

## **Factors Affecting Work Productivity among the Female Faculty of Allied Medical Health Colleges of University of Hail, Saudi Arabia**

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**ABSTRACT:** *This study aimed to determine the level of work productivity among the female faculty of allied medical health colleges of University of Hail experienced in terms of Work related factors, Family related factors, Biological related factors and Cultural Diversity related factors. It is a descriptive research study and the data were gathered using researcher-made questionnaire. The data gathered were analyzed and interpreted through statistical tool using frequency and percentage and mean. Results of the study showed that the teachers experienced moderate level of stress with work and cultural diversity. Most of the respondents claimed they experience low level of stress in family financial factors and biological related factors. The overall effectiveness of the performance were satisfactory, which means there is still room for improvement to make it outstanding in the future.*

**KEY WORDS:** *Biological Factors, Cultural Diversity Factors, Family Income Factors, Female Faculty, Work Related Factors*

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### **I. INTRODUCTION**

#### **Background of the Study**

Teachers, teach because they know things, but is that enough? Teachers teach because they value connections, because they believe in mankind and they understand the dangers of ignorance. But, how often teachers actually satisfied as teachers, and how often do they consider how to teach students to be satisfied?

The teacher should be a facilitator of the discovery process, he should be a resource of knowledge and know-how, he should be a role model. Unfortunately, most teachers have stopped their discovery process when they discovered the curriculum. They became executors of it and boring routine replaces the joy of discovery. Mario Raich, PhD [1].

The school must be transformed to become noble institutions of learning and nurture child's predisposition towards the pursuit of truth and the practice of virtue, which is the key to achieve quality education. But how can this be attained if the quality of each faculty member is very weak? Accustomed to the hardship of teaching profession, the teacher has the capability to overcome adversity like stress thus; the teacher has the capacity to work efficiently and effectively. Colinares and de la Rosa, 2005 [2].

The higher education system of Saudi Arabia for Universities is under the jurisdiction of the Ministry of Higher Education. Higher education is given top of the priority and to provide higher education to Saudi students though out the country. Prince Salman, 2014 [3]. University of Hail is one of universities in KSA having English curriculum offered to male and female students. It has huge number of lecturers and professors according to rank coming from different countries of the globe with different culture, race, language, and graduate of different colleges and universities of the world hired to teach Saudi students of the University of Hail.

Among the professionals in the community, the teacher has to meet more demands and challenges to face from the students, colleagues, coordinators, deans and community at large. The productive function of education derives from the idea that education is a production process, which means the inputs are transformed into outputs in a standard way. Schools will teach to achieve excellence through taking efforts and performance .Navarro et al, 1988 [4].

Mostly of the teachers experienced stress. Stress cause physical and emotional problem that may damage both physical health and performance. Oho et al , 2000 [5]. Stress is a common complaint of workers worldwide. Taylor et al , 2004 [6] Everyday multiple and conflicting demands are imposed on teachers. Such situation usually leads to work burden and role conflict. ILO,2001 [7]

Based on the research studies conducted by NIOSH , 1998[8] shows that stressful working conditions are actually associated with increased absenteeism, tardiness and intention by the workers to quit their job. When stress occurs, it damages one's productivity because stressors such as work stressors, biological stressors, financial stressors, can slow down the process of the body and mind, makes incompetent, ineffective, and inefficient educators. Randoff, 1996 [9] . A workforce different from each other could also negatively impact productivity if diversity introduces communication, sociology, and cooperation challenges not present among homogenous workers. Lang 1986 [10]. Job stress poses a threat to the health of workers and, in turn, to the health organizations. NOISH, 1999 [11].

Due to these prevailing issues, the researchers is motivated to conduct the study to predict which of those significant variables affects the work productivity of the educators. Moreover, this study provides an insight that gives administrator a wider frame of reference in the recruitment, selection of productive and competent teaching personnel, as an asset not a liability to the University.

### **Statement of the problem**

This study specifically sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of age, marital status, nationality, occupation, monthly income and length of service in the university?
2. What are the responses of the respondents in terms of work related factors, family financial factors, biological factors and cultural diversity factors?

## **II. OBJECTIVES**

### **Significance of the Study**

The general purpose of this research is to determine which of the factors strongly predict work productivity. This study will be significant to the following:

Faculty . Awareness on how to manage stress to perform work effectively.

Human Resource. The study serves as a guide in hiring potential, Productive and competent teaching personnel.

Administrator. Monitoring work performance promptly and recognizing work potentials and performance of a faculty member or provides a wider frame in evaluating faculty's ' proficiency, upgrading teachers' competence by improving the level of job performance.

Guidance Counselor. Counseling a faculty member affected by stress that lowers her job performance.

### **Scope and Limitation**

The subject of the study covered specifically the full time faculty-teaching subjects, preceptors and clinical instructors of allied medical colleges .

Furthermore, the study covered 30% of the total population of the colleges of allied medical faculty who responded the survey questionnaire.

## **III. METHODOLOGY**

The method includes research design, sampling design, statistical treatment, instrument and procedure of the study.

Female academic faculty, preceptors, clinical instructors from allied medical colleges were surveyed. The design used was descriptive research, sampling design was quota sampling technique and statistical tools used were frequency and percentage and mean.

**Instruments**

The proponents used researcher-made questionnaire for gathering data on work productivity which includes the demographic profile of the faculty, job related stressors, financial, biological and work diversity stressors.

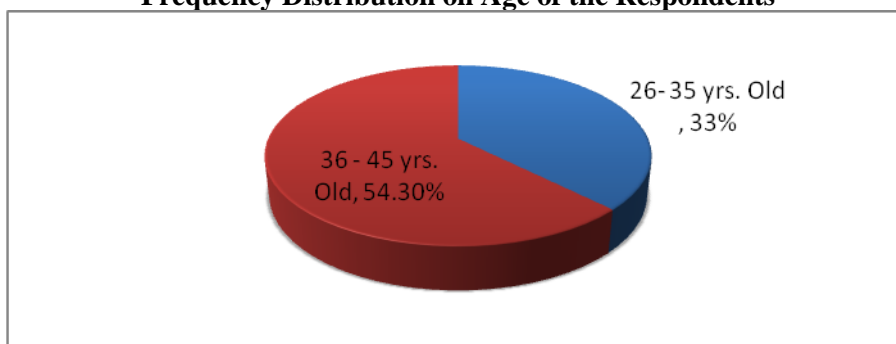
The questionnaire was consisted of two parts. Part one aim to gather information on the demographic profile of the faculty such as age, nationality, occupation, monthly income, marital status, highest educational attainment, length of service in the university. Part two gathered data on how the stressors affects the productivity of the faculty like job related stressors, financial matters, biological conditions and cultural diversity.

It will be evaluated using the criteria below:

- 5 = Always
- 4 = Often
- 3 = Sometimes
- 2 = Seldom
- 1 = Never

**IV. FIGURES, TABLES AND RESULTS**

**Frequency Distribution on Age of the Respondents**



**TABLE 1**  
**Frequency Distribution on Age of the Respondents**

Age	Frequency	Percentage
20 – 25 years old	0	0 %
26 – 35 years old	15	32.6 %
36 – 45 years old	25	54.3 %
46 – 55 years old	6	13.0 %
56 – 65 years old	0	0 %
Total	46	100

Table 1 presents the frequency results on the age distribution of the respondents. This tells us that there were 54.3 % of the respondents who were 36 – 45 years old, followed by 26 – 35 years old with 32.6 % and 46 – 55 years old with 13.0 %. This means that most of the respondents belonged to the age bracket of 36 – 45 years old and the least were 46 – 55 years old.

Distribution of Marital Status

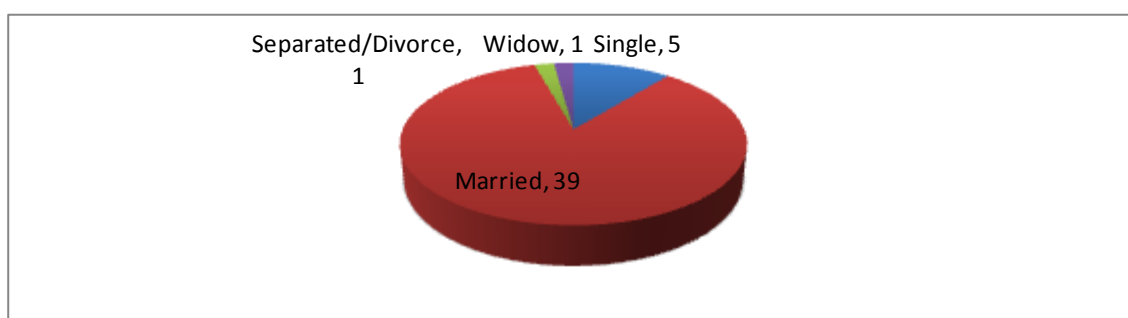


TABLE 2  
Frequency Distribution on Marital Status of the Respondents

Marital Status	Frequency	Percentage
Single	5	10.9 %
Married	39	84.8 %
Widow	1	2.2 %
Separated/Divorced	1	2.2 %
Total	46	100

Table 2 presents the frequency result on marital status of the respondents. This tells us that 84.8 % were married, followed by single with 10.9 % and widow and separated/ divorced with 2.2 %. This means that most of the respondents were married and the least were widow and separated or divorced.

Distribution of Nationality

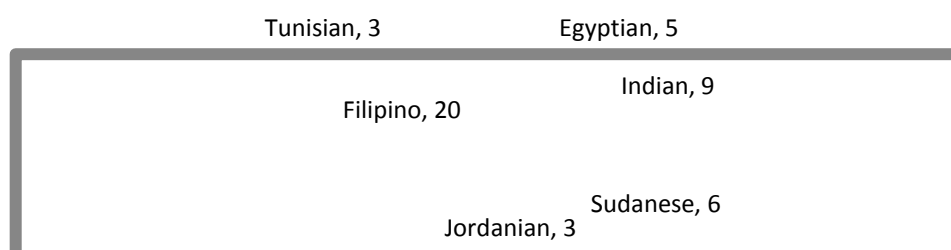


TABLE 3  
Frequency Distribution on Nationality of the Respondents

Nationality	Frequency	Percentage
Egyptian	5	10.9 %
Indian	9	19.6 %
Sudanese	6	13.0 %
Jordanian	3	6.5 %
Filipino	20	43.5 %
Tunisian	3	6.5 %
Malaysian	0	0 %
Indonesian	0	0 %
Others	0	0 %
Total	46	100

Table 3 presents the frequency result on the nationality distribution of the respondents. This tells us that 43.5 % were Filipino, followed by Indian with 19.6 %, 13.0 % were Sudanese, 10.9 % were Egyptian, 6.5 % were Jordanian and Tunisian. This means that most of the respondents were Filipino and the least were Jordanian and Tunisian.

Distribution of Highest Educational Attainment

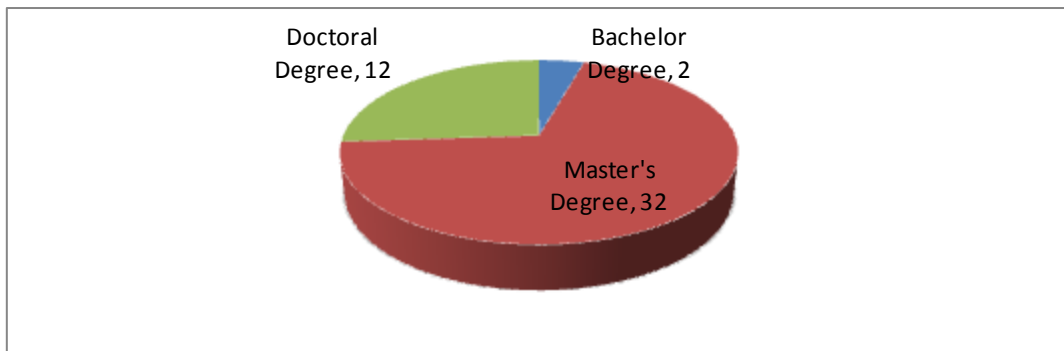


TABLE 4  
Frequency Distribution on Highest Educational Attainment of the Respondents

Highest Educational Attainment	Frequency	Percentage
Bachelor's Degree	2	4.3 %
Master's Degree	32	69.6 %
Doctoral Degree	12	26.1 %
Total	46	100

Table 4 presents the frequency distribution on highest educational attainment of the respondents. This tells us that 69.6 % were master's degree holder, followed by doctoral degree with 26.1 %, bachelor's degree with 4.3 %. This means that most of the respondents were master's degree holder and the least were holder of the bachelor's degree.

Distribution of Academic Rank

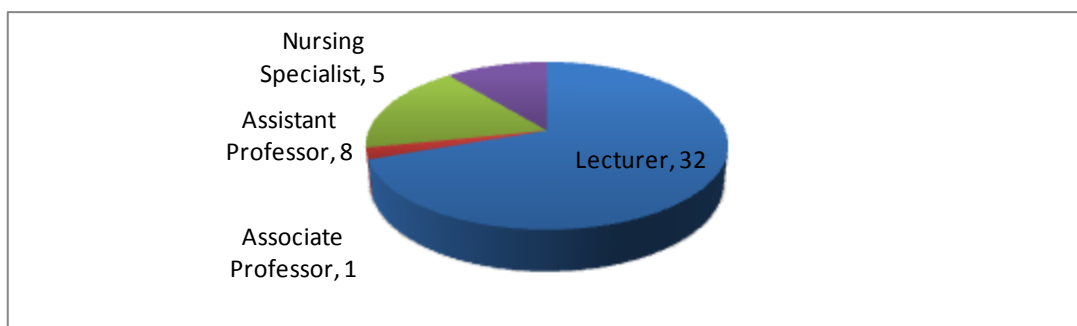


TABLE 5  
Frequency Distribution on Academic Rank of the Respondents

Academic Rank	Frequency	Percentage
Lecturer	32	69.6 %
Associate Professor	1	2.2 %
Assistant Professor	8	17.4 %
Nursing Specialist	5	10.9 %
Professor	0	0 %
Total	46	100

Table 5 shows the frequency distribution on the academic rank of the respondents. This tells us that 69.6 % were lecturer, followed by assistant professor with 17.4 %, nursing specialist with 10.9 % and associate professor with 2.2 %. This means that most of the respondents were lecturer and the least were associate professor.

Distribution on Number of Years in Teaching

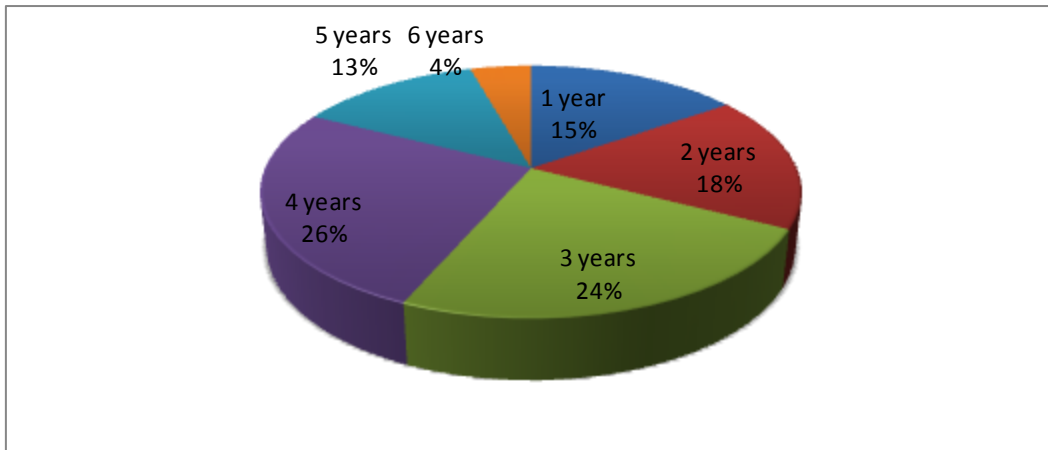


TABLE 6  
Frequency Distribution on Number of Years in Teaching at University of Hail

Years of Teaching	Frequency	Percentage
1 year	7	15.2 %
2 years	8	17.4 %
3 years	11	23.9 %
4 years	12	26.1 %
5 years	6	13.0 %
6 years	2	4.3 %
7 years	0	0 %
8 years	0	0 %
9 years	0	0 %
Others	0	0 %
Total	46	100

Table 6 shows the frequency distribution on the number of years in teaching at University of Hail. This tells us that 26.1 % were teaching at University of Hail for 4 years, followed by 3 years with 23.9 %, 2 years with 17.4 %, 1 year with 15.2 %, 5 years with 13.0 % and 6 years with 4.3 %. This means that most of the respondents were teaching at University of Hail for 4 years and the least were teaching for 6 years.

Distribution of Monthly Income

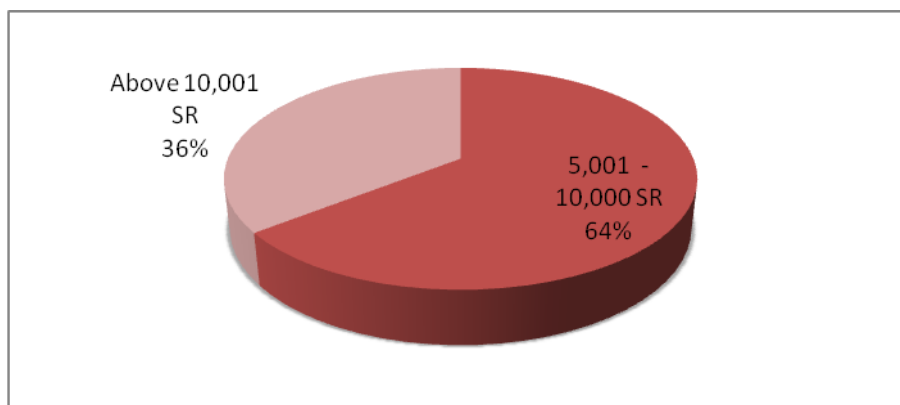


TABLE 7

Monthly Income	Frequency	Percentage
Below SAR 5,000	0	0 %
SAR 5,001 – 10,000	29	64.4 %
Above SAR 10,001	16	35.6 %
Total	46	100

Frequency Distribution on Monthly Income of the Respondents

Table 7 shows the frequency distribution on the monthly income of the respondents. This tells us that 64.4 % received the monthly income of SAR 5,001 – 10,000, followed by the monthly income of above SAR 10,001 with 35.6 %. This means that most of the respondents' monthly income range from SAR 5,001 – 10,000.

TABLE 8

Result on the Mean Responses of the Respondents on Work Related Factors

Statement	Mean	Interpretation
I am clear of what is expected to me at work.	4.35	Often
I can decide when to take my break.	3.68	Often
I feel comfortable in the use of the English language as medium of instruction in class discussion.	4.54	Always
I feel nervous to meet achievable deadlines for examination questionnaires, submission of grades, course portfolios and others.	2.28	Seldom
I am clear about the goals and objectives of my department/ college.	4.04	Often
My relationships with other university staff are strained.	1.96	Seldom
My colleagues are willing to listen to my work related problems.	3.80	Often
My work location is accessible to me.	4.29	Often
My working time is flexible.	3.13	Sometimes
I receive respect at work from my students.	4.57	Always
Grand Mean	3.67	Often

Table 8 shows the result on the mean responses of the respondents on work related factors. This means that most of the respondents always feel comfortable in the use of English language as medium of instruction in class discussion and receive respect at work from students. On the other hand, most of the respondents seldom feel nervous to meet achievable deadlines for examination questionnaires, submission of grades, course portfolios and others as well as seldom feel that their relationships with other university staff are strained.

TABLE 9  
Result on the Mean Responses of the Respondents on Family Financial Factors

Statement	Mean	Interpretation
I am satisfied with our family income per month.	3.87	Often
My debts and bank loan are bothering me.	2.22	Seldom
I get worried when the time comes to pay the tuition fees of my children.	2.10	Seldom
I have enough budget to pay for my monthly house rental and house bills such as electricity, internet, phone and others.	4.24	Often
I argue with any member of the family if the budget is not enough.	2.09	Seldom
I can save ten (10) to twenty(20) % of my monthly salary.	3.41	Sometimes
I live within my means without getting into debt.	4.38	Often
I feel that I am equally compensated with my salary in relation to the nature of my work.	3.64	Often
I am satisfied with the benefits given by the University.	3.52	Often
I compare the prices of the local commodities with that of my home country before deciding to purchase the goods.	3.22	Sometimes
Grand Mean	3.32	Sometimes

Table 9 presents the result on the mean responses of the respondents on family financial factors. This means that most of the respondents often satisfied with the family income per month, have enough budget to pay for the monthly house rental and house bills such as electricity, internet, phone and others, live within their means without getting into debt, feel that they were equally compensated with salary in relation to the nature of the work, satisfied with the benefits given by the University.

TABLE 10  
Result on the Mean Responses of the Respondents on Biological Factors

Statement	Mean	Interpretation
I am suffering from a chronic disease (hypertension, diabetes, etc).	1.44	Never
I spend one day for relaxation.	3.11	Sometimes
If I feel not well, I usually decide not to report to my class.	1.40	Never
I feel that I am suffering from mental health problems like depression, anxiety, eating disorders and others.	1.52	Seldom
If I suffer from back pains and other musculoskeletal problems such as arthritis, I do not want to report to my class.	1.37	Never
If I have menstruation, I do not to want to work.	1.30	Never
I forget the topics to be discussed in the class.	1.09	Never
I suffer backaches, migraine and eye strains when doing many paper works, searching and encoding in the computer.	2.41	Seldom
I get adequate amount of sleep each night (8 hrs) despite of many work load for the day.	2.78	Sometimes
I have problems with my immediate family.	1.37	Never
Grand Mean	1.78	Seldom

Table 10 presents the result on the mean responses of the respondents on biological factors. This means that most of the respondents sometimes spend one day for relaxation and get adequate amount of sleep each night (8 hrs.) despite of many work load for the day.



TABLE 11  
Result on the Mean Responses of the Respondents on Cultural Diversity Factors

Statement	Mean	Interpretation
I can understand the pronunciation of my colleagues when they speak in English.	4.41	Often
I can understand my students when they speak in English.	4.04	Often
I can easily adjust to the culture and language in the place where I work.	4.48	Always
I experience racial discrimination..	2.48	Seldom
I behave the way I am expected to do following the norms of the place where I work.	4.63	Always
I make a lot of adjustments to my colleagues in the department being composed of different nationalities.	3.41	Sometimes
I am comfortable with the dress code.	4.20	Often
I like the food and other delicacies offered by my colleagues.	3.73	Often
Grand Mean	3.92	Often

Table 11 presents the result on the mean responses of the respondents on cultural diversity factors. This means that most of the respondents can always easily adjust to the culture and language in the place where they work and behave the way they are expected to do following the norms of the place where they work.

TABLE 12  
Summary of the Mean Result of the Responses on the Factors Affecting Work Productivity

Factors on Work Productivity	Mean	Interpretation
Work related factors	3.67	Often
Family financial factors	3.27	Sometimes
Biological factors	1.78	Seldom
Cultural diversity factors	3.92	Often
Grand Mean	3.16	Sometimes

Table 12 presents the summary of the mean result of the responses on the factors affecting work productivity. This means that work related factors and cultural diversity factors often affect work productivity, whereas, biological factors seldom affect work productivity among the respondents and family financial factors sometimes affect work productivity.

## V. FINDINGS AND DISCUSSIONS

Based from the findings, work related factors and cultural diversity factors often affect work productivity, whereas, biological factors seldom affect work productivity among the respondents and family financial factors sometimes affects productivity Work related factors has a mean of 3.67. This means that the respondents feel comfortable using English as a medium of instruction. The English of Saudi university graduates is very poor. Since the labor market in the Kingdom largely depends on foreign manpower, English has necessarily become the language of instruction of the universities, but on contrary, gave a negative effect on the students, Al Sultan et al, 2009 [12]. Contrary to that, according to Dr. Khalid Al-Seghayer, 2012 [ 13] emphasized that policy-makers, stakeholders, and other decision-making bodies in Saudi Arabia are well aware that English can serve as a very important tool for the development of the country in terms of both international relations and scientific-technological advancement modernization, advancement, technological transfer, a dependable means of strengthening and expanding the economy. Likewise, the achievable deadlines for grade reports, test questions, course portfolios the respondents feel nervous in meeting deadlines. In today's typical workplace, stress is seen as becoming increasingly more common. People appear to be working longer hours, taking on higher levels of responsibility and exerting themselves ever more strenuously to meet rising expectations about job performance. Competition is sharp. There is always someone else ready to "step into one's shoes" should one be found wanting. No wonder many employees working in schools claim they are working under stress or are experiencing "Burnout" according to Independent Education Union, 1996 [14]. This is. This is also confirmed by research study of Motowidlo et al , 1986 indicates that even low or moderate level of stress can interfere with task performance Further, the respondents also shows that they feel not relaxed in their relationships with other staffs/ co-teacher. This is due to the staffs are of different origins, religion, traditions all interacting together that feels strange. According to Community Toolbox, 2015 [15] People are more effective if they are in group of people around that works closely. It is important to take the time to develop strong relationships with a core of people with cultural diversity and work together as a group. This is attested by Frederick Herzberg's Theory [ 17] of Expectancy that rejection are more likely to be motivated when they behave that their efforts will result in successful or subsequent rewards and outcomes. Job satisfaction and Job dissatisfaction from the employees are important concepts of Herzberg's motivation theory.

Every teachers carries big responsibility and every time she / he performs her job, she / he sees to it that the effort exerted is to the best of her / his ability. A teacher has to be sincere, dedicated, knowledgeable, and effective in teaching so that she / he can deliver lessons well to the students. In return the students will also learn something vital from the lessons. teaching is a very fulfilling experience. It keeps an individual active and be involved and even the reason why most teachers are suffering burn out that affects their work productivity. L. Evans, 1998 [18]. Furthermore, the issue of work related stress is particularly important on the respondents in times pressure, time to focus on how to cope with extra pressure, unacceptable student behavior, role overload, work intensity, increased class size, meeting deadlines, job insecurity are strong factors affecting the level of their work related stress that affects their work productivity. These reactions can be divided into three types: physiological, psychological, and behavioral, and are called stress indicators that affects work productivity. OHC, 2011 [19]. This is confirmed by the study of Rosemarie Otto, 1980 in Australia [14] relating to stress among school teachers, that they felt stress on work load pressures, class size, contract of employment, access to facilities, demands of professionalism, and lack of career path affects their work productivity. This is attested by Theory X and Y, [17] the management theories regarding employee motivation developed by Douglas McGregor in the 1960s. Theory X managers believe that employees can't be trusted to work for the employer's interests unless closely supervised and forced to perform the work. Theory Y managers believe that employees are self-motivated and that managers must provide the optimal work environment and resources for employees to perform successfully.

Cultural diversity often affects work productivity of the respondents with a mean of 3.92. The respondents often understand the pronunciation of their colleagues when having communication, but sometimes this will be done with repeated questions in order to understand well to have good understanding. According to WikiHow, 2015, Adopt a flexible attitude and be patient. Communicating with people from other cultures can be enlightening and rewarding, but have also difficulties. This can lead to confusion and frustration, as missed signals result in miscommunication, and thus lost productivity. Robert Vaux, 2015 [ 20]. The respondents often feels comfortable with the dress code, often likes the delicacies offered by their colleagues. Culturally competent practice involves respect for people of all cultures, languages, classes, races, ethnic backgrounds, sexual orientations and other diversity factors. Modern companies often strive for greater diversity among their employees, hiring workers of different races, creeds, genders and ages to bring a more varied experience to their ranks. Diversity carries with it a tangible number of benefits, but it also entails new challenges and obstacles to overcome. According to the University of Florida, companies can improve communication in a diverse workplace by fostering an atmosphere of clarity, and by tasking managers with understanding individual cultures as much as possible to help smooth over any misunderstanding.

Sometimes the respondents made a lot of adjustments to their colleagues in the department being composed of different nationalities. This is attested by David Mc Clelland's Theory[17] the desire for interpersonal relationships- Learned Need Theory people acquire to learn certain needs from their affiliation, culture, family, occupational personal experiences on which person works. Further, the respondents seldom experienced racial discrimination. According to *Ukachukwu, 2013 [21] cultural diversity creates challenges in the workplace which lead to conflicts and affect team work when not properly managed. This is also supported by Josh Greenberg, 2009 [22]* that there are challenged of diversity in the workplace. To mention; Communication - perceptual, cultural and language barriers need to be overcome for diversity programs to succeed. Ineffective communication of key objectives results in confusion, lack of teamwork, and low morale. According to the study of *Ukachukwu, 2013 [21]* says that cultural diversity significantly affects the ability of employees to build or work in teams. However, if properly implemented, a diverse workplace will generate a greater productivity according to Vaux, 2015[ 20]. Contrary to the study of *Ukachukwu, 2013*, a study conducted by Barrington and Troske, 2011 in New York, [22] revealed that there is no negative relationship between establishment- level diversity and productivity. It concludes that establishment that employ a more diverse workforce are no less productive than establishment that employ a more homogenous workforce. According to Miller , 1994 [23] in order to be productive organization should be guided with different cultures, race, ethnic background and other diversity factors in the workplace. All angles will be addressed in order be to understood by everyone to develop and maintain control of its diverse workforce and increase the motivation and productive in the workplace. This is attested in Mc Clelland's Learned Needs Theory[17] there is need for affiliation, need to feel a sense of involvement and belongingness within social group. There's also need of power to influence others, take control and change people. This is also supported by Holzer and Neumark, 2000 [24] that a diverse workforce producing a better product than that produced by a homogeneous workforce is analogous to the argument that diverse student bodies in colleges and universities produce better educational experiences. Students, being an input into the educational end product, as well as consumers thereof, the argument goes, will create a richer (better) educational product if they are more diverse.

Biological factors seldom affects the work productivity of the respondents. Sometimes respondents are suffering from mental health problems like depression, anxiety, eating disorders and others. Further, suffering from backaches, migraine and eye strains when doing many paper works, searching and encoding in the computer. This is supported by the theory of William Cockerham, [25] a health theory that "not all individual are provided equal opportunity to be healthy". According to Julian, 1996 [26] said that when a person experiences stress, a three-stage response is triggered within the body, which disrupts the body's natural system of balance. In the alarm stage, the body prepares for action.

A complex interaction of the brain, nerves, and endocrine glands particularly the pituitary glands takes place. The hormones secreted by the endocrine glands greatly increase the heartbeat, blood flow, and respiration and sugar supply going to the muscles. These changes ready the body for "fight to flight". Stage 2 is called resistance. During resistance the body tries to adapt to stress and restore its natural balance. If stress continues, stage 3, called exhaustion, sets in during this stage, the body and mind become susceptible to illness unless the stress is removed. On the other hand, Kenneth E. Freeland, PhD and Robert M. Carney, PhD. 2005[26] Washington University, USA revealed that conditions such as stress, depression and other types of mental problems tend to accelerate medical illness and affects behavior. Thus, depression and behavior affects the working condition.

As teachers, it is unavoidable not to use computers when doing grades, lectures and reports, that made respondents suffers eye strains when doing many paper works, searching and encoding in the computer. According to Heba Soffar, 2015 [27] using computer can cause the vision problem which is called Computer Vision Syndrome (CVS), the glare on the computer screen, the reduced level of contrast of text to the background, and the letters not being sharp or clear. This can put more stress on the eyes, that have a symptom of eye strain, headaches, blurred vision, and dry eyes. Long effects may include severe shoulder and muscular imbalance, that affect work productivity. This is confirmed by the studies of Thomas et al, 2012 [28] that computers can be linked to an increased in stress, sleeping disorders and depressive symptoms. frequently using a computer without breaks further increases the risk of stress, sleeping problems and depressive symptoms in women that sometimes can lead to absences. Based from the studies of Herrman and Rockoff, 2009 [29] to the students performance that there is a significant effect though smaller degree due to absences of teachers. They found that student achievement is significantly lower when work disruptions caused by health shocks occur after students have already been tested.

The respondents sometimes had adequate amount of sleep each night with 8 hours, despite of many workloads for the day. Sometimes also spend one day for relaxation. According to Tony Schwartz, 2013 [30] Spending more hours at work often leads to less time for sleep and insufficient sleep takes a substantial toll on performance. The basic idea is that the energy employees bring to their jobs is far more important in terms of the value of their work than is the number of hours they work. By managing energy more skillfully, it's possible to get more done, in less time, more sustainably. Productivity doesn't come from being glued to the helm every waking moment but from how energized and, as a result, focused and organized the brain is. Humans are just like smart phones or iPods: needs to be recharged, according to Joe Robinson, 2012 [31].

However, most of the respondents never suffer from a chronic disease (hypertension, diabetes, etc), and never been absent when not feeling well, suffered back pains and other musculoskeletal problems, menstruation and never forget the topics to be discussed in the class. From Avelino et al 1996 [32] states that a healthy mind is the outcome of positive attitudes. Negative attitudes are "resistors" which hold back, retard effectiveness and cause others to respond negatively towards us. Positive attitudes accelerate fulfillment in one's life. Santos, 1974 emphasized that human behavior consists in obedience to rules. In other sense, they also stated that there are such things as desirable behavior, and behavior, which should be totally changed for another new behavior. As an individual, we are pliant and modifiable, adaptable and flexible.

Family financial factors sometimes affect work productivity with mean of 3.27. Based from the results, the respondents often have enough budget to pay for their monthly house rental, and house bills, often live within with means without getting into debt, often feel compensated with their salary in relation to their nature of work, and often satisfied with the benefits given by the university. This is attested by Maslow's Theory[19] the "Need Hierarchy Theory". People are motivated on basic needs before moving on the other needs. Maslow's need hierarchy theory claims that the happier and more fulfilled employees are in their work and work environments, the more productive and successful they will be, translating to more profits for the company. This is also confirmed by Linda Ray, 2015 [33] The relation between wages and productivity is important because it is a key determinant of the

standard of living of the employed population as well as of the distribution of income between labor and capital. Many workers claim that job satisfaction and a sense of purpose drive their productivity, salary also plays a distinctive role in how well employees perform. Incentive pay, based on the quantity of work delivered rather than on the time spent on the job, is particularly beneficial for increasing worker productivity.

But on the other hand, most of the respondents seldom felt that debts and bank loans were bothering them, get worried when the time comes to pay the tuition fees of their children, argue with any member of the family if the budget was not enough. According to Allegretto, 2005 [34] The ability of families to meet their most basic needs is an important measure of economic stability and well-being. Basic family budget measurements are adjustable by family type because expenses vary considerably depending on the number of children in a family and whether or not a family is headed by a single parent or a married couple, if not properly handled, it creates mental stress and bad behavior that functions as hazard on jobs. This is confirmed by Brown, 1991 [35] that most latest research conducted in USA shows that problem of employees include family problems, financial problems, legal problems, workers compensation claims, no renewal of jobs, accident and sickness disability claims. Brown found that in every 30 employees at some point becomes desperate over a personal problem or because of mental illness, that the employee contemplates suicide, and sometimes functions as hazard on the job. This is also confirmed by the study of Thomas Garman, et al, 1996 [36] that workers experiencing stress from poor financial behaviors negatively affect work productivity. Joo and Garman (1998) found that a higher level of financial well-being was associated with less absenteeism. Bagwell (2000) and Garman, Camp, Kim, Bagwell, Baffi & Redican (1999) found that greater absenteeism was associated with poor financial management. This is attested by Morris S. Viteles [19] on his theory in 1953, the Theory of "Motivation and Morale in Industry" explaining that performance is affected by motivation and motivation is affected by the fulfillment of needs.

## **VI. CONCLUSIONS AND RECOMMENDATIONS**

Most of the respondents belonged to the age group thirty six to forty five years old, married, came from the Philippines, academic rank as lecturer, on master's degree, with four years length of service and received an income ranging from five thousand to ten thousand Saudi riyals. Pie chart presentation was used to identify the profile of the respondents in terms of age, gender, civil status, educational qualification, working experience and salary income.

The researchers distributed and collected the questionnaires to the respondents. In general in terms of responses of the respondents on work related factors affecting their work productivity, two areas were rated often, the work related factors and cultural diversity. This means that when it comes to meet achievable deadlines for grades, and other reports, the teachers felt nervous. Likewise, cultural diversity affects their work productivity. They made a lot of adjustments to their colleagues in the department they belong which is composed of different nationalities and seldom racial discrimination occurs. However, sometimes family financial factors affects their productivity arguing with the family members if their budget is not enough to pay bills, tuition of children and others. Biological factors seldom affects their work productivity suffering backaches, eye strains when doing a lot of paper works, searching and encoding. These stressors will be given importance and they must be addressed because these will affect teaching performance. On the other hand, the respect of the students to the teachers at work is good, teaching using English as a medium of instruction is comfortable to the respondents, and never decide to be absent ultimate so does to the students. and in class if not feeling well.

In conclusion, productivity in any organization is a function of how well the employees perform their various task. High employee productivity is the heartbeat of a successful business. When teachers are distracted and unhappy, their work suffers, and ultimately so does to the students.

Based on the findings and conclusions, the researchers would like to recommend that other researches on similar field but emphasize another variables not covered in this study must be conducted. Furthermore, the Administration and faculty must address the following areas:

1. Conduct seminars/workshop on smart money management to help the teachers manage their economic stress and gain control over financial situation with face to face interaction.
2. Policies, rules and regulations must be disseminated and due discussions must be conducted before final implementation.
3. Improve communication lines - reduce uncertainty about development.
4. Conduct of Team Building Seminar.
5. Improve interpersonal relationships between superiors and faculty members and between colleagues.

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