

## Financial Rewards and Public Secondary School Teachers' Attitude to Work: An Empirical Study

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**Abstract:** This study examines the attitude to work of public secondary school teachers vis-à-vis financial rewards. Human resource is vital in the growth of any organization. This is similar in the education sector. The decadence of the profession in Nigeria can be easily attributed to the poor attitude of teachers to work especially in the public sector. This has been identified to be as a result of the inadequate compensation of teachers, which has made the profession unattractive and crippled considerable performance within the sector. However, some researchers hold a contrary opinion. Consequently, to investigate this, a survey research method was adopted for the study. A population size of 398 public secondary school teachers was acquired within Jos North. A sample size of 199 was obtained and questionnaires were duly administered, out of which 100 were analysed. Using structural equation model, the result indicated that a positive relationship exists between teachers' work attitude and financial rewards. This positive relationship could account for as high as 25.3 percent variation in work attitude. From these findings, it is recommended that the management of public secondary schools should identify the appropriate motivational strategies that best suits their teachers, that will encourage positive work attitudes and inadvertently improve performance among employees (teachers). Furthermore, carefully planned financial reward systems should be implemented by the government to the timely and adequate compensation of teachers

**Keywords:** Financial motivation, teachers, attitude to work, public secondary school

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### I. Introduction

The invaluable nature of human resource in any organization setting can never be over-emphasized. They are the structure and constituents that make up an organization. The role they play is a vital one, be it in a capital-intensive or labour-intensive working environment. There are however, a number of factors that may affect their attitude to work varying from working conditions, employee-employer relationship, training and development opportunities, job security, and company's overall policies and procedures for rewarding employees, etc. All these factors have been studied carefully overtime by various researchers, on how they can affect individual's attitude to work and overall performance. However, little research shows how motivation precisely, extrinsic motivators like financial rewards can affect teachers' attitude to work in Nigeria. Education remains a potent tool for self-reliance and national development in Nigeria (National Bureau of Statistics, 2015). Studies show that education or human development is at the core of every socio-economic development program for any nation. Harrison and Liska, (2008) in their study affirm that reward is the centre piece of employment contracts, which after all it is the main reason why people work. Adequate compensation is one of the primary motivators for employees seek work and if insufficient may lead to negative work behaviours. Employees expect that they should be adequately compensated or rewarded for their services and efforts on the job. The determination to accomplish is largely dependent on the drive for the job.

The fact that most Nigerian public secondary schools are markedly noted for low quality; and their employees (teachers) are known with poor attitude towards work and thus, general low productivity and performance is not debatable (Ikepefan, & Adewoye, 2003; Othman & Suleiman, 2013; and Arrey, 2014). Within the financial motivation parlance (e.g. Chiang and Birtch, 2010; Wekesa and Nyaroo, 2013; Ben, 2014; and Monteiro, Peñalosa, Pinto, Coria & Calderón, 2015), it may seem simple to conclude that financial reward system is the principal reason for poor attitude of teachers in Nigerian secondary school system. However, studies like Nelson and Spitzer (2002); Chamorro-Premuzic (2013); Ben-Hur and Kinley (2015) and Matoke (2015) have maintained a contrary view as they posit that financial motivators do not impact on attitude to work. To what extent are these divergent theories true in different circumstances remain highly debatable.

## **II. Theoretical Framework**

With today's ever-changing working environment, the constant variable is the need for the proper motivation of workers. The past realities of the workplace have changed, thereby leading to a reciprocal change in the motivational demands of employees (Aguinis, 2005). Understanding this is critical to changing work attitudes and sustaining organizational performance. An individual will be committed to his work to the extent to which the job inherently contains tasks that are rewarding to him or her. Employees' attitude to work is a response to the expected returns (Arrey, 2014). The ability of employers to attract, retain, and reward appropriately talented and competent employees is vital; as the success or failure of organizations relies on the employees, who are the organization's key resource. Akintoye (2000) asserts that money remains the most significant motivational strategy. Similarly, studies such as Aktar, Sachu and Ali (2012); Njanja, Maina, Kibet and Njagi (2013); Mehta (2014) have shown that remuneration remains a key element for employees' motivation. According to Arrey (2014) teachers' ability to perform on the job depends on their willingness to do the job if they are adequately motivated through better remuneration. He further stated that the implication is that if the situation is not corrected now there will be a mass exodus of teachers from the teaching service. Also, if teachers do not perform their work effectively and committedly, the product from these schools will be half-baked students. This situation is critical in any growing nation as the youth of today represent the working class of tomorrow.

Motivation is key as it determines the level of input of workers to the job. Their approach to work is greatly influenced by their drive to achieve a particular result. Motivation is a human psychological characteristic that contributes to a person's degree of commitment. It includes the factors that cause, channel, and sustain human behaviour in a particular committed direction. Reward systems include all mechanisms for determining and distributing tangible and intangible returns as part of an employment relationship. Tangible returns are collectively referred to as compensation, and include cash compensation and benefits.

As far as motivation is concerned, reward system is an important tool for management use to channel employees' motivation in desired ways, as such any strengthened behaviour followed immediately by a positive reinforce is a reward. Motivated employees are more productive, efficient and eager to work towards organizational goals than the employees who are at low levels of motivation (Ikepefan & Adewoye, 2003). Well-motivated staff will produce high performance which will in turn lead to accomplishment of organization goals and invariably serves as a source of a competitive advantage for the company. Robbins (2001) stated that when employees feel their efforts are appreciated and a system of fair compensation and satisfaction introduced, the company will have optimized motivation and hence increased employee performance.

The constant outcry by Nigerian workers in regards to total compensation has made it necessary to study to what extent unstable remuneration effects their attitude to work. Studies of this are mostly done for civil service workers with little attention to school teachers. This is a challenge for the education sector where the birth of leaders takes place. Due to the lack of appropriate compensation of public-school teachers in Nigeria, a certain stigma has been attached to the profession. This study investigates to what effect unsatisfactory compensation influences public secondary school teachers' attitude towards work.

### **Positive and Negative Work Attitude**

According to Ben (2014) teachers' attitude to work may be positive or negative depending on the way they perceive the rewards attached to their jobs. In other words, the reward systems available to the teaching profession go a long way to determine how teachers perform their job. Incentive system in any organization is a means of sustaining the worker on the job. Othman and Suleiman (2013) stated that if one worker begins complaining his discontent might spread to other workers. Hence poor attitude can have a detriment effect on work, causing workers to become apathetic and despondent which would have resulted to occurrence of mistakes more often, and output would likely to be down. Most at times, group of workers can cause poor attitude to work by underlying for general discontent. Work related attitudes such as job involvement, job satisfaction and organizational commitment has a positive relationship with employees work behaviours (Ibrar and Khan, 2015). Therefore, these three variables show that proper reward programs to workers will lead workers to develop positive attitudes to their work. They further postulated that positive job attitudes are expected to relate to positive behavioural decisions at work in the form of citizenship behaviour, then negative attitudes are expected to relate to a broad class of negative behaviours at work in the form of withdrawal and counter productivity. Also, proposing the following negative behaviours as constituting to psychological withdrawal, absenteeism, turnover, tardiness, decisions, theft and improper use of office supplies.

### **Relationship Between Financial Rewards and Teachers' Attitude to Work**

According to Ubeku as cited in Ikepefan and Adewoye (2003) the key to understanding of human behaviour is knowledge of human needs. Harrison and Liska (2008) in their study posited that reward is the centre piece of the employment contract stating it to be the main reason why people work. The main reason

people work is to satisfy their limitless needs. Financial rewards are payments/incentives monetary form for a given work done by employees in the organization. This is good source of attracting and retaining employees. in its own nature money is indispensable for survival in an economy, and as such an extremely effective motivator (Ikepefan & Adewoye, 2003). According to him all other incentives tend to have little motivational value if monetary incentives are perceived to be inadequate. This is very true in most developing countries. Research has also shown the negative effects of inadequate compensation among Nigerian workers (Akerlele, 1991; Ajila and Abiola, 2004; and Edirisooriya, 2014). Lotta (2013) agrees that financial incentives are indeed effective in motivating employees. Hafiza, Shah, Jamsheed, and Zaman (2011) results from their study revealed that there exist a significant and positive relationship between extrinsic rewards and employee motivation but organizations are not offering right amount of financial rewards (extrinsic rewards) to their employees. Chiang and Birtch (2010) in their study on teaching conditions and implication for performance discovered that salaries and fringe benefit are important elements of interest to teachers. He stressed that the teachers' salaries and benefits dictate the tempo of the teaching job. A teacher who receives regular salaries and fringe benefits attached are more likely to be more committed to the job of teaching their students too are likely to record better grades compared to teachers whose salaries are irregular and without fringe benefits. Also, Wekesa and Nyaroo (2013) based on the findings concluded that fair compensation has an effect on public secondary school teachers' performance. This they said is as a result of the compensation policy in place demoralizes the teachers, does not enhance task performance and negatively affects the productivity of the teachers in the schools.

According to Monteiro, Peñaloza, Pinto, Coria and Calderón (2015) the individuals' motivational orientation to work was found to be associated with their attitude towards money. While Ali & Akram (2012); Sajuyigbe, Olaoye, & Adeyemi (2013) have argued that financial reward significantly impacts on employees' motivation and subsequently, performance, Perry as cited in Sajuyigbe et al (2013) however, argues that financial reward is not the most motivating factor and financial incentives have a de-motivating effect among employees. Furnham (2006) asserted that the idea that better paid people are more productive and happier is naïve and essentially evidence free. According to Nelson and Spitzer (2002); Chamorro-Premuzic (2013); and Akanbi (2013) results from studies revealed that intrinsic rewards are more sustainable and long-term motivators proving to be more effective than financial motivators. According to Ben-Hur and Kinley (2015) money appears to able to motivate people in lower paying jobs temporarily and lessens the importance of internal motivators. Despite these arguments, it is indisputable that money is invaluable in satisfying our physiological needs which according to Abraham Maslow is the primary need to be met. According to Tang (2007) people who are highly driven by money, see money as a source of power and happiness.

Ben (2014) asserted that the essence of wage and salary is to relate productivity to reward. Thus, teachers who manifest outstanding performance should receive extra pay to encourage them to do more. He further stated that the high cost of living makes teachers to pressure their employers to increase pay. Teachers want their effort to be appreciated in terms of the amount of pay received by them. Thus, if pay is high, positive job attitude is likely to result. The ability of these financial benefits to motivate teachers towards higher commitment depends on their regularity. Shadid (2014) in a related study concluded that, wages and salaries constitute a significant part of the overall cost in any organization, that establishment that lack the ability to pay wages and salaries regularly as in the case of the teaching profession are in danger of disintegration. He emphasized that poor wages and salaries are a constant source of frustration and can result to decline in productivity. Therefore, the ability of government to satisfy teachers' needs goes a long way to determine to some extent the attitude they would have towards their job. This signifies that teachers' attitude to their job is a function of the extent to which they are satisfied with their wages and salaries. It was revealed by Ortyoyande and Agbe (2005) that teachers are often paid low salary and this is compounded by late payment. This according to them will discourage teachers from putting in their best therefore, producing lowly rated students. Gabrielle and Hogan (2013) study on teachers' condition of service and teachers' competence concluded that if better pay-package and fringe benefits given to teachers are satisfactory by the teachers, they will put in more effort at work. They will prepare adequately for their lessons, go to school regularly and punctually, attend classes on schedule, teach the students well, administer, mark and record assignments, test and examinations. Most importantly, they will not take up secondary occupations' that has so much distracted their attention from their primary work role of recent. Teachers who are well remunerated are highly motivated and are likely to perform better in their subjects. This means that they have the vigour to impart knowledge in the best ways possible (Matoke, 2015).

Based on all the current studies and by considering the relationships between all of the findings, one can identify that an appropriate reward package, particularly financial rewards, can affect teachers' attitude to work. This study will analyse whether such is the same for teachers' performance in public secondary schools in Jos Metropolis. We therefore hypothesise:

**H: Financial motivation significantly impacts on teachers' attitude to work.**

It is particularly clear that the element of compensation is vital in shaping positive work attitudes among teachers in public secondary schools. The role of the government and school management in providing adequate compensation determines the performance of the public schools. Teachers have their own hierarchy of needs and despite any attempts to be at the top of Abraham Maslow's Needs Hierarchy, survival is paramount i.e. the physiological and safety needs. At this point employees determine which needs are more important to them. Attitude to work shapes our behaviour on the job inadvertently affecting work performance. Various authorities have illustrated the way motives shape our attitude to work. With the right motivators in place, attitude to work is cultivated to breed a conducive work environment with more educated students.

### **III. Methods**

We used a cross-sectional survey design in this study involving public secondary schools. The research aims to ascertain if there are significant relations between two variables: financial rewards and teachers' attitude to work. Data obtained from this study was from a primary source. Items on the questionnaires were constructed in clear and simple terms to avoid any ambiguity. The response to each statement was on a 6-point Likert Ordinal Scale. The questionnaires were intended to generate responses that will assist the researcher to solve the research problem, achieve stated hypotheses.

The population of this study comprises of the registered secondary school teachers of public schools in Jos North, Plateau state in Nigeria. The total population of study was three hundred and ninety-eight (398) teachers. At 95% confidence level with 0.5 error margin, a sample size of 199 was obtained using Yamane's statistical formula. Data collected will be analysed by means of a computer based Statistical Package for Social Sciences (SPSS Statistics 25) and Amos (version 25).

#### **Data collection procedure**

Participants were randomly selected from the study population without recourse to gender, religion, length of service and level of qualification. Researchers duly informed participants about the purpose of the study in order to obtain informed consent. The structured questionnaire was thereafter given to the willing participants to complete at their pace to return at a later time. This was done in order to allow participants reflect adequately in responding to the items. This way, the error of self-reporting data collection method could be minimised.

#### **Data cleaning and exploration**

Few missing data across latent indicators were replaced with near point mean values. Participants fairly engaged in the survey with least standard deviations of latent indicators hovering around 0.5. From the standard deviations obtained, 13 participants were further removed yielding a final sample size of 81. Other participants fairly engaged in the survey. To determine which reflector explains variation in the two constructs in this paper, exploratory factor analysis (EFA) was conducted. Maximum likelihood method was used for extraction of factors; while Promax rotation was used for the model optimisation with Kappa set at 4. Other criteria include: eigen values >1; suppression of small coefficients was set at <0.3; loading factor >0.5. From the EFA results, a four-factor model was obtained for the outcome variables with the second factor having eigenvalue=1.164 which is greater than 1. The two factors explain 56.53 percent of the total variance having only 1 percent nonredundant residuals with absolute values greater than 0.05. The retained items were considered adequate based on the Kaiser-Meyer-Olkin measure of sampling adequacy higher than 0.5 (0.695) and a statistically significant Bartlett sphericity test (<0.001).

#### **Validity and reliability**

The two latent constructs involved in this study were subjected to construct, discriminant, and convergent validity; and reliability test.

**Construct validity:** A confirmatory factor analysis (CFA) model involving the four constructs was developed and tested to determine construct validity. The model is represented in Figure 1. As stated by Hooper, Coughlan, & Mullen (2008), the obtained fit indices suggest evidence of good construct validity at Relative chi-square=0.757; Chi-Square=3.028; DF=4; CFI=1.000; Root Mean Square Error of Approximation (RMSEA)<0.001; PCLOSE=0.664; Standard Root Mean Residual (SRMR)=0.038.

**Discriminant validity:** Hair, Black, Babin, & Anderson (2010) set discriminant validity criterion as follow: Maximum Shared Variance (MSV) for the latent constructs must be less than the corresponding Average Variance Extracted (AVE) estimates. This criterion is set to ensure that no latent variable is explained by some

other measured variables in the confirmatory factor model. From the results presented in Table 2 below, it is evident that there were not discriminant validity issues.

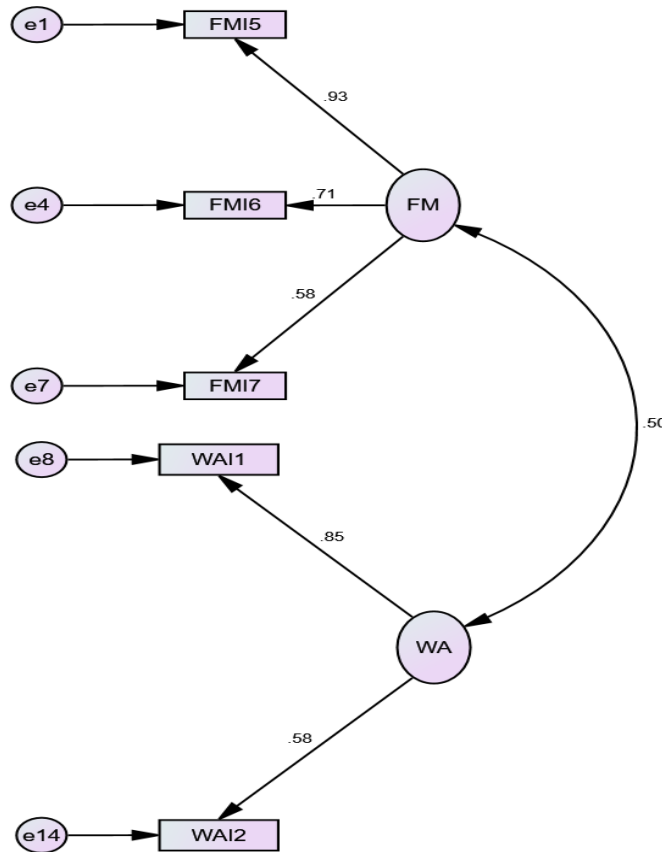


Figure no 1: Confirmatory factor analysis for Financial motivation and work attitude indices

**Convergent validity:** As per Malhotra & Dash (2011)'s recommendation, we estimated Average Variance Extracted (AVE) to measure convergent validity. The greater than 0.5 criterion for AVE suggests that less than 50 percent of the variance should be due to error. The results in Table 2 show that all AVE estimates are greater 0.5 and further prove that our CFA models have good convergent validity.

Table no 2: Matrix showing composite reliability, convergent and discriminant validity

Construct	CR	AVE	MSV	MaxR(H)	FM	WA
FM	0.792	0.569	0.253	0.894	<b>0.755</b>	
WA	0.685	0.530	0.253	0.759	0.503***	<b>0.728</b>

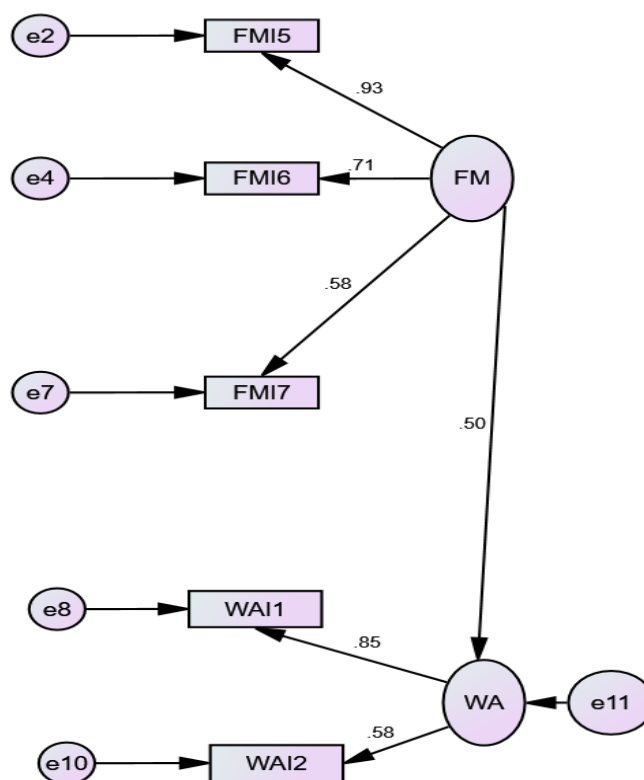
**Reliability:** Composite reliability (CR) was estimated to ascertain the internal consistency for the two latent constructs. The criterion is that composite reliability scores above 0.7 is considered acceptable (Gliem & Gliem, 2003). From the results presented in additional Table 2, the composite reliability (CR) score for financial motivation was above 0.7 while that of Work attitude was barely 0.7 (0.685).

**Statistical analysis**

Data was analysed using structural equation model. The statistical operations were carried out via SPSS version 25 and Amos version 25. The structural equation model was used to estimate the firms' intrapreneurial intensity as measured by the two constructs. The structural model developed was first tested for fitness before interpreting the results as being reliable.

**Structural model and fitness:** A structural model (presented in Figure 2) was developed to determine the level of intrapreneurial intensity in the selected firm. The model was tested for good fit with data based on theoretical

assumptions. The obtained fit indices: Relative Chi-Square ( $\chi^2/df$ ) = 0.757; Comparative Fit Index (CFI)=1.000; Root Mean Square Error of Approximation (RMSEA)<0.001; PCLOSE=0.664; Standard Root Mean Residual (SRMR)=0.038.



**Figure no 2:** Structural model measuring the impact of financial motivation on work attitude of teachers

#### IV. Result

##### Demographic and descriptive

There are more male teachers (n=55, 55%) than female teachers (n=45, 45%). 59 percent (n=59) of the respondents are between ages 21 – 30 years. Another 37 percent are 31 years or above while the remaining 4 percent are below the age 21. 51 percent are single while 46 percent are married. Most of the teachers (n=55; 55%) hold either a first degree or the equivalent HND while only 32 percent have taught for one year or less in a public secondary school.

The mean value for composite score for financial motivation is 3.564 (standard deviation=1.267) while the mean value for composite score for work attitude is 2.951 (standard deviation=0.965). The skewness and kurtosis values are within the range of  $\pm 1$  indicating normal distribution as required.

##### Financial motivation and attitude to work: Relationship and impact

From the structural equation model shown in Figure no 2, regression path explains the impact of financial motivation (FM) on teachers' attitude to work (WA). The impact is measured by estimating the regression weight,  $r$ . The results show that the standardised regression weight,  $r=0.503$ , is significant at  $p$  value<0.001. This implies that financial motivation significantly impacts on teachers' attitude to work. Factor analysis shows that cash bonus (WAI1) and salary (WAI2) are significant indices that determine attitude to work considering their high factor loadings (0.852 and 0.578 respectively). The results also there is a 25.3 percent variation in work attitude as a result of financial motivation.

#### V. Discussion

This study clearly supports the existence of a relationship between teachers' work attitude and the level of importance they attach to financial rewards. This was shown in the results, where financial rewards can contribute to the negative or positive attitudes exhibited by secondary school teachers in public institutions. This

scaffolds Chiang and Birtch (2010) study on teaching conditions where salaries and fringe benefits are important elements of interest to teachers. It is therefore, true that financial rewards can significantly affect teachers' attitude to work at a 21% rate minimally. Though, the nature of the relationship is weak, the level of association is significant and relationship positive. According to Zaman (2011) and Mahmood (2013) a significant and positive relationship exists between extrinsic rewards and employee motivation but organizations are not offering the right amount of financial rewards to their employees. This was one the major complaints made by teachers' during the course of this research which according to them has been ignored. They regarded financial rewards to be a very vital part of employment. From the analysis of the second hypothesis, it revealed significant difference exists in the work attitude of teachers with regards to the level of importance they attach to the financial reward system. This means that, if a high importance to financial rewards is placed by a teachers' the insufficiency of the rewards can affect their attitude to work considerably as compared to another person who attaches no importance to financial rewards. Thus, the attitude of teachers with low importance attached to financial rewards is significantly different from those who attach high importance to financial rewards. This was more noticeable in terms of job satisfaction and participation in extra-curricular activities. This supports Gabrielle and Hogan (2013) study that if better pay-package and fringe benefits are given to teachers satisfactorily, they will put in more effort at work.

## VI. Conclusion

Education is the core of every socio-economic development in any nation and teachers are the pivotal elements who are placed with the responsibility of training them. It therefore, becomes a necessity on both the government and school management to provide a comfortable and attractive environment for the teachers. Their responsibility is to attract, retain and reward people to this profession in order to develop Nigeria. Though, the issue of insufficient compensation of teachers is not a new phenomenon, this work has shown that teachers' attitude to work tends to be more negative as financial rewards are insufficient. According to Arrey (2014) teachers' ability to perform on the job depends on their willingness to do the job if they are adequately motivated through better remuneration. It is therefore, vital to understand the consequential effect of this on the nation.

Based on the findings of this study, the researcher makes the following recommendations as suggestions on improving teachers' work attitude in the Nigerian Education sector especially in public institutions: (1) Carefully planned financial reward systems should be implemented by the government to the timely and adequate compensation of teachers. This should fit the varying needs of the teachers within the institutions; (2) The management should identify the appropriate motivational strategies that will trigger positive work attitudes and performance among employees (teachers) due to the varying importance attached to financial rewards; (3) The personal growth of teachers is also important to improving the performance of their students. Workshops, seminars, conferences and out of job training should be made available to them. This also reflects that their employers are interested of their well-being; (4) Teachers should be motivated through bonuses for exemplary work behaviour and transport allowances for punctuality. As common for other public service workers, teachers should be paid a package that is equivalent to their education levels and the years of service; (5) More attractive intrinsic rewards like better career opportunities, credit facilities, and recognition should attach to the extrinsic rewards and made available to teachers.

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