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OVERSCHOOLING AND TEACHERS JOB MOTIVATION FOR PRODUCTIVITY: THE SITUATION WITH PRIMARY SCHOOLS.

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Abstract

The study examined the effect of over-schooling on teachers' job motivation at the private primary schools in Delta North Senatorial District (DNSD). The study was guided by three research questions and three null hypotheses. The population for the study consisted of all the 4,824 teachers in the 402 registered private primary schools in Delta North Senatorial District. The stratified sampling technique was used to draw a sample of 600 teachers. The teachers were stratified according to the location of their schools; urban/rural. Data collection was carried out with a structured questionnaire titled "Over-schooling and Teachers job motivation" (OTJM). It was validated by measurement and evaluation experts. Using the Cronbach alpha reliability

method, a reliability coefficient of 0.95 was obtained. Mean and standard deviation was used to answer the research questions, while the independent t-test was used to test the hypotheses. The study revealed that the job motivation level of teachers that are over-schooled and non-over-schooled in private primary schools in DNSD is below average. However, it showed that the level of job motivation of non-over-schooled teachers is still higher than that of the over-schooled teachers. It was recommended amongst others that over-schooled teachers in private primary schools should be properly placed with commensurate remuneration. To achieve this, the government should augment their salaries by giving grant-in-aid to these schools.

Keywords:Over-schooling; job motivation; national development, productivity.

Introduction

The strategic importance of the teacher in nation-building and national development can hardly be over-flogged. For it is the teacher that can lay the foundation for national development because the teacher depends on the ultimate realization of the aims of education. In the process of social change and nation-building, the teacher is the builder of the builders of the society. This means that the journey to national development starts in the classroom with well-educated, motivated, effective and competent teachers.

The invaluable role of teachers in the development of individuals and a nation has made it imperative for attention to be paid to them (Ige 2020). Buttressing this, Nwanekezi et al. (2011) stated that although education unlocks the door to modernization, the teacher holds the key. Re-affirming this assertion, UNESCO (2006) noted that no state of art infrastructure or adequate funding would ensure success in the school system when teachers fail at the delivery level. This invariably means that teachers are important inputs in the educational system, and priority attention must be given to their welfare or development of the educational system. According to Ige (2020), when teachers influence the educational system positively, they intend to perform their tasks effectively and efficiently, and all educational goals will be achieved with positive outcomes. The outputs from the school system will be competent,

vibrant, educated personnel who will contribute immensely toward societal development and nation-building. This invariably implies that teachers' productivity is non-negotiable.

According to Emunemu & Isuku (2011), the focus of productivity in education is mainly on the teachers' output in terms of their ability to increase students' learning achievement through effective classroom interaction and management. For teachers to be productive, they must be happy, satisfied, motivated and committed to their teaching jobs. Motivated teachers generally add value and quality to the educational system, particularly to the teaching-learning outcomes and outputs. The findings of the research carried out by Ndokwu and Edo (2020) indicated that motivation influences teachers' job performance in respect of building positive attitudes and beliefs toward teaching and learning. Similarly, Ige (2020) stated that without proper teachers' motivation, the educational system would be jeopardized, leading to poor quality education and outcome. However, that well-motivated teachers will render quality services and are committed to their jobs which will ensure enhanced productivity in our schools. Many factors influence teachers' motivation and productivity in schools. One of such factors, among others, is over-schooling.

The concept of over-schooling may be perceived from different perspectives; labour force underutilization, exposure to training or instruction far above or over what is provided in the curriculum for a given level of study, the possession of a higher level of education over that which is required for the job which one holds (MC Guinness 2006). The later perspective will form the fulcrum of this discussion. Van der Meer & Glebbeck (2011) viewed over-schooling as a situation where many workers have jobs which are below their qualifications.

Similarly, Ekechukwu, Eke, and Omu (2018) defined over-schooling as the condition of having a higher education level than that required to perform a specific job adequately. Despite its consequences, teachers still accept teaching jobs for which they are over-educated, especially at private primary schools. With the rising number of unemployed graduates in Nigeria, graduates are forced into jobs that are not commensurate with their levels of educational attainment.

According to Verdugo and Verdugo in Ekechukwu Eke and Onuu (2018), several explanations have been produced in literature to justify their decision, including the scarring effects of being unemployed just after graduation and the stepping stone hypothesis, whereby young job-seekers accept jobs as the shortest pathway to eventually finding a better match between a position and their skills. Over-schooled teachers who are not sufficiently motivated and whose returns on education are not comparable with those of their colleagues elsewhere suffer from inequity (Adams, 1963). Several empirical works have revealed a significant relationship between over-schooling and teacher job motivation. The study by Adeniyi, Fashina & Abolarinde (2020) showed a significant effect of over-schooling on job satisfaction and performance of secondary school mathematics teachers. Similarly, the study by Werang and Agung (2017) affirmed that over-schooling made the highest contributions to teachers' performance and motivation in the profession. However, Ekechukwu, Eke, and Omu (2018) reported a contrary opinion that there is no significant effect of over-schooling on job satisfaction and performance. In the same vein, the findings of a study by Nkang & Uwah (2013) revealed that over-schooled teachers at the secondary school level in Akwa Ibom State were committed to teaching despite the low returns to their education.

Theoretical Framework

This write-up is guided by Vroom's expectancy theory, as cited by Okokoyo (2012). The strength of the tendency or desire of teachers in this situation to perform (productivity) is contingent upon the degree of the strength of the expectation (incentives) which the effort is expected to produce and the perceived equity and fairness of the reward. That is, motivations are incentives and encouragement that stimulate individuals towards maximum performance (productivity). It implies that their productivity will be relative to the degree of such incentives. The degree of an individual's willingness, whether intrinsic or extrinsic, to exert and maintain an effort towards an institutional goal is a condition *since qua non* to individual productivity. Over-schooled teachers with lower returns for their education may not be motivated, that is, exerting the desired efforts towards institutional or organizational goals.

Statement of the Problem

Studies have shown that over-schooling is associated with low incentive – wage penalty (lower return for education), promotion, staff development etc. which brings low job motivation, increased psychological stress and productivity decline (Okokoyo 2012). Since motivations are incentives and encouragement that stimulates individual towards maximum performance (productivity), it implies that the degree of the willingness that overschooled teachers exert and maintain towards institutional goals should be relative to the degree of the incentives /she/she receives.

This paper, therefore, attempts to investigate the effect of over-schooling on primary school teachers' job motivation for productivity.

Purpose of the Study

The main purpose of the study is to determine the impact of over-schooling on private primary school teachers' job motivation in Delta North Senatorial District (DNSD) in Delta State. The specific purposes are to determine:

- the level of job motivation of private primary school over-schooled and non-over-schooled teachers in DNSD.
- the level of job motivation of private primary school over-schooled and non-over-schooled teachers in rural areas in DNSD
- the level of job motivation of private primary school over-schooled and non-over-schooled teachers in an urban area in DNSD

Research Questions

- What is the level of job motivation of over-schooled and non-over-schooled teachers in private primary schools in DNSD?
- What is the level of job motivation of over-schooled and non-over-schooled teachers in private primary schools in rural areas in DNSD?
- What is the level of job motivation of over-schooled and non-over-schooled teachers in private primary schools in urban areas in DNSD?

Hypotheses

- There is no significant difference between the level of job motivation of over-schooled and non-over-schooled teachers in private primary schools (PPS) in DNSD

- There is no significant difference between the level of job motivation of over-schooled and non-over-schooled in private primary schools in rural areas in DNSD.
- There is no significant difference between the level of job motivation of over-schooled and non-over-schooled teachers in private primary schools in urban areas in DNSD

Method

In this study, a survey design was adopted. The population of the study includes teachers teaching in private primary schools in DNSD. There are about 4824 teachers in the 402 registered private primary schools in DNSD in Delta State. The sample size of the study was 600 teachers. A stratified technique was used for the selection. The teachers were stratified according to the location of their schools; Urban/Rural.

The researcher developed the research instrument for the study titled over-schooling and teachers job motivation (OTJM). The instrument consisted of 2 sections: Section A: Sought demographic information on respondents, while section B: had eleven (11) item questions on a four-point rating scale ranging from strongly agree to disagree strongly. Experts validated the research instrument in measurement evaluation, and the Cronbach Alpha reliability method was used to ascertain the instrument's reliability. A reliability coefficient of 0.95 was obtained.

Results

Research Question One

What is the level of job motivation of over-schooled and non-over-schooled teachers in private primary schools in DNSD?

Table 1: Statistical analysis of the level of job motivation of over-schooled and non-over-schooled teachers in private primary schools in DNSD

Qualification	N	Mean	S.D	Df	t.cal	Sig.	Decision
Non-over-schooled	332	1.77	0.43	296	17.40	0.00	Reject H ₀
Over-schooled	264	1.05	0.22				

Table 1 shows that the mean level of job motivation of non-over-schooled and over-schooled teachers in private primary schools in DNSD is 1.77 (SD=0.43) and 1.05 (SD = 0.22). Both means are below the benchmark of 2.50. The job motivation level of over-schooled and non-over-schooled teachers is low. However, the level of job motivation of non-over-schooled teachers is higher than that of over-schooled teachers.

Research Question Two

What is the level of job motivation of over-schooled and non-over-schooled teachers in private primary schools in rural areas in DNSD?

Table 2: Statistical analysis of the level of job motivation of over-schooled and non-over-schooled teachers in private primary schools in rural areas in DNSD

Qualification	N	Mean	S.D	Df	t.cal	Sig.	Decision	
Non over-schooled	158	1.78	0.41	44	138	12.00	0.00	Reject H ₀
Over-schooled	122	1.07	0.25					

From table 2, the mean level of job motivation of non-over-schooled and over-schooled teachers in private primary schools in rural areas in DNSD are 1.78 (SD = 0.41) and 1.07 (SD = 0.25), respectively. Both means are below the benchmark of 2.50. This implies that the level of job motivation of over-schooled and non-over-schooled teachers is poor. However, the level of job motivation of non-over-schooled teachers is relatively higher than that of over-schooled teachers in private primary schools in rural areas in DNSD.

Research Question Three

What is the level of job motivation of over-schooled and non-over-schooled teachers in private primary schools in urban areas in DNSD?

Table 3: Statistical analysis of the level of job motivation of over-schooled and non-over-schooled teachers in private primary schools in urban areas in DNSD.

Qualification	N	Mean	S.D	Df	t.cal	Sig.	Decision
Non-over schooled	174	1.75	0.44				
Over-schooled	142	1.04	0.20	156	12.53	0.00	Reject H ₀

From table 3, the mean level of job motivation of over-schooled and non-over-schooled teachers in private primary schools in urban areas in DNSD are 1.75 (SD = 0.44) and 1.04 (SD = 0.20), respectively. Both means are below the benchmark of 2.50. This means that the level of job motivation of over-schooled and non-over-schooled teachers is poor. However, the level of job motivation of non-over-schooled teachers is better than that of over-schooled teachers in private primary schools in urban areas in DNSD.

Hypothesis One

There is no significant difference between the level of job motivation of over-schooled teachers and non-over-schooled teachers in private primary schools in DNSD

From table 1, the t-calculated value 17.40 was found significant at $P = 0.00$ at $df = 296$. The hypothesis was rejected because of $p < 0.05$. In other words, there is a significant difference between the level of job motivation of over-schooled teachers and non-over-schooled teachers in private primary schools in DNSD.

Hypothesis Two

There is no significant difference between the level of job motivation of over-schooled teachers and non-over-schooled teachers in private primary schools in rural areas in DNSD

The t-calculated value, as shown in Table 2, is 12.00, which was found significant at $p = 0.00$ at $df = 138$. The hypothesis was rejected because of $p < 0.05$. Therefore, there is a significant difference between the level of job motivation of over-schooled teachers and non-over-schooled teachers in private primary schools in rural areas in DNSD

Hypothesis three

There is no significant difference between the level of job motivation of over-schooled teachers and non-over-schooled teachers in private primary schools in urban areas in DNSD

The t-calculated value, as shown in Table 3, is 12.53, which was found significant at $P = 0.00$ at $df = 156$. The hypothesis was rejected because of $p < 0.05$. Therefore there is a significant

difference between the level of job motivation of over-schooled teachers and non-over-schooled teachers in private primary schools in urban areas in DNSD

Discussion of Results

The findings showed that the job motivation level of over-schooled and non-over-schooled teachers is low, that is, below average. This may be attributed to the lower return on their education investment. This becomes a disincentive and subsequently affects their motivation and productivity level, as they seem to be discouraged from putting in their best and are always searching for better job opportunities. Motivation is what stimulates the teacher towards maximum productivity. This means that teachers' productivity will be relative to the degree of motivation. This has many implications for national development. The findings of the research carried out by Okokoyo (2012) indicated a significant relationship between job motivation and productivity.

The study also revealed that even though the level of job motivation of both over-schooled and non-over-schooled teachers is low, the level of job motivation of non-over-schooled teachers is still relatively higher than that of over-schooled teachers. This finding is in line with the results of the research carried out by Allen & Van der Veldem (2001), which indicates that over-educated workers are less motivated than adequately educated workers.

The findings also indicate that the job motivation level of over-schooled teachers in rural and urban areas was less than that of non-over-schooled teachers. This means that the location of the school did not affect the teacher's level of job motivation. This is in line with the findings of the research carried out by (Alordiah 2017). It revealed that school location did not contribute to the relationship between motivation and teachers' work attitude.

Conclusion/Recommendations

Findings in this study have shown that there is a significant number of over-schooled teachers in private primary schools in DNSD and that the job motivation level of over-schooled teachers is less than that of non-over-schooled teachers in private primary schools in DNSD. Based on the above findings and the conclusion of this study, the following recommendations were made:

- Over-schooled teachers in private primary schools should be properly placed with commensurate remuneration. To achieve this, the government should give grant – in – aid to proprietors of private primary schools to augment teachers' salaries.
- Over-schooled workers may possess lower or limited skills. Thus, over-schooling does not necessarily mean being over-skilled. There is, therefore, the need to find a credible instrumental variable for measuring over-schooling.
- Establish a more effective labour market information system linked to career counselling in tertiary institutions and greater private sector involvement in curriculum development.

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