

REWARD SYSTEM AND SECONDARY SCHOOL TEACHERS' ATTITUDE TO WORK IN CALABAR MUNICIPALITY OF CROSS RIVER STATE, NIGERIA

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Abstract

The aim of this study was to determine relationship between reward system and secondary school teachers' attitude to work in Calabar Municipality of Cross River State, Nigeria. Two null hypotheses were formulated to guide the study. Ex-post facto research design was adopted for the study. Nine hundred and eighty-nine (989) teachers formed the population of this study. The sample of this study was 400 secondary school teachers randomly selected across the sixteen (16) public secondary schools in Calabar Municipality of Cross River State. A questionnaire entitled, Reward System and Teachers' Attitude to Work Questionnaire (RSTAWQ) was used as the instrument for data collection. Pearson Product Moment Correlation Coefficient statistics was used for data analysis. The study revealed that, reward system, in terms of fringe benefits and regular promotion positively and significantly relate to teachers' attitude to work in Calabar Municipality of Cross River State, Nigeria. Arising from the findings of the study, it was recommended that, the government of Cross River State should ensure that, there is an improvement in teachers' reward in the areas of teachers' fringe benefits and promotion with financial implementation.

Keyword: Reward System, Fringe Benefits, Regular Promotion and Attitude to Work.

Introduction

Globally, education has become one of the most powerful weapons for the promotion of national development and economic growth and technological advancement. Education is meant to improve health and the general well-being of the individual. Education as a tool for development has transformed the world into a global community through the advancement of science and technology (Federal Republic of Nigeria FRN, 2013). Particularly, at the secondary school level, provision of basic knowledge for educational advancement, provision of entrepreneurship skills to students for self reliance, inculcation of values for students' moral uprightness, inspiring the students for self-improvement, promotion Nigerian languages art and culture as well as students' career development among others have been emphasized (FRN, 2008). There is no doubt that, in achieving the aforementioned objectives, teachers always play important role.

Alhabsi (2013) remarked that teachers in Nigeria are poorly motivated and dissatisfied with their living and working conditions. This is evidence in inadequate reward system that is prevalent in educational system in terms of salary increment, regular promotion, payment of allowance and fringe benefits when compared with other professions like medicine, engineering, law to mention few. As such, it becomes necessary for continuous studies in such area as reward system that could motivate teachers to develop and sustain positive attitude to work in the school

system. In the light of this, it has been documented that, concerns about the quality of the teacher workforce and the distribution of teacher quality among schools have resulted in reward system (Goldhaber, DeArmond & DeBurgomaster, 2011)

Reward of any kind is a critical element of human resource management in the school system and should be designed to work together with other elements of the system (Oyetakin, Ajalode & Alen, 2018). By implication, reward system entails the total range of benefits, wellbeing and advantages which can be offered to, or withdrawn from employees. In the school system, such rewards include; promotion, wages and salary increment, bonuses, profit sharing, holidays and so on. There is no doubt that reward is a driving force that could spur up teachers to demonstrate absolute commitment to their assigned responsibilities (Asuquo & Ekpoh, 2018; Etor & Asuquo, 2021; Asuquo & Etor, 2021). The specific focus in this study is the reward in terms of fringe benefits and regular promotion of teachers. Fringe benefits are additional benefits to teachers' salaries for the performance specific tasks in the course of their teaching job. Examples are health care/insurance, retirement/pension plan, services, bonus, in-service training, gratuity, job security to mention a few, while promotion has to do with the shifting or uplifting a teacher or teachers to higher post with more responsibilities with the corresponding higher salary. Teachers need to be regularly rewarded accordingly in order to enhance motivation for effective job commitment (Uka & Prendi, 2021; Babatunde, Issa, Saliu, Babafemi, Abdulraheem, & Otonekwu, 2021; Etor & Asuquo, 2021). It has been documented that, motivated work force is a productive work force. However, where teacher are not adequately rewarded, they tend to display negative attitude toward their assigned responsibilities (Jomuad, Antiquina, Cericos, Bacus, Vallejo, Dionio, & Clarin, 2021)

Teachers' attitude to work could be positive or negative. Positive attitude refers to the mental disposition which enables an individual to exhibit desirable behaviour, A positive attitude of a teacher to work may be demonstrated by way of commitment, devotion and willingness of a teacher to perform his or her job. It can be evidence in regular preparation of lesson notes, effective lesson delivery, punctuality, attendant at all school programmes and activities, application of appropriate teaching methods, regular giving and marking of students' class-work and assignment to mention a few. while negative attitude is the unfavourable disposition that makes one to exhibit undesirable behaviour (Ewim, Unachukwu, & Ugwu, 2020). In this context, teachers' attitude to work refers to the habits and behaviour displayed by teachers' with respect to attitude toward teaching, classroom management, lesson delivery, giving of class work and assignment and subsequently marking of such.

Observation has shown laxity on the part of teachers in secondary school system. This is evidence in many teachers' absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and indiscipline tendency. It is also common observation that many teachers are merely staying on job to look for better job outside.

Theoretical Framework

This work is anchored on Henri Fayol Administrative Management theory (1949). Henri Fayol popularly known and called the father of modern management, aimed at achieving effectiveness in organization from the management perspective as opposed to the scientific management theory propounded in the same classical era by Frederick Taylor. He believed that by focusing on managerial activities, he could increase efficiency and effectiveness of organizations. He believed that the efficiency of any organization is directly linked to functions and principles of management. Henri Fayol is associated with 14 principles of administrative management theory which are: division of labour, authority, discipline, unity of command, unity of direction, subordination of personal interest for organizational interest, remuneration, centralization, scalar chain, order, equity, Stability of tenor of office, initiative and esprit de corp. The administrative theory by Henri Fayol is relevant in this study in that, it underscores the elements that make

teachers to be committed to their work. The implication of the theory is that, where regular reward practice like fringe benefit which is part of remuneration is properly implemented in the secondary school system, this will to a large extent be able to motivate teachers to be committed to their assigned work in secondary school.

Muguongo, Muguna & Muriithi (2015) stated that, fringe benefit is an important teachers' welfare scheme. The same authors carried out a study to examine the relationship between teachers' welfare scheme and job performance in selected Secondary Schools in Isin Local Government Area of Kwara State, Nigeria. The findings indicated significant relationship between teachers salary, promotion and students academic performance. It was also revealed that there was significant relationship between fringe benefit and classroom management. The paper concluded that if necessary attention is given to teachers' welfare, this will bring about positive development in the educational system. It was recommended that teachers should be placed on meaningful salary scale and given opportunities to further receive training in their various disciplines for better performance to be achieved.

Fringe benefits constitute health care/insurance, retirement/pension plan, services, bonus, in-service training, gratuity, job security to mention a few. It is the process of formulating and implementing strategies and policies that are geared towards rewarding employees in every organization (Lubega, Genza & Aguti, 2022). This implies that both the school principals and the government must ensure that teachers are rewarded so that they could in turn exhibit behaviour that may result in effective performance and loyalty. Teachers in return for their commitment expect extrinsic reward in the form of promotion, fringe benefits, bonuses (Lubega, Genza & Aguti, 2022). Fringe benefits are not just about pay or monetary compensation or reward. They also involves those non-financial benefits which provides intrinsic or extrinsic motivation

Another study was conducted in Delta State by Nwaozor & Thompson (2020) to examine principals' reward management strategies as correlate to staff performance in secondary schools in Oshimili South Local Government Area of Delta State of Nigeria. The result of the study indicated that principals' reward management in terms of pay based rewards, benefits rewards, carrier incentive rewards and non-financial rewards correlated with staff job performance. It was subsequently concluded that proper application of reward management strategies enhance staff performance and that inappropriate and inadequate application of relevant reward management will hamper staff performance. Management of welfare packages are based on reward philosophies and strategies and contain arrangements in the shape of policies and strategies, guiding principles, practices, structures and procedures which are devised and managed to provide and maintain appropriate types and levels of pay, fringe benefits and other forms of rewards (Bob, 2001). Welfare management also constitutes measuring job values, designing and maintaining pay structures, paying for performance, competence, skills and providing employee benefits (Elfeky, Mostafa, & Helal, 2020).

In Anambra State, Manafa (2020) conducted a study to examine the influence of welfare package on teacher performance in private secondary schools. Among other results, the findings of were that housing allowances, co-operatives and saving facilities highly influenced teachers' performance in private secondary schools. However, it was also found that, housing allowances and teachers' performance in private secondary school in Anambra State was not significant. Again, co-operatives and saving facilities and teachers' performance in private secondary school in Anambra State was not also significant. In addition, medical care allowance and teachers' performance in private secondary school in Anambra State was not significant. It was therefore recommended that that teachers housing allowances should be paid promptly to enable them concentrate on their job for effective delivery. Although Manafa (2020) study's is related to the present study, it is however, not in the same area of study. Besides, the current

study centered on public secondary schools while Manafa 's study was carried out in private school. This gives rise to the conduct of the current study.

Another reward system as considered in this study is staff promotion. Ndijuye & Tandika (2019) investigated timely promotion as a motivational factor among pre-primary school teachers. The findings of the study revealed that the primary responsibility of teachers was to ensure children's holistic development. Achievement of the said holistic development was found to have depended on timely promotion and other motivational factors such as the involvement of teachers in decision making, appreciation from educational officers, and good working conditions. The study by Ndijuye & Tandika focused on the primary school setting as oppose to secondary school of which the present study is concern with.

It has been observed that promotion tends to put a new life in the individuals and activate their knowledge, skills and their level of commitment to the organization goals but if on the other hands, the individuals within an organization are deprived their promotions, they would become disconnected and consequently leads to labour turnover (Akuoko & Donkor, 2012). It was suggested that, in administering promotion to workers, important factors such as experience, training, skills and intellectual capacity must be considered. Akuoko & Donkor further stressed that striving for promotion may be caused not only by the need for status, but also the needs for achievement or recognition of competence. This means that, promotion is an upward mobility of an employee which changes employee's present position to one that makes him assume greater responsibility. Apart from increasing employee's income, promotion has a higher motivating effect and it serves as a mark of recognition of individual performance. Hence promotion can be seen as a feedback that the workers have performed well.

Promotion in the school system is part of reward practice by the management. Empirically, Shakir & Zamir (2014) carried out a study to find out the impact of reward on teachers' performance in secondary schools in Islamabad. Objectives of this study were to identify different types of rewards used in schools and to find out the effect of reward on the performance of teachers of secondary schools in Islamabad. On the basis of findings, it was concluded that, most of the respondents were in the favor of extrinsic reward and they were mostly disagree with intrinsic reward. It was also concluded that there was a correlation between extrinsic reward and performance and there is no correlation between intrinsic reward and performance.

Mohammed & El-Jajah (2019) investigated the payment of teachers' salary and promotion as correlate of teachers' job performance in Senior Secondary Schools in Adamawa State, Nigeria.. The result indicated significant relationships between payment of teachers' salary, promotion and teachers' job performance in senior secondary schools in Adamawa state, Nigeria. The study concluded that payment of teachers' salaries in senior secondary schools in Adamawa state is moderate and promotion of teachers' in senior secondary schools in Adamawa state was also moderate. Recommendation was that, government should pay teachers' salaries promptly as well as ensuring their regular promotion to enhance teachers' job performance.

Statement of the problem

Teachers' attitude to work in public secondary schools in Calabar Municipality of Cross River State, Nigeria, has been a source of worry to parents, community members, students, and the government. The researchers have observed that, lateness to school, ineffective lesson delivery, poor record keeping as well as ineffective use of instructional materials by many secondary school teachers in the study area are not supposed to be occurring in the secondary school system. It has also been observed by the researchers that, many secondary school teachers are in the habit of leaving the school before the official closing hour and even stay away from school without due permission from the principals. The researchers became worried to ask, if teachers' reward has not been given due attention by the state government and school principals

of public secondary school. It is on the basis of this background that the researchers examined the relationship between reward in terms of fringe benefits, promotion and teachers' attitude to work in public secondary schools in Calabar Municipality of Cross River State, Nigeria.

Purpose of the study

The main purpose of this study was to examine the relationship between teachers' attitude to work in public secondary schools in Calabar Municipality of Cross River State of Nigeria. Specifically, the study assessed the relationship between:

1. Fringe benefits and teachers' attitude to work.
2. Promotion and teachers' attitude to work.

Research questions

1. What is the relationship between fringe benefit and teachers' attitude to work?
2. What is the relationship between promotion and teachers' attitude to work?

Statement of hypotheses

The following null hypotheses were formulated to guide the study.

1. There is no significant relationship between fringe benefit and teachers' attitude to work and teachers' attitude to work
2. There is no significant relationship between promotion and and teachers' attitude to work.

Methodology

Ex-post facto design was adopted for this study. Isangedighi, Joshua, Asim and Ekuri (2004) opined that ex-post facto research design basically studies phenomena after they have occurred. In this study, reward system had already occurred and impacted on teachers' attitude to work in public secondary schools in Calabar Municipality of Cross River State, Nigeria. This is the reason why ex-post facto research design was used in this study. The population of this study was made up of 989 public secondary school teachers from the 16 public secondary schools. This study adopted simple random sampling approach to select 400 teachers across the 16 public secondary schools in the study area. The teachers were used as respondents because the researchers believed that teachers are in the right position to respond to how reward practices are done in the school system. As such, a total of 400 teachers were used to assess the reward practices. The main instrument used for data collection was a structured questionnaire designed by the researchers with the help of the experts. The questionnaire was called, Reward Practices and Teachers' Attitude to Work Questionnaire (RPTAWQ) was used for data collection. The instrument was designed based on four point Likert scale. Each item was required by the respondents to indicate opinion under Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). In rating the scale, positively worded items were rated 4, 3, 2, 1, while negatively worded items were rated 1, 2, 3, 4 respectively. To prepare the data that were collected for statistical analysis, a coding schedule was designed to code the responses of the respondents. For all positively worded items, the scoring was, Strongly Agree (SA)=4 points, Agree (A)=3 points, Disagree (D)=2points, Strongly Disagree (SD)=1 point. For the negatively worded items the scoring were Strongly Agree (SA)=1 point, Agree (A)=2 points, Disagree (D)=3points, Strongly Disagree (SD)=4points. Pearson Product Moment Correlation coefficient was used. All hypotheses were tested at 0.05 level of significant.

Data analysis

To analyze the data generated for the study, Pearson Product Moment Correlation analysis was used. All hypotheses were tested at 0.05 level of significant.

Hypothesis one: There is no significant relationship between fringe benefits and teachers' attitude to work

Table 1: Pearson product moment correlation analysis of the relationship between salary fringe benefits and teachers' attitude to work (N = 400)

Variable	N	Mean	SD	R	Sig.
Fringe benefit	400	12.54	3.347		
Teachers' attitude to work	400	20.41	11.61	.88*	.000

Significance at 0.05; df=398; critical= .082; r = 0.88

The result of the analysis in table 1 shows that the calculated r-value of .88 is significant at .05 level of probability and 398 degrees of freedom. The null hypothesis which states that, there is no significant relationship between fringe benefit and teachers' attitude to work was rejected because the calculated r-value of .88 is greater than the critical value of .082. In other word, there was a significant relationship between fringe benefit and teachers' attitude to work.

Hypothesis two: There is no significant relationship between promotion and teachers' attitude to work. The result of the data analysis is presented in Table 2

Table 2: Pearson Product Moment Correlation analysis of the relationship between promotion and teachers' attitude to work (N=400)

Variable	N	Mean	SD	R	Sig.
Promotion	400	14.76	3.344		
Teachers' attitude to work	400	20.41	11.611	.86*	.000

Significance at 0.05; df=398; critical= .098; r =.86

The result of the analysis in table 2 shows that the calculated r-value of .86 is significant at .05 level of probability and 398 degrees of freedom. The null hypothesis which states that there is no significant relationship between promotion and teachers' attitude to work was rejected. In other word, there was a significant relationship between promotion and teachers' attitude to work.

Discussion of findings

Fringe benefits and teachers' attitude to work

The result of the first hypothesis indicated that teachers' fringe benefits had significant relationship with teachers' attitude to work. This result is in agreement with Nwaozor and Thompson (2020) whose result showed that principals' reward management in terms of benefits rewards, carrier incentive rewards and non-financial rewards correlated with staff job performance. This means that proper application of fringe benefits strategies enhance teachers' positive attitude to work. The result also support the finding of Manafa (2020) who discovered that fringe benefits constitute health care/insurance, retirement/pension plan, services, bonus, in-service training, gratuity and job security. The possible explanation of this finding is that when both the school principals and the government ensure that teachers are given their due fringe benefits, teachers could in turn be very effective in their job performance in the school. By implication fringe benefits are very important welfare packages for teachers that need not to be neglected in the school system. The school principals and the government have the responsibility of ensuring that teachers are rewarded so that they could in turn exhibit behaviour that may result in effective job performance.

Regular promotion and teachers' job performance

The result of the second hypothesis showed that regular promotion of teachers has significant relationship with and teachers' attitude to work. The result is in line with Ndijuye and Tandika (2019) who investigated timely promotion as a motivational factor among pre-primary school teachers and found achievement of children's holistic development was dependent on timely promotion and other motivational factors such as the involvement of teachers in decision making, appreciation from educational officers, and good working conditions.

The result of this study is also in line with Akuoko and Donkor (2012) who stressed that promotion tends to put a new life in the individuals and activate their knowledge, skills and their level of commitment to the organization goals and that if on the other hands, the individuals within an organization are deprived their promotions, they would become disconnected and consequently leads to labour turnover. The result of this study also tallies with the findings of Mohammed and El-Jajah (2019) who investigated the payment of teachers' salary and promotion as correlate of teachers' job performance in Senior Secondary Schools in Adamawa State, Nigeria and found that a significant relationships between payment of teachers' salary, promotion and teachers' job performance in senior secondary schools in Adamawa state, Nigeria. This means that teachers' promotion as at when due is a crucial factor if teachers' job performance is to be sustained.

Conclusion

The study presents the relationship that existed between reward system in terms of fringe benefit, promotion and teachers' attitude to work in public secondary schools in Calabar Municipality of Cross River State, Nigeria. This means that effective implementation of reward system is very important in the secondary school system to facilitate teachers' positive attitude to work.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. The government should ensure that, all the fringe benefits that are due to teachers are effectively implemented to enhance their positive attitude to work. This is because it is a common knowledge that, a motivated workforce is a committed workforce.
2. Teachers' promotion should be done as at when due and backed with the necessary entitlement so that teachers would be committed to perform their assigned responsibilities in their respective schools

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