that if teachers have a high sense of self-efficacy in a given area, he/she will set a higher goal, be less afraid of failure but persist longer when encountered difficulties thus enhancing professional productivity. The findings also earlier corroborated Hemmings and Kay (2009) that referred to self-efficacy as an individual's belief in his/her capability to organise and implement actions to reach a certain level of performance.

The three predictor variables, teachers' attitude, years of teaching experience and teachers' teaching self-efficacy positively predicted the teachers' productivity in PTDP, the trio jointly contributed 39.4% to the teachers' productivity in PTDP, hence, positive teachers' attitude, high years of teaching experience and teaching self-efficacy determined up to 39% of the teachers' productivity in PTDP.

CONCLUSIONS

This study predicted the effects of teachers' teaching attitude, years of teaching experience and self-efficacy on teachers' productivity in PTDP in Oyo State, Nigeria. From the tested hypotheses, it can be concluded that teachers' teaching attitude, years of teaching experience and self-efficacy on teachers' productivity in PTDP as the independent variables jointly determined up to 39.4% of the teachers' productivity in PTDP in Oyo State, Nigeria.

Furthermore, each of the predictor variables significantly contributed to the dependent measure meaning that the teachers' teaching attitude, years of teaching experience and self-efficacy ought to be consciously developed to facilitate improvement in the teachers' productivity in PTDP in Oyo State, Nigeria.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are adduced:

1. More experienced teachers should be integrated into teachers' cluster meetings as their acumen of experience enhance, enrich and enable less-experienced teachers productivity in professional development programme (PTDP);
2. Government to motivate teachers with incentives and windfall to go extra mile in developing their teaching attitude and self-efficacy, psyching their thinking process, especially teachers with high level of commitment to the profession;
3. Federal Government of Nigeria (FGN), National Primary Education Board (NPEB), State Primary Education Board (SUBEB) and Local Educational Board (LEB) should integrate efforts in synergy towards planning, implementing and supervising teachers' professional development in the country;
4. As education is one of the cardinal focuses of millennium development goals, World Bank, UNESCO, USAID and other International Agencies should rally round Nigeria in stepping up her educational standard through primary school teachers' professional development.

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