

WELLBEING PROGRAMMES AND TEACHERS' PRODUCTIVITY IN PUBLIC SECONDARY SCHOOLS IN RIVERS STATE

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Citation: Amaewhule C. E. (2024). Wellbeing Programmes and Teachers' Productivity in Public Secondary Schools in Rivers State. *Journal of Science, Technology, and Education (JSTE)*; www.nsukjste.com/ 8(6), 61- 72

Abstract

The study examined the effect of wellbeing programmes on teachers' productivity in public secondary schools in Rivers State. Three research questions and corresponding hypotheses were formulated to guide the study. The design adopted for the study was correlation design to describe the relationship between the dependent and independent variables of the study. The population of the study was 6, 859 teachers in all the public senior secondary schools in the State while 378 teachers were sampled for the study through stratified random sampling method. Questionnaires titled "Wellbeing Programmes Questionnaire" (IWPQ) and "Teachers Productivity Questionnaire" (TPQ) were the instrument used for data gathering after they were face and content validated by two experts in Measurement and Evaluation at the University of Port Harcourt. The reliability of the questionnaires was estimated as 0.88 and 0.82 respectively using Cronbach alpha statistics. Out of the 378

copies of questionnaire administered to the respondents, there were 347 copies representing 91.8% which were returned and used for data analysis. The research questions raised were answered using simple and multiple regression while the hypotheses were tested using t-test associated with simple regression and One-Way Analysis of Variance (ANOVA) at 0.05 level of significance. The findings of the study indicated that mental wellbeing programmes had a high and positive effect on teachers' productivity while physical and social wellbeing programmes had low and moderate effects respectively but were all significant. It was recommended that adequate physical exercise facilities should be provided around the school premises to boot the practice of physical exercises which will add up to teachers' productivity in the school.

Keywords: Wellbeing-Programmes, Teachers Productivity, Secondary Schools, Mental, Social.

Introduction

Educational scholars at different times have continued to understudy the connection between teachers' productivity across

different levels of education as well as other factors that makes them more efficient and effective and the place of wellbeing programmes which have positive effect on

the health of the teachers cannot be ignored. The World Health Organization (WHO) as cited in Buba *et al.* (2023) stated that a healthy person must show complete physical, mental and social well-being and not merely the absence of disease or infirmity. This means that there exists a relationship between wellbeing programmes and the health of people which makes them more productive at work and it is with this understanding that different school administrators especially at the secondary level of education initiate different wellbeing programmes to make their teachers more productive for the attainment of the goals and objectives of education at that level. It is on this premise that Bajorek *et al.* (2014) stated that the wellbeing of the teacher cuts across having good physical and mental health which remains a major concern for school administrators and other educational stakeholders.

Drawing from the recommendation that a healthy person must be physically, mentally and socially balanced, different schools initiate different physical, mental and social wellbeing programmes at the institutional level which are targeted at equipping their teachers to deliver quality educational services and be more productive at work. According to Glazzard and Rose (2019), several teachers agreed that a teacher's wellbeing affects their performance as an

education professional peculiarly their ability to teach in the classroom. This means that effective classroom service delivery requires adequate physical, social and mental wellness which must be institutionalized as a need by the school. Similarly, Lever *et al.* (2017) pointed out that some 46% of teachers in the K-12 settings in their survey reported high levels of daily stress during the school year under their Well-Being Index which no doubt has the capacity to affect their productivity. School administrators must therefore carefully select and institutionalize wellbeing programmes that will change this experience for improved teacher productivity.

One of the major physical wellbeing programmes in most schools is physical exercises which is engaged in by both staff and students. Scholars such as Kim and Gurvitch (2020) have also pointed out that when people engaged in team-based sporting activities, it facilitates unique group dynamics, collaboration to work with each other, dependency and cooperation towards a common goal which is the main reason why some schools make physical exercises compulsory for all teachers. In the same manner Puig-Ribera *et al.* (2015) indicated that teachers who engage in physical activities reported higher mental well-being and higher work productivity. This necessitates teachers' active participation in

physical exercises instituted in some secondary schools.

On the other hand, mental wellbeing programmes are also equally important for teachers. White (2020) indicated that teachers usually report suffering from high level of psychological distress and lower wellbeing when compared to staff in other industries. Providing further insight on this issue, Agarwal (2023) indicated that every regular teachers is saddled with the responsibility of lesson planning, evaluation of students, attending meeting among others which leaves them with very little time for self-care which results to mental health challenges which can affect the teachers and his/her students. This experience requires schools to also provide mental wellbeing programmes for teachers to cushion this effect. Some schools have gone ahead to introduced mental wellbeing programmes such as regularly training and mind shaping programmes. Alao and Obafemi (n.d.) noted that some of these training programs increases the teacher's intellectual capital and contributes to gaining a sustainable competitive advantage. Other activities which helps to relive the teachers of mental and psychological stress emanating from the job must be given priority in order to boost the teacher's productivity sustainably.

Today teachers use different tools and technology which affects their wellbeing

despite their advantages (Wagbara & Amaewhule, 2023).and the place of social wellbeing programmes such as social activities and professional networks cannot also be ignored for reshaping the wellbeing of the teacher. Scholars such as Sutton and Wheatley as cited in Hascher and Waber (2021) have indicated that Teacher wellbeing (TWB) is a crucial issue for schools and the society at large as it related to teaching effectiveness, student outcomes, and educational governance and as such the teacher must be given a platform for social interaction with these stakeholders who are affected by the services provided by him or her. The main goal of wellness programmes for the teachers is to make them fit or healthy in all aspects (Kipps-Vaughn et al., 2012) and this must continue to be given adequate attention by schools as an institutional policy in order to promote teachers' productivity.

The study by Cavioni *et al.* (2024) focused on promoting teachers' wellbeing through a serious game intervention using a qualitative exploration of teachers' experiences. There were 189 in-service teachers who participated in focus groups discussion as part of the study's qualitative methodology. According to the study, educators noted improvements in decision-making, social awareness, self-care techniques, emotional competency, and school atmosphere. Similarly, Kim and Gurvitch (2020) investigated the effect of

sports-based physical activity programme on teachers' relatedness, stress and exercise motivation. There were 32 middle school teachers who participated in the data collection process, which used a quasi-experimental approach. The study's data was gathered through interviews and it was discovered that the programme of sports-based physical exercise was a successful determinant of relatedness.

The study by Ortillo and Ancho (2021) was on design of teachers' wellness program using the experience of Filipino school principals. The study used a descriptive approach, and the five principals of public elementary schools that had teachers' wellness programmes in place were the study participants that took part in an interview. The programme was said to have produced happiness, a positive outlook, a healthy lifestyle, professional development, and the need to take wellness factors into account. Because of the stakeholders' desire and participation, the programme is feasible, effective, and well-managed.

Furthermore, Cimeni and Oco (2023) carried out a study on productivity, social relationship and teachers' performance. The study included a sample of 311 junior high school teachers from Misamis Oriental General Comprehensive High School. The survey used a questionnaire to collect data, and the Person Product Moment Correlation

Coefficient, weighted mean, frequency, percentage, and standard deviation were used to analyze the data collected. The findings demonstrated that instructors' performance was exceptional, their social relationships were strong, and their productivity was quite high.

Abasili et al. (2023) investigated the effectiveness of employee wellness programmes and civil service productivity in Nigeria. The study employed a content analysis methodology to methodically examine and analyze various kinds of communication associated with the subject matter. The findings of the research indicated that these initiatives may have a favourable impact on workers' overall productivity, work-life balance, and physical and mental health. However, for implementation to be successful, issues including time constraints and prevailing attitudes around mental health must be addressed. Educational institutions therefore need to implement relevant wellbeing programmes in order to build a better workforce.

Purpose of the Study

The purpose of the study was to investigate institutional wellbeing programmes and teachers' productivity in public secondary schools in Rivers State. Specifically, the objectives of the study were to:

1. ascertain the relationship between physical wellbeing programmes and teachers' productivity in public secondary schools in Rivers State
 2. find out the relationship between mental wellbeing programmes and teachers' productivity in public secondary schools in Rivers State
 3. determine the relationship between social wellbeing programmes and teachers' productivity in public secondary schools in Rivers State
1. programmes and teachers' productivity in public secondary schools in Rivers State
 2. There is no significant relationship between mental wellbeing programmes and teachers' productivity in public secondary schools in Rivers State
 3. There is no significant relationship between social wellbeing programmes and teachers' productivity in public secondary schools in Rivers State

Research Questions

The following research questions were answered in the study:

1. What is the relationship between physical wellbeing programmes and teachers' productivity in public secondary schools in Rivers State?
2. What is the relationship between mental wellbeing programmes and teachers' productivity in public secondary schools in Rivers State?
3. What is the relationship between social wellbeing programmes and teachers' productivity in public secondary schools in Rivers State?

Hypotheses

The following hypotheses were tested at 5% level of significance:

1. There is no significant relationship between physical wellbeing

Methodology

Correlation design was adopted in the study as it is appropriate to describe the relationship between the dependent and independent variables of the study. Population of the study consisted of all the 6, 859 teachers in all the public senior secondary schools in the State. The sample of the study was 378 teachers which was estimated through the Taro Yamane minimum sample size determination technique. The teachers sampled were drawn using the stratified random sampling method. There were questionnaires tagged "Wellbeing Programmes Questionnaire" (WPQ) and "Teachers Productivity Questionnaire" (TPQ) containing 15 questionnaire items each which were used for eliciting responses. These structured questionnaires were answered based on the four-point scale of Strongly Agree (SA), Agree (A), Disagree

(D) and Strongly Disagree (SD) with weighted values of 4, 3, 2 and 1 respectively. The questionnaires were face and content validated by two experts in Measurement and Evaluation at the University of Port Harcourt. The reliability of the questionnaires was estimated using Cronbach alpha statistics and provided coefficients of 0.88 and 0.82 respectively. Out of the 378 copies of questionnaire administered to the

respondents, 347 copies representing 91.8% were returned and used for data analysis. Research questions raised were answered using simple and multiple regression while the hypotheses were tested using t-test associated with simple regression and One-Way Analysis of Variance (ANOVA) at 0.05 level of significance.

Results

Research Question One: What is the relationship between physical wellbeing programmes and teachers’ productivity in public secondary schools in Rivers State?

Table 1: Simple Regression Analysis of the Relationship Between Physical Wellbeing Programmes and Teachers’ Productivity in Public Secondary Schools in Rivers State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remark
1	.464 ^a	.215	.213	4.32521	Low and Positive Relationship

a. Predictors: (Constant), Physical_Wellbeing_Programmes

Table 1 points out the relationship between physical wellbeing programmes and teachers’ productivity had an r value of 0.464 which implied that the both variables had a low but

positive relationship. The value of r^2 of 0.215 further highlighted that 21.5% of teachers’ productivity is determined by physical wellbeing programmes in the schools.

Research Question Two: What is the relationship between mental wellbeing programmes and teachers’ productivity in public secondary schools in Rivers State?

Table 2: Simple Regression Analysis of the Relationship Between Mental Wellbeing Programmes and Teachers’ Productivity in Public Secondary Schools in Rivers State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remark
1	.846 ^a	.716	.715	2.60057	High and Positive Relationship

a. Predictors: (Constant), Mental_Wellbeing_Programmes

Table 2 reveals that the relationship between mental wellbeing programmes and teachers’

productivity had an r value of 0.846 which implied that mental wellbeing programmes

and teachers' productivity had a high and positive relationship. Similarly, the value of r^2 of 0.716 pointed out that 71.6% of teachers'

productivity is accounted for by mental wellbeing programmes in the schools.

Research Question Three: What is the relationship between social wellbeing programmes and teachers' productivity in public secondary schools in Rivers State?

Table 3: Simple Regression Analysis of the Relationship Between Social Wellbeing Programmes and Teachers' Productivity in Public Secondary Schools in Rivers State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remark
1	.568 ^a	.322	.320	4.01917	Moderate and Positive Relationship

a. Predictors: (Constant), Social_Wellbeing_Programmes

Table 3 establishes that the relationship between social wellbeing programmes and teachers' productivity had an r value of 0.568 which implied that the both variables had a moderate and positive relationship. The value

of r^2 of 0.322 implied that 32.2% of teachers' productivity is determined by social wellbeing programmes in public secondary schools in Rivers State.

Test of Hypotheses

Hypothesis One: There is no significant relationship between physical wellbeing programmes and teachers' productivity in public secondary schools in Rivers State

Table 4: t-test Associated with Simple Regression on the Significant Relationship Between Physical Wellbeing Programmes and Teachers' Productivity in Public Secondary Schools in Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision
		B	Std. Error	Beta			
1	(Constant)	56.726	.709		80.000	.000	
	Physical_Wellbeing_Programmes	.203	.021	.464	9.718	.000	Significant

a. Dependent Variable: Teachers_Productivity

Table 4 indicates that with a significant value of 0.000 which is less than the p-value of 0.05 and a t-calculated value of 9.718 which is more than the t-critical value of 1.96, the null hypothesis was rejected and the alternative

hypothesis retained that there was a relationship between physical wellbeing programmes and teachers' productivity in public secondary schools in Rivers State

Hypothesis Two: There is no significant relationship between mental wellbeing programmes and teachers’ productivity in public secondary schools in Rivers State

Table 5: t-test Associated with Simple Regression on the Significant Relationship Between Mental Wellbeing Programmes and Teachers’ Productivity in Public Secondary Schools in Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision
		B	Std. Error	Beta			
1	(Constant)	23.309	1.360		17.134	.000	
	Mental_Wellbeing_Programmes	1.273	.043	.846	29.505	.000	Significant

a. Dependent Variable: Teachers_Productivity

Table 6 reveals that with a significant value of 0.000 which is less than the p-value of 0.05 and a t-calculated value of 29.505 which is more than the t-critical value of 1.96, the null hypothesis was rejected and the alternative hypothesis retained that there was a relationship between mental wellbeing programmes and teachers’ productivity in public secondary schools in Rivers State.

Hypothesis Three: There is no significant relationship between social wellbeing programmes and teachers’ productivity in public secondary schools in Rivers State

Table 6: t-test Associated with Simple Regression on the Significant Relationship Between Social Wellbeing Programmes and Teachers’ Productivity in Public Secondary Schools in Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision
		B	Std. Error	Beta			
1	(Constant)	48.275	1.188		40.621	.000	
	Social_Wellbeing_Programmes	.348	.027	.568	12.802	.000	Significant

a. Dependent Variable: Teachers_Productivity

Table 7 points out that with a significant value of 0.000 which is less than the p-value of 0.05 and a t-calculated value of 12.802 which is more than the t-critical value of 1.96, the null hypothesis was rejected and the alternative hypothesis retained that there was a relationship between social wellbeing programmes and teachers’ productivity in public secondary schools in Rivers State.

Discussion of Findings

The response from the teachers indicated that physical wellbeing programmes are significant to teachers’ productivity but with a low and positive relationship. This implies that when teachers engage in physical activities, it has the capacity to improve on

their productivity but to a low extent. The low relationship may be attributed to the fact that the teaching profession is not entirely a physical activity and as such engaging in physical exercises can only enable the teacher to build the stamina to deliver better and longer services but other aspects of wellbeing may be more important to the teacher's productivity. However, there are different types of physical activities that the teachers can engage in which have impact on other aspects of wellbeing and can improve on the teachers' productivity. Aligning with this position, Kim and Gurvitch (2020) reported from the findings of their study that sports-based physical exercise was a successful determinant of relatedness. This means that engaging in physical activities can be a way of achieving other aspects of wellbeing which will then contribute to better performance.

Furthermore, the response of the teachers indicated that mental wellbeing programmes have high, positive and significant relationship on the teachers' productivity. In fact, Abasili et al., (2023) indicated that mental health of teachers need to be given adequate attention for higher productivity and this is simply because any teacher who suffers from mental health challenges may not be able to contribute meaningfully to the goals and objectives of the school. The productivity of the teacher is measured by the teachers' performance and how much task is

covered per time and this most times requires some form of mental balance. This means that the teacher must be mentally alert and stable in order to deliver the right quality of service. It suffices to say that lack of proper mental wellbeing may result to reverse productivity which can be harmful for any organization. This means that investment in mental wellbeing programmes are essential as they can help to improve on the alertness of the teacher. The mental state of the teacher is often responsible for the ability to solve problems, think critically and handle complex activities at work and this may explain why this aspect of wellbeing accounts the most for teachers' productivity. School administrators must therefore make effort to invest in activities that will help to boost the mental ability of the teacher as this is essential to the quality and quantity of services that the teacher will be able to deliver at work. The desire of some school administrators to employ staff with higher qualification is to ensure that teachers who are employed are mentally sound to deliver better services to the school and its clients.

The relationship between social wellbeing programmes and teachers' productivity was described as being moderate, positive and also significant according to the data collected and analyzed from the teachers. This finding however slightly differs from that of Cimeni and Oco, (2023) which

demonstrated that social relationships were strong and contributed highly to the productivity of the teachers sampled in their study. There is no doubt that while teaching is a mental exercise, it also requires a social balance since the teacher cannot operate in isolation. The teacher must be able to interact with a wide range of other educational stakeholders such as the students, fellow teachers, parents and so on in order to be able to deliver quality services. In the same manner, since the teacher is not an island of knowledge, he or she may require the assistance of other stakeholders such as co-teachers in order to solve some problems on the job. Scholars such as Cavioni et al., (2024) have revealed that an association exists between decision-making, social awareness, self-care techniques, emotional competency, and school atmosphere. The level of assistance that the teacher gets can determine how much work he or she is able to cover and it is imperative for the teacher to be trained on how to manage social interactions which can affect their performance. The inability to manage relationships can harm productivity and as such, investment in social wellbeing programmes is an advantage to the teacher and the school as a whole and this may explain why this relationship is moderate and positive in terms of its relationship with teachers' productivity. However, the teachers indicated from their responses that wellbeing

programmes (physical, social and mental) have a larger effect on teachers' productivity prompting the need for schools to invest in all aspects of wellbeing on their teachers and this can help boost productivity across all levels in the school. This was agreed to by Ortillo and Ancho (2021) who indicated that such programmes produced happiness, a positive outlook, a healthy lifestyle and professional development and as such cannot be overemphasized in the management of any school system.

Conclusion

It was concluded based on the findings of the study that programmes on mental wellbeing of the teachers had the highest effect on their productivity in the schools and followed by social wellbeing programmes before physical wellbeing programmes. However, all the types of wellbeing programmes were significant to the productivity of teachers in public secondary schools in Rivers State.

Recommendations

The study recommended that:

1. The government should invest more in mental wellbeing programmes which can assist to put the teachers in the right frame of mind and mental alertness to improve on their productivity while contributing to the attainment of the goals and objectives of the school.

2. School administrators should ensure that adequate social programmes are initiated by the school where teachers can bond and interact on issues that can enhance their individual and collective productivity in and outside the school.
3. Adequate physical facilities should also be provided in the school which staff and students can use to build their physical wellness for building the stamina that is needed to be more productive on the job.

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