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## REWARD SYSTEM, TEACHERS' ATTITUDE TO WORK AND THEIR PRODUCTIVITY IN PUBLIC SENIOR SECONDARY SCHOOLS IN OGUN WEST SENATORIAL DISTRICT, NIGERIA.

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### ABSTRACT

**Introduction:** The way and manner teachers respond to their work positively or negatively has a long effect on its outcomes. Teachers are the major drive that develops and nurture students' learning abilities. Hence, teachers' effort needs to be rewarded appropriately to enhance utmost productivity.

**Purpose:** This study was designed to examine the relationship between reward system, teachers' attitude to work and their productivity.

**Methodology:** A descriptive survey research design was adopted. A total of 1,500 respondents from the 30 sampled schools from a population of 86 schools was used. Instruments are: Reward System Questionnaire (RSQ), Teachers' Attitude to Work Questionnaire (TAWQ) and Teachers' Productivity Questionnaire (TPQ). Data obtained were analysed using PPMC ANOVA and Multiple Regression Analysis with the aid of SPSS at significance level of 0.05. The questionnaires were subjected to content-validity using experts' opinion which was quantified by Content Validity Ratio (CVR) while a cut-off of 0.56 was set. Also, test-retest method of reliability was used and the reliability index of RSQ was 0.81, TAWQ 0.79 while TPQ yielded 0.85.

**Results:** The results showed majorly that, reward system has to do with teachers' attitude to work and that there is no significant relationship between teacher's attitude to work and teachers' productivity.

**Recommendations:** Administrators should be trained and sensitized on the value of reward system. They should be made to be aware that monetary rewards also motivate teachers to sure that reward system for teachers is paramount and attractive to ensure productivity and tenure.

**Keywords:** Productivity, Reward System, Senior Secondary Schools, Teachers' Attitude to work,



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## **PUBLIC INTEREST STATEMENT**

Teachers' attitude to work is very important and plays a significant role in helping students choose and seek their interest, set goals for themselves, propel them in the right and proper directions of lives. However, it is pertinent to reward teachers fairly and equally. Teachers' positive attitude to work is required in order to help students in fulfilling their aspirations. Hence, the importance of this study is to help government in policy formulation on the best reward system to put in place for teachers in secondary schools to be committed and dedicated to their work and enhance productivity.

## **INTRODUCTION**

Teaching is one of the noble professions in the history of mankind. United Nations Educational Scientific and Cultural Organisation and International Labour Organisation in the 6<sup>th</sup> recommendation of their 194 joint commentaries and as cited by the Teachers Registration Council of Nigeria (2004). 'Teaching is a profession, a form of public service, which requires teachers' expert knowledge and specialized skills, acquired and maintained through a rigorous and continuing study'. Teachers, in all ramifications, are the builders of a nation hence, they educate youths that will later sustain the growth of the nation. Meanwhile, the quality of teachers determine the extent at which any educational system will achieve its goals (Nkechi, 2011) as the teacher is a person who helps others to acquire knowledge, skills and or values. Significantly in education, teachers remain the major element that helps the educational system achieves its stated and targeted objectives. A teacher helps the student to acquire cognitive, sensory and behavioural aim within the speculated time in the educational system (Gundogdu & Silman, 2007). In essence, teachers constitute the force that drives an educational system in achieving its stated objectives.

In spite of this importance, it was observed that teachers in Nigeria are poorly paid and poorly rewarded relative to other professions like medicine, engineering, law, and so on. Jagba (2008) points out that a lot of gap do exist in terms of teachers' salaries compared to other professions. Lots of teachers could not cope with the stipend paid them at the end of the month. Bala (2009), poor salary and conditions of service affect teachers' performance

which results to qualified and productive teachers moving out to other places in search of better working conditions. Yet, the Reward system for teachers is seen as one of the strategies in educational settings in achieving productivity as the principal focus of any organization is to achieve its targeted goals and objectives as. All organizations have their separate reward system without which the employees would not join, come to work and would perform less than they are supposed to perform in line with the mission statement of an organization (Wilson, 2002). However, good reward system attracts employees to join organisation, keep them coming and dedicated to work to enhance high level of productivity. Hence, good reward packages breeds teachers dedication to duty, commitment and readiness to work which enhances high productivity, Reward system therefore are all the monetary and non-monetary payments given by an organization to its employee for service rendered. In this study, the reward system is viewed under two main categories. Extrinsic and intrinsic reward.

Extrinsic Reward is a tangible form of reward that is provided to an employee after work performance such as salary, promotion, cash bonus and so on. They are not inherent to the work itself but emerge from outside the work. Intrinsic Reward emerges from the work performance itself when the work performer experiences a sense of accomplishment on the work. Others are recognition, award, gifts and so on. Intrinsic reward satisfies an employee internally. Good reward system, not only boost employee morale but also increases their level of satisfaction and stimulate positive behaviour in them. Carraher, Gibson and Beckley (2006) support the need for organisations to

strictly adopt a fair and equitable reward system arguing that it attracts, retain high performing and talented workers to the organization. From this point of view, fair and effective reward system is necessary for any organization eyeing to achieve increased productivity. In schools at various levels, teachers are very important and thereby play a vital role in the teaching and learning process in order for the school to achieve its targeted objectives. A teacher has complete authority on the student within the stipulated time assigned for teaching and learning. Therefore, a teacher's attitude to work explains his or her behaviour. An attitude is informed by three components: feelings, thought and behaviour. Teachers' attitude to work therefore enables them disseminate information, teach effectively, help identify differences among students and determines their productivity.

However, possible and probable factors militating against the positive attitude of teachers include:

1. Inadequate and insufficient salary and incentives
2. Lack of in-service programmes
3. Irregular promotion
4. Inadequate study materials from students
5. Lack of infrastructural facilities and educational equipment especially for science subjects
6. Lack of laboratories and unequipped libraries
7. Lack of recognition of additional qualifications
8. Poor pupils' desire to learn

However, the objectives of Post – Basic Education and Career Development (PBED), as stated in the National Policy on Education (FME, 2014) among others are to:

1. develop and promote Nigerian languages, art and culture in the context of world's cultural heritage.
2. inspire students with a desire for self-improvement and achievement of excellence
3. foster patriotism, national unity and security education with

emphasis on the common ties in spite of our diversity.

4. raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour.
5. Moreover, the aims and objectives of the stake –holders in secondary education level (Post-Basic education) is for the students to have excellent academic performance and desire for self-improvement to make a useful living in the society with minimal cost which will showcase education productivity. However, productivity can only be achieved if teachers effectively and efficiently carry out their obligations and duties as expected.

Productivity in the school system could simply be described as positive or negative educational outcomes of students' academics, character development and self- Improvement. In support of this view, a study carried out by Joshua (2006) observed that students' academic scores does not determine teachers' productivity and thereby disregard the belief that it is the only major indicator of teachers competence and ability to achieve results. Famade (2003) points out that the quality of teachers is an essential indicator in the measurement of productivity in the school system and suggested the need to enhance the professional competencies of teachers through seminars and in-service programme. In addition, teachers' attitude to work could determine productivity through the discharge of their duties. The desire of all stakeholders is to ensure higher productivity in educational outcomes and objectives. Thus, Taiwo (2012) reported that Nigeria Union of Teachers in September 2012, as they ordered teachers to go on strike over the non-payment of the 27.5% increase agreed upon by the Governors Forum in 2008. The government owed teachers several deductions which are yet to be paid back.

Hence, it is also made known that insufficient reward is the most important factor making teachers withdraw, seek other jobs and not pick up the teaching job. (Organisation for Economic Cooperation and Development, 2005).

### **STATEMENT OF THE PROBLEM**

Teachers' attitude to work could determine their productivity in schools. This is in addition to teachers' rewards which are meant to compensate teachers and as well ginger them to do more and be productive. However, for public senior secondary schools in Ogun West Senatorial District, Nigeria, the reward for teachers to perform well seems not encouraging. This seems to have resulted in a good proportion of teachers in seeking to earn secondary income from private tutoring and other activities. Also, young and vibrant teachers in the profession tend to go in search for better jobs where remunerations are captivating, motivating and encouraging thereby making them not committed to the teaching job. Thus, reduced productivity could be attributed to improper reward system of teachers, thereby contributing to teachers' unwillingness and lackadaisical attitude to work. It is expected that teachers who displayed positive attitude and behaviour would have a positive effect on students' character development, self-improvement and success while teachers with negative attitude and behaviour would have a negative effect on students' character development, self-improvement and success. Here, the question then arises as to whether or not public senior secondary school reward system attracts, retains and motivates teachers to carry out their duties and thereby optimizes productivity in terms of job assessment/ performance and work habit of teachers and reduced rate of truancy, discipline, character development, self-improvement among students. The question similarly arises regarding the influence of the reward system on teachers' attitude to work.

### **PURPOSE OF STUDY**

The study was designed to examine the relationship between reward system, teachers' attitude to work and their productivity with particular reference to public senior secondary schools in Ogun West Senatorial District, Nigeria. Specifically, the study was to:

1. investigate the relationship between reward system and teachers' attitude to work in public senior secondary schools in Ogun West Senatorial District, Nigeria.
2. examine the relationship between teachers' attitude to work and their productivity in public senior secondary schools in Ogun West Senatorial District, Nigeria.
3. establish the relationship between reward system, teachers' attitude to work and their productivity in public senior secondary schools in Ogun West Senatorial District, Nigeria.

### **RESEARCH QUESTIONS**

Three questions were raised for this study:

1. What is the relationship between reward system and teachers' attitude to work in public senior secondary schools in Ogun West Senatorial District, Nigeria?
2. What is the relationship between reward system and teachers' productivity in public senior secondary schools teachers in Ogun West Senatorial District, Nigeria?
3. What is the relationship between teachers' attitude to work and teachers' productivity in public senior secondary schools in Ogun West Senatorial District, Nigeria?

### **HYPOTHESES**

1. There is no significant relationship between reward system and teachers' attitude to work in public senior secondary schools in Ogun West Senatorial District, Nigeria.
2. There is no significant relationship between reward system and teachers' productivity in public

senior secondary schools in Ogun West Senatorial District, Nigeria.

3. There is no significant relationship between teachers' attitude to work and teachers' productivity in public senior secondary schools in Ogun West Senatorial District, Nigeria.
4. There is no significant relationship among reward system, teachers' attitude to work and teachers' productivity in public senior secondary schools in Ogun West Senatorial District, Nigeria?

## **METHODOLOGY**

### **Research Design**

This study adopted a descriptive survey research design. This type of design attempts to report things the way they are (Abiola, 2007). It describes the relationship that exists between reward system, teachers' attitude to work and their productivity in Ogun West Senatorial District, Nigeria.

### **Population and Sample**

The population of the study included all the 86 public senior secondary schools in Ogun West Senatorial District, Nigeria. From each of the Local Governments in the Senatorial District, six schools were randomly selected to make a total of 30 sample schools. Twenty teachers and twenty students were randomly selected from each sample school on an equal gender basis of ten male and ten female students and teachers respectively. One Principal, Two Vice-Principals, Five heads of Departments, Two Heads of Schools were selected purposively from each school to assess productivity of teachers in various schools giving us 300 assessors. There are, therefore, 600 teachers, 600 students, and 300 assessors and a total of 1,500 participants selected as the study sample subjects. Thus, the stratified random sampling method and purposive sampling method were used in selecting the study sample schools and participants and assessors.

### **Instrument for Data Collection**

Three instruments were used in the collection of data in the study. These are:

1. Reward System Questionnaire (RSQ) for teachers on reward system
2. Teachers' Attitude To Work Questionnaire (TAWQ) for students on teacher's attitude to work
3. Teachers' Productivity Questionnaire (TPQ) for principals, vice-principals, heads of departments, heads of schools seeking their responses on productivity.

The questionnaires were subjected to content-validity using expert opinion which was quantified by Content Validity Ratio (CVR) while a cut off of 0.56 was set. Also, test-retest method of reliability was used and the reliability index of RSQ was 0.81, TAWQ had 0.79 while TPQ yielded 0.85.

### **Procedure for Data Analysis**

Two headings were provided in the study instruments given as section 'A' and 'B'. All of the instruments under section 'A' seek respondent personal data while section B of the first instrument was structured to obtain responses on reward comprising of 33 items in a 4-point likert format response scored as 4,3,2,and 1 for Very True (VT), True (T), Untrue (U), and Very Untrue (VU) respectively. The second instrument section 'B' is structured on items on teachers' attitude to work. It consists 34 items. While, the last instrument section 'B' seeks responses on structured items adapted from the Annual Performance Evaluation Report Form on teacher's productivity consisting of 36 items.

### **Method(s) of Data Analysis**

Mean score and standard deviation score of the data were calculated for each variable response. Data obtained were analysed using Pearson's Product-Moment Correlation Coefficient Analysis at 0.05 level of significance. Multiple Regression implemented in Statistical Package for

Social Sciences (SPSS) version 21.0 for windows was used to run the analysis.

**RESULTS**

**Hypothesis 1:** There is no significant relationship between reward system and teachers’ attitude to work in public senior secondary schools in Ogun West Senatorial District, Nigeria.

To test this hypothesis, data collected on reward system and teachers’ attitude to work in public senior secondary schools in Ogun West Senatorial District, Nigeria were subjected to Pearson’s Product-Moment Correlation analysis. The results are presented in Table 1

**Table 1**  
**Pearson’s Product-Moment Correlation Analysis of Reward System and Teachers’ Attitude to Work**

		Reward system	Teachers’ attitude to work
Reward system	Pearson Correlation	1	-.129**
	Sig. (2-tailed)		.002
	N	560	560
Teachers’ attitude to work	Pearson Correlation	-.129**	1
	Sig. (2-tailed)	.002	
	N	560	560

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The result of the test performed indicates that there is a low, negative and significant relationship between reward system and teachers’ attitude to work in public senior secondary schools in Ogun West Senatorial District, Nigeria ( $r = -0.129$ ,  $N = 560$ ,  $P < 0.05$ ). This implies that the hypothesis which states that reward system has no significant relationship with the teachers’ attitude to work in public senior secondary schools in Ogun West Senatorial District is hereby rejected. The implication of this is that reward system has to do with teachers’ attitude to work though inversely. Hence,

reward system does influence teachers’ attitude to work albeit in a reverse order.

**Hypothesis 2:** There is no significant relationship between reward system and teachers’ productivity in public senior secondary schools in Ogun West Senatorial District, Nigeria.

To test this hypothesis, data collected on reward system and teachers’ productivity in public senior secondary schools were subjected to Pearson’s Product-Moment Correlation Analysis. The results are presented in Table 2.

**Table 2**  
**Pearson’s Product-Moment Correlation Analysis of Reward System and Teachers’ Productivity**

		Reward system	Teachers’ productivity
Reward system	Pearson Correlation	1	-.035
	Sig. (2-tailed)		.548
	N	560	291
Teachers’ productivity	Pearson Correlation	-.035	1
	Sig. (2-tailed)	.548	
	N	291	291

Table 2 shows that there is a negative significant relationship between

reward system and teachers’ productivity in public senior secondary schools in

Ogun West Senatorial District, Nigeria. Therefore, the hypothesis is hereby not rejected ( $r = -0.035$ ,  $P > 0.05$ ). This implies that reward system has very little or nothing to do with teachers' productivity. Reward system does not influence teachers' productivity.

**Hypothesis 3:** There is no significant relationship between teacher's attitude to

work and teachers' productivity in public senior secondary schools in Ogun West Senatorial District, Nigeria.

To test this hypothesis, data collected on teachers' attitude to work and teachers' productivity in public senior secondary schools were subjected to Pearson's Product-Moment Correlation Analysis. The results are presented in Table 3.

**Table 3**  
**Pearson's Product-Moment Correlation Analysis of Teachers' Attitude to Work and Teachers' Productivity in Public Senior Secondary Schools in Ogun West Senatorial District, Nigeria.**

		Teachers' attitude to work	Teachers' productivity
Teachers' attitude to work	Pearson Correlation	1	.041
	Sig. (2-tailed)		.488
	N	560	291
Teachers' productivity	Pearson Correlation	.041	1
	Sig. (2-tailed)	.488	
	N	291	291

Table 3 shows the result of the relationship between teachers' attitude to work and teachers' productivity in public senior secondary schools in Ogun West Senatorial District, Nigeria using Pearson's Product Moment Correlation (PPMC) Analysis. The result indicates that there is no significant relationship between teachers' attitude to work and teachers' productivity in public senior secondary schools in Ogun West Senatorial District, Nigeria ( $r = 0.041$ ;  $N = 560$ ;  $p > 0.05$ ). There is sufficient evidence to accept the null hypothesis. The null hypothesis is therefore accepted. This implies that there is no significant relationship between teacher's attitude to work and teachers' productivity in public

senior secondary schools in Ogun West Senatorial District, Nigeria.

**Hypothesis 4:** There is no significant relationship among reward system, teachers' attitude to work and teachers' productivity in public senior secondary schools in Ogun West Senatorial District, Nigeria.

To test this hypothesis, data collected on reward system, teachers' attitude to work and teachers' productivity in public senior secondary schools were subjected to Multiple Regression Analysis. The results are presented in Table 4.

**Table 4: Summary of Analysis of Variance and Multiple Regression Analysis of (Combined) Reward System, Teachers' Attitude to Work and Teachers' Productivity in Public Senior Secondary Schools in Ogun West Senatorial District, Nigeria**

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.053 <sup>a</sup>	.003	-.004	.33311	

a. Predictors: (Constant), Teachers' attitude to work, Reward system

**Table 4a: ANOVA of Regression Analysis**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.090	2	.045	.406	.667 <sup>b</sup>
	Residual	31.957	288	.111		
	Total	32.047	290			

a. Dependent Variable: Teachers' productivity

b. Predictors: (Constant), Teachers' attitude to work, Reward system

**Table 4b Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.337	.251		13.319	.000
	Reward system	-.036	.062	-.034	-.576	.565
	Teachers' attitude to work	.041	.062	.040	.671	.503

a. Dependent Variable: Teachers' productivity

Table 4 and 4a are the results of multiple regression that were calculated to predict teachers' productivity based on reward system and teachers' attitude to work. A non-significant regression coefficient was found ( $F_{(2, 288)} = 0.406$ ,  $R^2 = 0.003$ ,  $P = 0.667 > 0.05$ ). This implies that 0.3% of variation in teachers' productivity is a result of reward system and teachers' attitude to work. Furthermore, from Table 4b, the beta weight value 0.040 under the standardized coefficients shows that teachers' attitude to work is the higher contributor to change in the dependent variable (teachers' productivity) in public senior secondary schools in Ogun West Senatorial District, Nigeria. ( $\beta = 0.041$ ,  $P = 0.503 > 0.05$ ), while reward system contributes 0.036 ( $\beta = -0.036$ ,  $P = 0.565 > 0.05$ ) which is not statistically significant). These results did not reject the null hypothesis that states that there is no significant relationship among reward system, teachers' attitude to work

and teachers' productivity in public senior secondary schools in Ogun West Senatorial District, Nigeria. With these results, one can conclude that teachers' attitude to work serves as a predictor of teachers' productivity than reward system in public senior secondary schools in Ogun West Senatorial District, Nigeria.

## DISCUSSIONS

It could logically be stated that the reward system influences the attitude of teachers to work in public senior high schools in Ogun West Senatorial District, Nigeria. The literature reviewed in this study which shows that reward has a relationship with employee attitude, also affirms this logic. The findings of this study are consistent with Mullins (2005) finding that reward systems have become a prominent means by which organisations have been able to improve the performance of their employees to achieve organisational objectives. In line with this, Guajardo (2011) found that the most potent compensation in Africa is

rewards. In South Africa, a study conducted by Narsee (2012) found that monetary rewards are the most essential. This finding shows that people work so that based on what they get in terms of reward, they can be satisfied. Wang (2004) stated that rewards play many roles in many organisations in maintaining and creating engagement for good performance among employees. This study therefore summarizes that good rewards attract knowledgeable teachers, increase their level of dedication to work and also evoke a positive attitude among teachers in Ogun State. The relationship between the reward system and the productivity of teachers is negative. Contrary to this, in their focus on employees in more than 30 large companies and through a supervisor-rated scaling system, Markova and Ford (2011) found that neither monetary nor non-monetary rewards had any direct effect on productivity. The attitude of teachers to work can seriously compromise teaching effectiveness, learning outcomes and social development in terms of lateness to work and class, absenteeism, laziness (Bernell and Akyeampong, 2007).

Another finding of this study is that there is a significant negative relationship between the attitude of teachers to work and productivity which means that the attitude of teachers to work has no connection with their productivity. According to Horner (2009), an employee who displays hard work helps the organisation achieve goals and increase the value of the organisation with diligence. Therefore, the need to compensate such employees is by correctly rewarding them. There is also a significant negative connection between the reward system and the attitude of teachers to work. On the other hand, in Switzerland, Engellandt and Riphann (2004) found that incentive pay improves employee effort. Ahn and Vigdar (2010) also concluded that monetary reward leads and encourages teachers to work harder in the U.S.A. Likewise, Charity and Timinefere (2011) showed that monetary reward has a positive impact on the performance of employees in

Nigeria. In Turkey, Gungor (2011) also revealed that financial incentives have a strong positive effect on the productivity of workers. Yaomah (2013) reported that in Ghana there is a major relationship between reward and productivity. Another study in Cyprus by Uzonna (2013) concludes that intrinsic rewards play a major role and are more effective in motivating them rather than extrinsic rewards in order to bring out the best out of an employee. Similarly, in Kenya, Njanja, Maina, Kibet and Njagi (2013) concluded that monetary rewards have no effect on the productivity of employees. Rent allowances have a negative impact on the productivity of teachers in Ethiopia (Negussie, 2014). This means that both the reward system and the attitude of teachers towards work are related. In the reward structure, Azzone and Palermo (2011) found serious flaws where no link between performance assessment and rewards could be found.

## **CONCLUSION**

It can be concluded from this study that every educational system needs to employ appropriate and suitable reward system in order to boost their morale, competences and ginger them towards desired direction. Also, salary and promotion could be linked to attitude. Teachers also show a poor performance at work if not rewarded well. The outcome of this study shows that reward systems majorly are instrumental and high level of teachers' commitment and dedication to work enhances productivity. The study concludes that rewards such as promotion and allowances are irregular as at the time of this research

## **RECOMMENDATIONS**

The following recommendations were made:

1. Administrators should be trained and sensitized on the value of reward system. They should be made aware that monetary rewards also motivate teachers to perform better and to facilitate achievement of desired high productivity.

2. Policies should be designed and reviewed at intervals on how to make sure that reward system for teachers is paramount and attractive to ensure productivity and tenure. Salary structure should be reviewed as it commits and retains teachers on the job. Other incentive packages should also be put in place and based on teachers' qualifications and worth. Salaries and incentives must be suitable, satisfactory and adequate in order to encourage those on the job and to attract more able hands in the profession.
3. Workshops, seminars, conferences should be organized regularly and not only by the government or ministry of education but also by the school administrator (principals and vice principals) on how to sensitize them to work more effectively in spite of the reward system.

#### **Conflicts of interest**

The authors declare no conflict of interest.

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#### **Notes on Author**

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#### **Authorship and Level of contribution**

All the authors participated in the conduct of this study.

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