

Research Paper

Path Analytical Investigation of Psychological and Contextual Determinants of Secondary School Teacher Quality of Work-Life in Southwestern Nigeria

Aremu A. Oyesoji¹, Agboade Abiola Oluwatosin², Emmanuel Stephen Oluwaseun^{3*}

ABSTRACT

This study investigated the causal relationships between psychological and contextual variables on the quality of work-life among public secondary school teachers in Southwest Nigeria. A total of 587 public school teachers were sampled using stratified sampling technique. The study utilised eight validated instruments to measure the variables of interest. The data were analysed using structural equation modelling (SEM) to establish the cause-and-effect relationships among the variables. The results indicated significant linear relationships between the exogenous and endogenous variables. Similarly, no significant differences were found between the hypothesised and reproduced causal models. A significant parsimonious causal model was identified that explained the quality of work-life among public secondary school teachers in Southwest Nigeria. The study also identified significant pathways indicating direct and indirect effects of psychological and contextual variables on quality work-life among public secondary school teachers in Southwest Nigeria. The findings have important implications for policy-makers and educational stakeholders in enhancing the quality of work-life of public school teachers in Nigeria.

Keywords: *Quality of work-life, Public secondary school teachers, Psychological factors*

Teaching, although one of the earliest professions known to humanity, is not celebrated, especially in developing countries where quality of work-life of teachers is on the low ebb. This has, in many ways, impacted the teaching profession negatively. Quality of work-life, herein abbreviated as QWL in this paper, is the value an employee derives from being employed and the positive impact such could have in the course of his/her career. This value could be dynamic and multidimensional depending on many other factors that are beyond the employee. Saraji and Daragahi (2006) conceptualise QWL as a dynamic and multidimensional construct that includes job security, reward system, training, career advancement as well as being part of decision-making. It is related

¹Department of Counselling and Human Development Studies, University of Ibadan, Ibadan, Nigeria

²Department of Counselling and Human Development Studies, University of Ibadan, Ibadan, Nigeria

³Department of Counselling and Human Development Studies, University of Ibadan, Ibadan, Nigeria

*Corresponding Author

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to the tasks performed by an employee and some responsibilities which could promote self-worth in the world of work; and or, in relationship with significant others at workplace. Quality of work-life could, therefore, be acknowledged as one of the factors in an organisation which encompasses the roles and tasks, motivation, personal satisfaction, commitment, achievement, physical and cultural activities (Martel and Dupuis, 2006).

In the context of this paper which is on secondary school teachers, QWL is conceptualised as the totality of what guarantees psychological and financial wellness in and outside the school. Chelte (1983) alludes to this by noting that QWL is the quality of relationship between employees and the total working environment, with human dimensions, technical and economic consideration. In Nigeria and for as a matter-of-factly, economic and financial consideration is mostly used to measure QWL. While this remains not debatable, our contention and drive in this paper is that QWL is a function of many factors that aggregate to determine wellness of workers especially secondary school teachers. Walton (1974) is conscious of this by identifying eight broad conditions of employee that constitute desirable QWL. These are safe and health work environment, adequate and fair compensation, social integration, development of human, total life space, social relevance, constitutionalism; and growth and security. While this paper is not purposed to interrogate the mentioned variables, it is instructive to know that there are some psychological and contextual factors that could determine QWL of secondary school teachers. These are discussed in this paper with a view to investigating their path influence on QWL of secondary school teachers. The following variables, job satisfaction, teaching efficacy, job stress, job motivation, emotional intelligence, and contextual factors such as, school climate, leadership style, class-size and job resource are, therefore, taking into cognisance in this paper.

Job satisfaction is a variable of interest in this study and it can be described as the positive emotional state resulting from the appraisal of one's job or job experiences, or the attitudes and feelings people have about their work (Armstrong, 2006). It could also be referred to as a personal evaluation of the conditions present in the job, or the outcomes that arise as a result of having a job. In the teaching profession, satisfaction could include; achievement, advancement, job enhancement, job enrichment, and teamwork. Similarly, it has to do with an individual's perception and evaluation of his/her job, which can be influenced by the person's unique circumstances such as needs, values, and expectations (Ajala, 2012). On the other hand, when job satisfaction is low, there are plethoras of negative behaviours that can be exhibited. Some of which include absenteeism, psychological withdrawal, industrial action, transfer of aggression on the students, skipping classes and so on. Teachers' reaction to dissatisfaction with their profession could be evidence of their perception of the quality of work-life. Teachers at times tend to be dissatisfied when comparing their profession with other professions in terms of their financial, health and retirement packages. On this premise, teachers' satisfaction could be assumed to have an impact on the quality of work-life.

This study, also investigate path influence of teaching efficacy on Secondary School Teachers' QWL. Teaching efficacy is conceptualised as secondary school teachers' belief in their abilities to handle teaching profession with passion that requires absolute involvement in their job. Operationally, secondary school teachers' teaching efficacy is the totality of the commitment to the all tasks of teaching. In effect, teaching self-efficacy is a domain-specific construct that tests commitment and belief of an individual. Therefore, in our study, we use teaching self-efficacy to hypothesise QWL of secondary school teachers. The main reason

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being that self-efficacy is vital to productivity of teachers. Akomolafe and Ogunmakin (2014) in their study, identify teaching efficacy as a teachers' judgment of their capability to bring about desired outcomes from students' engagement and learning, even among those students who may find it difficult or unmotivated. Although this should of course be so for teachers, nevertheless, not all teachers have the commitment perhaps on account of their QWL.

On this, Oyewumi, Ibitoye and Sanni's (2012) assertion that people with high assurances have capabilities to approach difficult tasks and master challenges affirm our contention. Writing on the subject with specific reference to teacher, Akomolafe and Ogunmakin (2014) submit that a teacher with low self-efficacy may avoid difficult tasks and perceive such tasks as threatening. They then conclude that such teachers usually have low aspirations and weak commitment to the goals they have set for themselves in their chosen profession. This account for the submission of Caprara, Barbanelli, Stella and Malone (2006) in which they submit that self-efficacy could affect teachers' job commitment and satisfaction. Similarly, Whittington, McConnel and Knobloch (2003) not those high efficacious teachers have more motivation to remain in the teaching profession than teachers with low self-efficacy. Although these reported studies are not directly related to teachers' (especially secondary school teachers) QWL as being investigated in the current study, our inference is that it may after all, have some relationships with it. This hypothetical assumption is not only in respect of teaching efficacy of our population. We also investigate influence of job stress on QWL of secondary school teachers.

Efficient and effective performance on any job depends on good psychological wellbeing of employees (Adeniyi, Fakolade & Tella, 2010). While Adeniyi, et. al (2010) alluded to many factors like work environment, good interpersonal relationships, work load, remuneration and others as determinants of workers' psychological wellbeing, stress could as well induce employees to perform below a ranking threshold. They aver that stress constitutes serious work hazard. While it is pertinent to define stress with a view to scientifically situating the concept, it is also instructive to relate it to stress for a better understanding. Generally, stress is any psychological discomfort that precipitates emotional hardness. While this is brought into the realm of a job, it then means work-induced discomfort. Therefore, teaching job like other professions could induce stress depending on many factors like workplace climate, pay and relationships at work, among others. Again, Adeniyi, et al. (2010), describe teaching as one of the highly demanding professions. They contend that it tasks all human domains and demands a lot of effort in order to achieve a definite goal. Succinctly, Apeh, Usman and Idris (2020) note that teacher job stress is simply stress at work. Tsutsum, Kayaba, Kario and Ishikawa (2009) also submit that it occurs when there is discrepancy between the demands of the work place and that of the individuals.

This view and others that are scientifically tested is an indication that job stress could be debilitating and could affect quality of work life of secondary school teachers. This may not be too far from reality given the poor pay of teachers and unsatisfactory workplace environment of many public secondary schools in Nigeria. Previous studies (Fatehi, Karimi, Pour, Pour & Azizi, 2015, Afsar, 2014; Asmawi & Ramly, 2018) have confirmed the impact of job stress on QWL. Akram and Amir (2020) then conclude that measuring QWL is important because it pays attention to the necessities of workers. This cannot be far from the truth given the fact that QWL of Secondary School teachers as carried out in this study underscores the depth of the construct in research.

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Job motivation is as well given a place in this study. Choice of this variable is premised on its importance to QWL (Peretomode, 1991; Fredriksson, 2004). Motivation guide peoples actions and behaviours towards achievement of some goals (Analoui, 2000). It is therefore, often described as being intrinsic or extrinsic in nature (Sansone and Harackiewicz, 2000). Essentially, motivation as a construct is a spur that could drive an individual to a desired goal. The relationship between quality of work-life and motivation appears to be in two ways because any of the two could precede the other. In other words, the higher the quality of work-life, the more motivated employees could be (Baleghizadeh and Gordani, 2012), while the more motivated the employee become the better the quality of work-life. This however, looks surprising since the teacher's level of enthusiasm and commitment is one of the most important factors that could affect learners' motivation. This, notwithstanding, the interrelatedness of the two constructs, underscore the importance to man. However, if a teacher is motivated to teach, there is a strong correlation that students will be motivated to learn and achieve excellence (Dornyei, 2001). And this, could indirectly impact on the QWL of such a teacher. In effect, teachers' motivation is a key to guarantee quality education (Ofojebe and Ezugoh, 2010). Our contention in respect of quality of work-life of secondary school teachers is that, it could impact on motivation and also increase productivity.

Generally, the importance of emotion in human activities cannot be overemphasised. Aghayar and Sharifi (2008) note that emotion plays a significant role in the lives of people because they are feelings through which life is enlivened; and which also, allows man to express joy and grief. This means that man has two minds, thinking and a feeling mind. The direction through which emotion is therefore, expressed, is a function of many factors. It is therefore, incumbent on organisations to motivate employees to direct emotions positively for productivity. Emotional Intelligence popularised by Goleman (1998) is therefore, ability to direct emotion positively for desired results. It is conceptualised as the ability to identify, use, understand and manage emotions in a positive way to relieve stress, communicate effectively, empathize with others, overcome challenges, and diffuse conflicts. Emotional intelligence impacts many different aspects of individual daily life, such as behaviour and interaction with others. An individual with high emotional intelligence should be able to recognize his/her own emotional state and the emotional states of others, and engage with people in a way that there will be attraction.

Hence, his understanding of emotions could help in relating better with other people, for healthier relationship, achieving greater success at work, which will lead to a more fulfilled life. Emotional intelligence is assumed to improve the quality of work-life of teachers, by helping tremendously in many areas such as being less impulsive and ability to control temper and coping more effectively with stress and speaking up with self-confidence. Expression of feelings when uncomfortable, in setting clear boundaries with bullies, being more positive about self and make better decision getting motivated and maintaining momentum. These could improve interaction with others; positively influence people and be emotionally resilient (Mishra and Mohapatra, 2010). Owing to this, it has been established that high EQ could considerably enhance a teacher's professional life, irrespective of the nature of challenges peculiar to the teaching profession and cultivate a higher level of EQ, which will aid in building a higher quality of work-life (Shirkovand, 2007).

The importance of the construct, school climate to teachers' QWL cannot be overemphasised especially in an organisation like a school setting. Kirratporn and Puncreobutr (2016) are of the opinion that quality of work-life reflects the relationship

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between personnel and work environment that encourages learning and self-development, which will lead to meet the satisfaction of employees. Similarly, Walton (1973) argues that work environment can affect the work performance of employees in an organisation directly and indirectly. On this, we also affirm this based on the fact that quality of work environment herein refers to school climate in this study could affect quality of work-life of teachers. School climate is said to be healthy when academic staff perceive increased participation in decision-making, interpersonal relationships, greater information sharing and management support (Kangis and Williams, 2010).

Since the climate is the psychological or perceptual description of individuals, the climate in an organisation can be seen as the collective perception of employees (Al-Shammari, 2007). Brown and Brooks (2010) identify climate as the feeling in the air and the atmosphere that employees perceive is created in their organisations due to practices, procedures and rewards. Nevertheless, in a school system, the collective lifestyle consciously or unconsciously observable by teachers could infuse a perception of judgment and a complete or partial sense of belonging which as well confirms their quality of work-life with the way things are going within the system.

This study further interrogates the influences of leadership style, job resource and class size on public secondary school teachers' QWL. These are discussed concurrently with a view to addressing their impacts. Leadership style is obviously crucial to the overall tone workplace. Leadership style especially in school setting could also determine the resources that may be put in a job by teachers. This also, is a function of class size such teachers are made to handle. In effect, the quality of leadership has a direct bearing on the success of an organisation. Adeyemi (2006) describes leadership as a process through which persons or group influence on the attainment of goals. Leadership style, however, refers to the pattern or collection of leadership behavior that characterise a given leader (Shamaki, 2015). While literature has established positive relationships between leadership styles on QWL (Lok and Crawford, 2004; Mayer & Schoorman, 1992), many of such literature are scanty with reference to secondary school teachers. And as earlier posited, leadership style could translate to many developments especially in the school setting where teachers are expected to manage classes using their job resources.

According to Rothmann and Rothmann (2010) job resources refer to the physical, psychological, social and organisational characteristics of the job that enable individuals to achieve work goals, reduce job demands and stimulate personal growth and development. Job resources could also play an intrinsic motivational role as it may help individuals to learn, grow and develop; it also has an important role in goal achievement which may be seen as an extrinsic motivational role (Coetzer and Rothmann, 2007). The scant literature on job resources especially on QWL of public secondary school teachers indicates a huge gap that this study fills. Our search on class size as a variable shows generally that it could have impact on teacher effectiveness and productivity (Tye & Obrien, 2002; Hirsch & Emerick, 2006). Studies on class size by Hoxby (2000) and Rivkin, Hanushek and Kain (2005) have shown that it is directly related to academic achievement. From the works of these authors, we can deductively propose that class size variable could also impact on QWL of teachers given the importance of academic performance to the psychological wellness of teachers. We therefore, contend that the question of class size cannot be downplayed especially in public schools where large population is always recorded because of policy of many state governments on free education.

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Gleaning on the empirical expositions of the works cited, this study examines the path analytical estimate of psychological (job satisfaction, pay satisfaction, teaching efficacy, job stress, job motivation, emotional intelligence) and contextual (school climate, leadership style, job resources and class size) on public secondary school teachers' quality of work-life in South West, Nigeria. Specifically, the study investigates the linear relationship between exogenous and endogenous variables to fulfill the assumption for linearity and the absence of multi-collinearity in the study. Through this, the study reports the differences in the hypothesised causal model and reproduced the causal model. The study, is therefore, purposed to determine the parsimonious causal model in explaining the quality of work-life among public school teachers in South West, Nigeria. It finally, indicates and identifies the pathways (direct and indirect) influence of psychological and contextual variables on the quality of work-life among public secondary school teachers in South West, Nigeria.

Consequent on this, the following research questions are answered in the study:

1. Is there any significant linear relationship between exogenous and endogenous variables to fulfill the assumption for linearity and absence of multi-collinearity?
2. Are there any significant differences in the hypothesised causal model and reproduced causal model?
3. Is there any significant parsimonious causal model for explaining quality of work-life among public secondary school teachers in Southwest Nigeria?
4. Are there any significant pathways indicating direct and indirect effects of psychological and contextual variables on quality work-life among public secondary school teachers in Southwest Nigeria?

METHODOLOGY

The present study adopts *ex-post facto* research design to investigate and establish cause and effect relationships of the psychological (job satisfaction, teaching efficiency, job stress, job motivation, emotional intelligence) and contextual (school climate, class size, and job resource) on quality of work-life of public secondary school teachers in the Southwest, Nigeria. As researchers, we did not have control over the variables investigated. As a matter-of-factly, the design adopted made it not possible to manipulate them.

Population and Sampling Procedure

The population for this study consisted of all secondary school teachers in Southwest, Nigeria. There are six states (Ekiti, Lagos, Ogun, Ondo, Osun, and Oyo) in the region, one of Nigeria's six regions. The region has many public secondary schools (Junior and Senior) being the most educated in Nigeria. This study, however, made use of population of teachers from Senior Secondary 1 schools. The population of public teachers in Senior Secondary Schools I in the Southwest is significantly substantial given the large number of secondary schools in the region. The Southwest, Nigeria is one of the six regions in the country. It is the region with the highest concentration of people with Western education. The population for this study was therefore, identified in various schools through information retrieved from ministries of education, education departments/districts in the six states of the Southwest, Nigeria. The study sampled 587 public school teachers through a stratified sampling technique. The first stratum involved a random selection of three states out of the six states in the Southwest. The second stage of stratification was a selection of three Senatorial Districts from each of the three states. The third stratum involved a random selection of ten Senior Secondary Schools from each senatorial district which led to 30 secondary schools selected per state for the study. The fourth stage involved a selection of ten teachers per

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secondary school per senatorial district. This gives a total of 900 teachers. However, 587 of the respondents who provided complete information of the measures administered were found suitable for the study.

Measures

The study utilised eight validated instruments, Teacher Quality of Work-life ($\alpha= 0.87$), Job Satisfaction ($\alpha= 0.73$), Teaching efficacy ($\alpha= 0.88$), Teaching Job Stress ($\alpha= 0.76$), Job Motivation ($\alpha= 0.81$), Emotional intelligence ($\alpha= 0.89$), School Climate ($\alpha= 0.88$), Job Characteristics ($\alpha= 0.79$), Class Size ($\alpha= 0.81$); and Job Demands-Resources ($\alpha= 0.79$) scales. These are briefly discussed.

- **Teacher Quality of Work-life:** Quality of Work-life of teachers was measured using an adapted version of the Quality of work-life Survey by Albrecht (2013). It is a 15-item instrument that measures teachers' experiences as a working member of their organisations. Responses to the instrument are on 5-point Likert format.
- **Job Satisfaction Scale:** This adapted scale is developed by Worrell (2004). It was used in the study as a measure of job satisfaction of teachers. It is a 20-item instrument structured on a 5- point response format.
- **Teaching Efficacy Scale:** Teaching Efficacy Scale is a 12-item scale adapted from the instrument of Duffin, French and Patrick (2012). It is structured on 3-point measures.
- **Teaching Job Stress:** Teaching job stress scale contains 8 items. This scale is adapted from the questionnaire of the International Stress Management Association UK (2013). The response rate is structured on a 5-point Likert format.
- **Job Motivation:** The scale is also adapted from Gagne et al's (2015) work on the Multidimensional Work Motivation Scale. The scale adequately measures various aspects of job motivation and especially teaching. It consisted of 13 items on a range of four-point Likert scale.
- **Emotional Intelligence Scale:** Emotional Intelligence Scale (EIS) is a self-report 33-item measure developed by Schutte et. al (1998). The instrument is structured on a 4-point rating format.
- **School Climate:** School climate measure is an adapted version of the Work Climate Scale by Ajala (2012). The scale is a 10-item scale scored on a 5-point response format.
- **Class Size Rating Scale:** The Class Size Rating Scale (CSRS) is a 10-item questionnaire developed by the researchers. We pooled various items from literature on determinants of class size on teachers' quality of work-life. The items were trimmed to ten items after subjecting them to series of reliability measures. The CSRS measure is structured on a 5-point rating format.
- **Job Demands-Resources Scale:** Job Demands-Resources Scale (JDRS) developed by Rothmann, Mostert and Strydom (2005) is adopted to gauge job resources of public secondary school teachers. The JDRS consisted of 42 items on the following, speed and measure of work, mental burden, enthusiastic burden, assortment in work, openings at work, freedom in work, associations with partners, relationship with a prompt manager, ambiguities about work data, compensation; and vocation prospects. The response format ranges from Never (1) to Frequently Ever (5).

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Data

Data informing this study stem from the fieldwork. Path analysis was adopted for the analysis of data collected in this study, with the use of Analysis of Moment Structures (AMOS) software version 23. This provided the causal influence of both psychological (job Satisfaction, teaching efficiency, job stress, job motivation, emotional intelligence) and contextual (school climate, class size, and job resource) factors on the criteria variable, teachers' quality of work-life. Path Analysis is an extension of the regression model used in testing a theory. A path analytical model is therefore, a causal model that explains the network of variables that accounts for the variation in a criterion variable. This is usually a test of how the data fit (justify the correctness) the hypothesised model.

The hypothesized variables are represented in the model as:

- X1=job satisfaction, X2=teaching efficacy,
- X3=teaching job stress, X4=job motivation,
- X5=school climate, X6= emotional intelligence,
- X7=class size, X8=job resource,
- X9 = quality of work-life.

According to Blalock (1985), causal model is a method of electing the variables that are perceived to be determinants of the influences made by each predictor variable through the application of the path analysis technique. Kerlinger and Lee (2000) however, affirm that a recursive system of path analysis is only applicable in any study on the following assumptions: when there is no reciprocal causation between variables in the study, when residuals are uncorrelated with variables preceding them in the model, and among themselves; and when each of the dependent variables is directly related to all the variables preceding it in the hypothesized causal sequence. The model developed for the study is therefore, based on logical assumptions and theories of teacher quality of work-life after an extensive literature review.

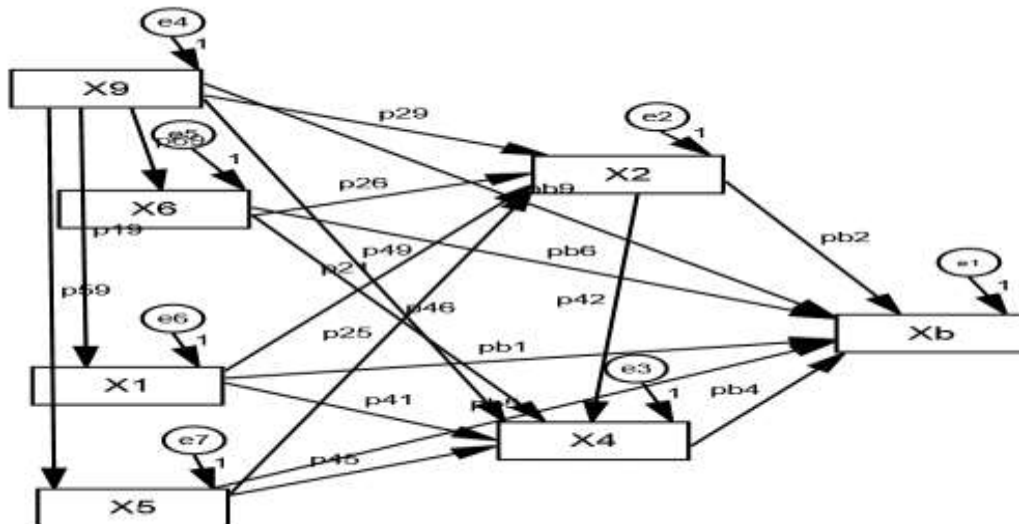


Figure 1: Hypothesised Causal Linkages of Variables X1, X5, X4, X7, X3, and X9

It is hypothesized by the researchers that by logical prediction job satisfaction (X1), school climate (X5), job motivation (X4), class size (X7), teaching job stress (X3), and teachers quality of work-life (X9), hanging (are linked) have significant links, it might be logical to postulate that variables X1, X5, X4, X7, X3, affect teachers' quality of life. Previous

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findings have shown that class size, school climate, job satisfaction, job motivation, teaching job stress have a significant influence on the quality of work-life (Oyomo, 2017; Allen, 2009).

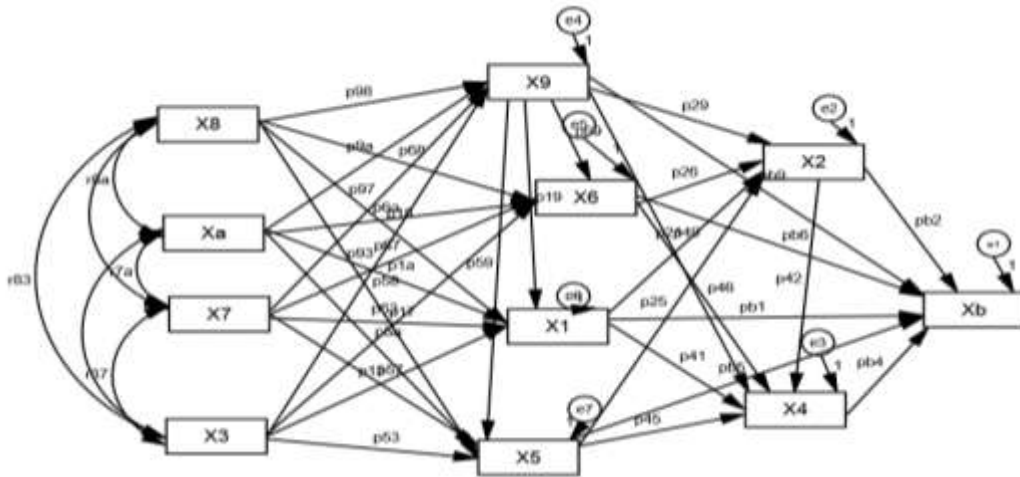


Figure 2: Hypothesized Recursive Path Model of Eleven Variables

X1=job satisfaction, X2=teaching efficacy,
 X3=teaching job stress, X4=job motivation,
 X5=school climate, X6= emotional intelligence,
 X7=class size, X8=job resource,
 X9= quality of work-life.

Structural Equations for the 11 Variables

The following structural equations labeled were formed. Each equation corresponds to each independent variable, Zi: i= 1, 2, 3, 4, 5, 6, 7, 8, and 9).

$$Z_8 =$$

$$Z_6 =$$

$$Z_2 =$$

$$Z_9 = P_{98}Z_8 + P_{9a} Z_a + P_{97}Z_7 + P_{93}Z_3 + e_1$$

$$Z_6 = P_{68}Z_8 + P_{6a} Z_a + P_{67}Z_7 + P_{63}Z_3 + P_{69}Z_9 + e_2$$

$$Z_1 = P_{18}Z_8 + P_{1a}Z_a + P_{17}Z_7 + P_{13}Z_3 + P_{19}Z_9 + P_{16}Z_6 + e_3$$

$$Z_5 = P_{58}Z_8 + P_{5a} Z_a + P_{57}Z_7 + P_{53}Z_3 + P_{59}Z_9 + P_{56} Z_6 + P_{51}Z_1 + e_4$$

$$Z_2 = P_{28}Z_8 + P_{2a} Z_a + P_{27}Z_7 + P_{23}Z_3 + P_{29}Z_9 + P_{26} Z_6 + P_{21}Z_1 + P_{25}Z_5 + e_5$$

$$Z_4 = P_{48}Z_8 + P_{4a} Z_a + P_{47}Z_7 + P_{43}Z_3 + P_{49}Z_9 + P_{46} Z_6 + P_{41}Z_1 + P_{45}Z_5 + P_{42}Z_2 + e_6$$

$$Z_b = P_{b8}Z_8 + P_{ba} Z_a + P_{b7}Z_7 + P_{b3}Z_3 + P_{b9}Z_9 + P_{b6} Z_6 + P_{b1}Z_1 + P_{b5}Z_5 + P_{b2}Z_2 + P_{b4}Z_4 + e_7$$

The above equations raised the necessity for regression analysis to compute the values of the path coefficients for the hypothesized model of teacher quality of work-life. The estimation of maximum likelihood was done for both the exogenous and endogenous variables in the model at once. The regression weights generated show the strength of the relationship among the variables. The goodness of fit index and other multiple indexes was generated alongside the model using analysis of moment structure (AMOS) to justify the significant pathways instead of the old method of using regression analysis. The trimming helped us to identify meaningful paths needed to understand teacher quality of work-life.

RESULTS

Research question 1: Is there any significant linear relationship between exogenous and endogenous variables to fulfil the assumption for linearity and absence of multi-collinearity?

Table 1: PPMC summary showing multi-collinearity existence among variables

Variables	Mean	X9	X1	X3	X4	X5	X7
Job Resources (X8)	30.7445	.373**	.289**	.522**	.603**	.780**	.294**
Emotional Intelligence (X6)	89.8296	.383**	.480**	.560**	.760**	.800**	300**
Teaching Efficacy (X2)	47.8671	.143**	.059	.192**	.050	.293**	.261**
	Mean	51.55	61.26	25.09	34.03	31.90	36.745

***Correlation is significant at 0.05 level of significance, **correlation is significant at 0.01 level of significance**

Key: X1=job satisfaction, X2=teaching efficacy, X3=teaching job stress, X4=job motivation, X5=school climate, X6= emotional intelligence, X7=class size, X8=job resource, X9= quality of work-life.

Table 1: reveals that multi-collinearity was not detected among the endogenous and exogenous variables. The rule of thumb for linearity and absence of multi-collinearity holds the assumption that the relationship among variables should not exceed 0.80. From the table, the relationship between the exogenous variables and the endogenous variables ranges between $r = 0.50$ and 0.80 . Therefore, the effect size of the relationship between variables under study ranges from small effect to large effect.

Research Question 2: Is there any significant difference in the hypothesized causal model and reproduced causal model?

Table 2: Path Coefficient (Beta weights) and Zero-order Correlation among Variables in the hypothesised causal model 1

Pathways	Path Coefficient (Beta weights)	Zero-order correlation Value	P	Remark
P18	-.065	.289**	<.05	S
P16	.552	.480**	<.001	S
P12	-.091	.059	>.05	NS
P58	.349	.780**	<.001	S
P56	.707	.859**	<.001	S
P52	-.002	.293**	<0.01	S
P51	-.179	.262**	<0.01	S
P48	-.012	.603**	<0.01	S
P46	.097	.760**	<0.01	S
P42	-.179	.050	>.005	NS
P41	.429	.620	>.005	NS

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Pathways	Path Coefficient (Beta weights)	Zero-order correlation Value	P	Remark
P45	.605	.738**	<0.01	S
P78	.138	.294**	<0.01	S
P76	.271	.300**	<0.01	S
P72	.124	.261*	<0.01	S
P71	-.092	-.015	>0.05	NS
P75	.120	.315	>0.05	NS
P74	-.213	.114**	<0.01	S
P38	.325	.522**	<0.01	S
P36	.362	.560**	<0.01	S
P32	.090	.192**	<0.01	S
P31	-.048	.371**	<0.01	S
P35	-.403	.485**	<0.01	S
P34	.405	.558**	<0.01	S
P37	.034	.308**	<0.01	S
P98	.345	.373**	<0.01	S
P96	.144	.383**	<0.01	S
P92	.161	.143*	<0.05	S
P91	.370	.559**	<0.01	S
P95	-.115	.287**	<0.01	S
P94	.047	.459**	<0.01	S
P97	-.551	-.399**	<0.01	S
P93	.008	.308**	<0.01	S

Note *= significant at $p < .05$

S= Significant Paths: Significant at $P < 0.05$ and $P_{ji} \geq 0.05$

NS= Not significant.

The result obtained from the hypothesized causal model involving the psychological and contextual determinants of secondary school teachers quality of work-life is shown in the table 2. The pathways are trimmed following the result obtained from the generated data. The variables with no significant effects were removed, while those with significant effects were retained and used to produce the reproduced causal model shown in the figure.

The statistically significant and meaningful criterion for trimming the model suggested by Kerlinger and Pedhazur (1973) was used. And 0.05 was taken as an absolute value of the path coefficient in this study. Based on this assumption, twenty-eight (28) out of thirty-three (33) pathways in the hypothesised causal model were observed to be significant.

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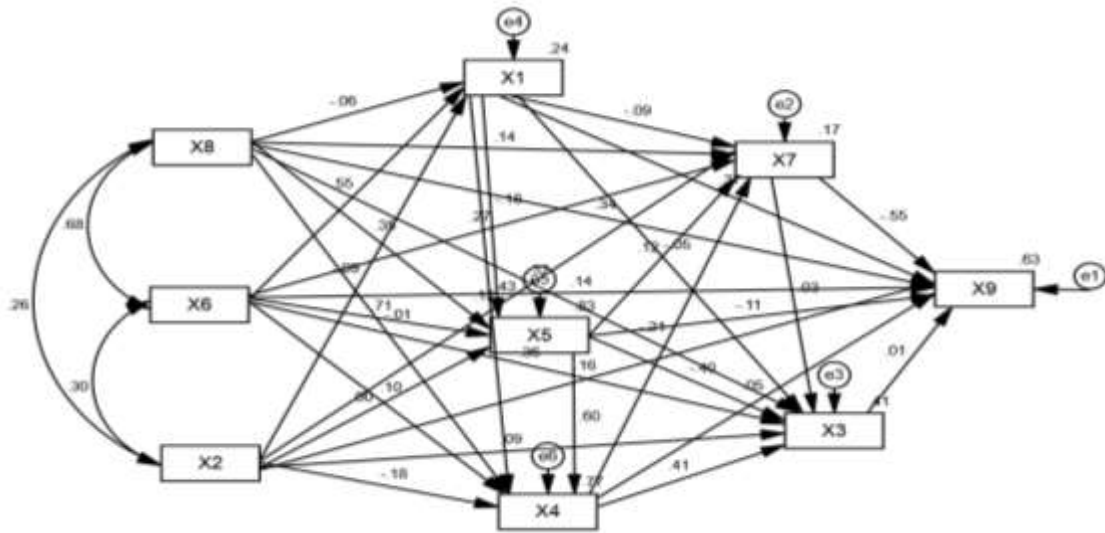


Fig. 3. Just-Identified Hypothesised models with Path coefficients

Key: X1=job satisfaction, X2=teaching efficacy, X3=teaching job stress, X4=job motivation, X5=school climate, X6= emotional intelligence, X7=class size, X8=job resource, X9= quality of work-life.

Research Question 3: Is there any significant parsimonious causal model for explaining quality of work-life among secondary school teachers in the South West Nigeria?

The most parsimonious model for explaining secondary school teachers’ quality of work-life was obtained after trimming the insignificant pathways by re-specifying the model through Analysis of Moment Structure (AMOS) alongside the fitness index analysis.

Table 3: Path Coefficient (Beta weights) and Zero-order Correlation among Variables in the hypothesised causal model 2

Pathways	Path Coefficient (Beta weights)	Zero-order correlation Value	P	Remark
P18	-.065	.289**	<.05	S
P16	.552	.480**	<.001	S
P58	.349	.780**	<.001	S
P56	.707	.859**	<.001	S
P52	-.002	.293**	<0.01	S
P51	-.179	.262**	<0.01	S
P48	-.012	.603**	<0.01	S
P46	.097	.760**	<0.01	S
P45	.605	.738**	<0.01	S
P78	.138	.294**	<0.01	S
P76	.271	.300**	<0.01	S
P72	.124	.261*	<0.01	S
P74	-.213	.114**	<0.01	S
P38	.325	.522**	<0.01	S
P36	.362	.560**	<0.01	S

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Pathways	Path Coefficient (Beta weights)	Zero-order correlation Value	P	Remark
P32	.090	.192**	<0.01	S
P31	-.048	.371**	<0.01	S
P35	-.403	.485**	<0.01	S
P34	.405	.558**	<0.01	S
P37	.034	.308**	<0.01	S
P98	.345	.373**	<0.01	S
P96	.144	.383**	<0.01	S
P92	.161	.143*	<0.05	S
P91	.370	.559**	<0.01	S
P95	-.115	.287**	<0.01	S
P94	.047	.459**	<0.01	S
P97	-.551	-.399**	<0.01	S
P93	.008	.308**	<0.01	S

Note *= significant at $p < .05$ **= significant at $p < .001$

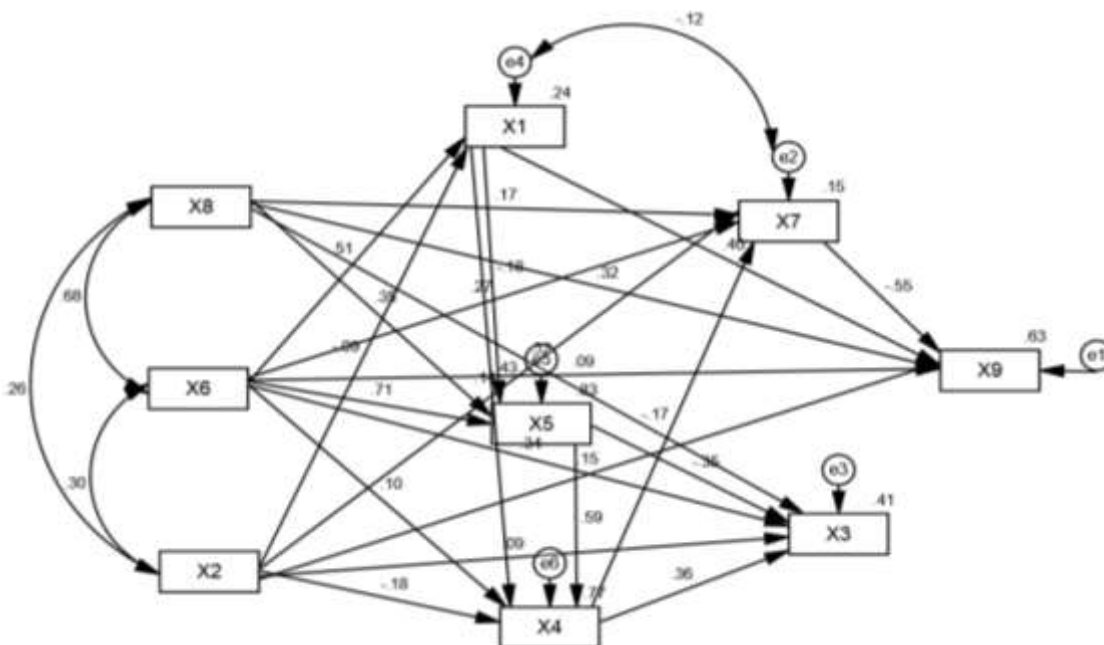


Fig. 4: Reduced (Over-identified) Model with Path Coefficients

Key: X1=job satisfaction, X2=teaching efficacy, X3=teaching job stress, X4=job motivation, X5=school climate, X6= emotional intelligence, X7=class size, X8=job resource, X9= quality of work-life.

Research Question 4: Are there any significant pathways indicating direct and indirect effects of psychological and contextual variables on quality work-life among secondary school teachers in South-west Nigeria?

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Table 4: AMOS summary showing direct and indirect pathways in the mode

Outcome	Determinants	Causal Effect		
		Direct	Indirect	Total
X1	X2	-.096		-.096
	X6	.509		.509
X5	X2		.017	.017
	X6	.708	-.091	.617
	X1	-.179	.088	-.179
X4	X2	-.179	-.030	-.209
	X6	.097	.583	.680
	X1	.427	-.106	.321
	X8		.207	.207
X7	X2	.144	.036	.180
	X6	.270	-.117	.153
	X1		-.055	-.055
	X8	.172	-.036	.136
	X5		-.102	-.102
X3	X4	-.172		-.172
	X2	.089	-.081	.009
	X6	.342	.027	.369
	X1		.177	.177
	X8	.322	-.048	.274
	X5	-.349	.212	-.138
X9	X4	.357		.357
	X2	.153	-.137	.015
	X6	.090	.122	.212
	X1	.405	.030	.435
	X8	.315	-.075	.240
	X5		.056	.056
	X4		.095	.095
Total Effect	X7	-.551		-.551
		21	9	30

Direct effects are significant at .05 levels

Direct effect= 21(70%), Indirect effect= 9(30%)

Table 4 shows that the significant pathways in the reproduced causal model. From the table, it is shown that there are thirty significant pathways out of which 21 representing 70% are direct and 9 representing 30% are indirect. This implies that the majority of the exogenous variables directly predicted secondary school teachers' quality of work-life, while others were mediated by exogenous variables to predict secondary school teachers' quality of work-life.

The result in table 4 further reveals that teaching efficacy and emotional intelligence had a direct effect on the job satisfaction of public secondary schools' teachers. This implies that teaching efficacy could affect secondary school teachers' job satisfaction. This accounted for 9.6%. On the other hand, the emotional intelligence of public secondary school teachers accounted for 50.9 % of teachers' job satisfaction.

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Table 4 also shows that emotional intelligence and job satisfaction had a direct effect on school climate. The table also shows that teaching efficacy had an indirect effect (through job satisfaction) on school climate. This implies that emotional intelligence improves school climate by 70.8%, while job satisfaction reduces school climate by 17.9%. More so, teaching efficacy is capable of improving public secondary teachers' school climate by 1.7% if they are satisfied on their job. Table 4 also reveals that teaching efficacy, emotional intelligence and job satisfaction all had a direct effect on job motivation. On the hand, job resources had an indirect effect (through school climate) on job motivation of public secondary school teachers. This indicates that emotional intelligence and job satisfaction improves public secondary teachers' motivation by 9.7% and 42.7% respectively. Teaching efficacy, on the other hand, is found to reduce public secondary school teachers' motivation by 17.9%. In the table, job resource is found to improve job motivation through school climate by 20.7%. Results in Table 4 also show that teaching efficacy, emotional intelligence, job resource and job motivation all had a direct effect on class size. In the table, we found job satisfaction and school climate to have an indirect effect on class size. By implication, teaching efficacy, emotional intelligence and job motivation increase public secondary school teachers' willingness to take a class without considering the size by 14.4%, 27%, and 17.2% respectively, while job resource reduces teachers' tendency of taking a class that is probably large by 17.2%.

In table 4, it is also revealed that teaching efficacy, emotional intelligence, job resource, school climate, and job motivation had a direct effect on job stress, while job satisfaction had an indirect effect (through school climate) on job stress. This implies that teaching efficacy, job resource and job motivation increase job stress by 8.9%, 2.2% and 35.7%, while emotional intelligence and school climate reduce job stress by 34.2% and 34.9%. More so, job satisfaction would increase the likelihood of job stress when the school climate is low by 34.9%.

Table 4 also indicates that teaching efficacy, emotional intelligence, job satisfaction, job resource and class size had a direct effect on teacher quality of work-life, while job motivation and school climate had an indirect effect (through class size) on teacher quality of work-life. This implies that teaching efficacy, emotional intelligence, job satisfaction and job resource will increase teacher quality of work-life by 15.3%, 9%, 40.5% and 31.5% respectively, while class size will reduce the quality of work-life of teachers by 55.1%. It can also be deduced from the result that job motivation and school climate will improve teachers' quality of life by 5.6% and 9.5% if class size is reduced by 55.1%.

DISCUSSION

This study examined a path-analytical investigation of psychological and contextual determinants of public secondary school teachers' quality of work-life in the South-west, Nigeria. The study revealed that there was a significant positive relationship between public secondary schools teachers' quality of work-life and job resource, emotional intelligence, teaching efficacy, job satisfaction, job motivation, and school climate, while it was negatively correlated with class size and teaching job stress. This result implies that public secondary schools teachers' quality of work-life could be improved when there is an increase in job resources, emotional intelligence, teaching efficacy, job satisfaction, job motivation, and a healthy school climate. It is interesting to know that this finding aligns with the study of Hosseini (2010) who inferred that professional accomplishment, vocation satisfaction and professional balance are not just the huge factors to accomplish the quality

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of work-life, but quality of work-life. Our finding is also in consistent with the submission of Saraji and Dargahi (2006) that emphasised that the degree of stress experienced at work, the measure of work to be done, occupational well-being and security at work are all contingent on factors of QWL.

On the record of teachers' efficacy and quality of work-life, the findings of this study also is an agreement with Luthans' (2006) findings that individuals with higher general self-efficacy are bound to be happy with their jobs and therefore, have an agreeable QWL. Our informed inference is that the connection between public secondary school teachers' efficacy and QWL has to do with their inner convictions. And this is the main thrust of self-efficacy which is all about pushing forward amidst challenges. We submit that teachers (especially those in public secondary schools) who are driven by efficacy may discover satisfaction and a feeling of bliss from their capacity to practice what they accept they can do in the teaching profession not minding challenges in the profession. Although this sounds very interesting, we submit that in spite of public secondary school teachers' resilience and their strong efficacy, improving their QWL should not be compromised on the premise expression of research.

On public secondary schools teachers' motivation and QWL, our finding affirms the one reported by Baleghizadeh and Gordani (2012) that teachers appreciated a medium degree of quality of work-life and encountered a medium-to-low even out of motivation. Although, Baleghizadeh and Gordani's (2012) work is not very expressive, we are contented that motivation could positively impact of QWL of public secondary schools' teachers. The results on motivation are not exclusively isolated. They are intertwined with other variables of interest in the study like EI, school climate and job satisfaction, while in others, variables like job resources and teaching efficacy negative correlated with it. These contrasts indicate that motivation especially among public secondary schools' teachers could be as a result of many predisposing factors. While we are guided with our finding, we contend to note and in consonance with the submission of Ofojebe and Ezugoh (2010) that teachers' motivation is a key to guarantee quality education. We however, submit that research findings on motivation and QWL of teachers seem to be unending even with the modest findings reported in our study.

The relationship that exists between school climate and QWL of public secondary schools' teachers in our study is positive. Our finding therefore, aligns with that of Friedlander and Margulies (2009) who reported that authoritative climate is a huge determinant of QWL. In the same vein, our finding, have semblance in the work of Taylor and Bowers (2009) who averred that climate could affect satisfaction and QWL of workers. We are also conscious of the assertion made by Kirtaporn and Puncreobutr (2016) that QWL is a function of work environment (otherwise refers to as school climate in this study). They also, contended that the relationship between QWL and work environment could promote learning and self-development. And this could also promote satisfaction of employees. Wanton (1973) aligns with the contention of Kirtaporn and Puncreobutr (2016) that work environment can affect the work performance of employees in an organisation directly and indirectly. Although we appear limited in our strength of discussion in respect of school climate and QWL of public secondary schools' teachers, we contend that school climate could influence QWL of public secondary schools' teachers. Most often, teachers complain of poor school environment especially in public schools when funding by the government is always deficient.

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On the association that exists between emotional intelligence and public secondary school teachers' quality of work-life, our finding is consistent with that of Law, Wong and Song (2004) who reported in part of their finding that emotional intelligence is positively related to QWL among other variables they investigated. Emotional Intelligence is discovered to be decidedly connected with teachers' QWL. Similarly, the work of Nel and Villiers (2004) affirms positive relationship between EI and teachers' QWL in school places. Our finding underscores the relevance of EI, this time, on QWL of secondary school teachers in public schools. For emphasis, EI as a psychological variable could determine a number of human behavior including QWL as reported in our study.

The finding on school resources is found to have a direct impact on QWL of the population of the study. Our finding, is therefore, aligned with the position of Earthman's (2002) who argues that school office conditions influence teachers' quality of work-life. Similarly, Earthman, Cash and Van Berkum (2005), report a connection between teachers' QWL and the state of the school building. A further affirmation of the quality of our finding is in that of Lee and Smith (2007) who report a curvilinear connection between secondary school size and teachers' QWL. On account of the works cited, our finding in the current study validates previous ones. Given that empirical nods, our position is also that school resources (quality of infrastructures) is a reflection of how teachers in public secondary schools could assess their worth. Unfortunately, many public secondary schools in Nigeria due to poor funding and neglect have poor school physical resources. And this could account of QWL of secondary school teachers.

Our study also reported the influence of teaching job stress. Our finding in respect of job stress shows that job stress has direct impact on QWL of public secondary school teachers. This finding is related to the previous studies by Fatehi, Karimi, Pour, Pour and Azizi (2015), Afsar (2014); and Asmawi and Ramly (2018). These scholars in their works submitted that job stress impacted positively on QWL, although not necessarily among teachers. In another similar study, Akram and Amir (2020) conclude that QWL is important because it pays attention to the necessities of workers. While Akram and Amir (2020) did not elaborate what they meant by necessities, we infer, given our proof of empiricism as regard that job stress impact positively on QWL of public secondary school teachers that the population we studies have some peculiar necessities which do not only make teaching profession stressful, but also could impact on the quality of the of their work-life. There is a popular theory in Nigeria that teachers especially those in secondary schools do not enjoy quality work-life. This could therefore, predispose them to stress.

CONCLUSION

In Nigeria, teaching profession has suffered a reversal of fortune (Adeyemo and Aremu, 2002). Years after the assertion of Adeyemo and Aremu (2002), and deductions from findings reported in this study, teaching profession especially in public secondary schools has not received significant leap in QWL of its personnel. We have been able to establish that teaching efficacy, emotional intelligence, job satisfaction, job resource and class size had direct positive effects on public secondary schools teachers' quality of work-life, while job motivation and school climate had indirect effects (through class size) on the criterion variable (QWL). One very implication of these findings which should have policy implications on teaching personnel is that these variables could be harnessed and factor to enhance quality of work-life of public secondary school teachers in Nigeria. These could also be in acceptable in acceptable student-teacher ratio to ensure reasonable class size. On

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this, Teaching Service Commission (which is an agency responsible for teachers discipline and welfare) especially in Southwest, Nigeria could reappraise its policies with a view to making teaching profession less stressful by ensuring minimum class sizes. This policy would be worth its while in promoting, among other things public secondary school teachers' quality of work-life.

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Conflict of Interest

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