

PERCEIVED INFLUENCE OF REMUNERATION ON TEACHER MOTIVATION IN ANAMBRA STATE SECONDARY SCHOOLS

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Introduction

Given the fact that teachers in educational institutions such as secondary schools make strident efforts to ensure that they churn out human capital that either contribute to the national economy, or are poised to do so, it is pertinent to always consider issues that could hinder them from carrying out their arduous task assiduously. According to Msoroka (2010), one of such issues is that of teacher motivation. Msoroka asserted that apart from management, the most important factor in assuring teacher quality, as well as the quality of their products (students) is motivation. Like other individuals earning a living at various ventures of human enterprise, teachers are also workers who desire and require motivation in order to put them in the frame of mind for optimum productivity.

This motivation, according to Ofojebe and Ezugoh (2010) can be in the form of strategies such as remuneration, in-service training, promotion and employee status. This implies that teachers should be motivated to be productive by being trained on the job, being promoted, being assured of their employee status and being remunerated properly. Of importance to this study is remuneration, particularly in view of the growing global economic realities, which threatens the lives of the general populace, including teachers. Teachers are often shown in the electronic and print media agitating for better working conditions, especially for increased remuneration. As Nyakundi (2012) put it, while teacher motivation is crucial to the teaching-learning process, a good number of teachers appear not to be motivated. With this in mind, one is left to wonder what influence these teachers perceive that their remuneration will have on their motivation.

Lai (2011) defined motivation as the reasons that underlie behaviour, characterized by willingness and volition. According to Lai, motivation

involves a mixture of related beliefs, values, interests, perceptions and actions. Motivation, Lai continued, can be intrinsic or extrinsic: intrinsic motivation is operated by personal judgment, pleasure and interest, while extrinsic motivation is steered by the contingencies of reinforcement. Broussard and Garrison (2004) defined motivation as the attribute that moves people to do or not do something.

According to Ofojebe and Ezugoh (2010), motivation takes into cognizance all the factors in an employee's development in the accomplishment of personal and organizational goals. Peretomode cited in Ofojebe and Ezugoh (2010) defined motivation as the process of influencing an individual to act in a manner that will lead to the accomplishment of set goals. In the context of teaching, Nyakundi (2012) defined motivation as the act of making teachers realize that their work is not only recognized, but valued, and that the rewards they get for their inputs are worthy of them. Peretomode also explained teacher motivation as a way of occupationally empowering teachers, backed by strategies, methods and activities which the school management utilizes in providing an enabling environment that leaves teachers effective, dedicated and satisfied enough to deliver their services without hindrance.

Anderson cited in Akpan (2013) explained motivation as a concept to include incentive, drive, needs, goal setting, reinforcement, rewards and expectancy. In the context of this study, which is teaching, motivation can thus be seen as those activities of school management that ensure the psycho-emotional stability of the teacher, in order to give him or her the mindset to assiduously strive towards the attainment of the goals of the school enterprise, as well as the general goals of education.

According to the Management Study Guide (2016), employee remuneration has to do with the reward or compensation that organizational employees receive for their inputs or work performances individually. The Management Study Guide in addition, asserted that employee remuneration is a form of motivation that provides the basic attraction for the employee to perform efficiently and effectively on the job. This implies that remuneration culminates in the motivation of an employee. The Management Study Guide further provided a more all-encompassing definition of remuneration, which it defines as reward for employment in the form of pay, salary or wage, including allowances, benefits (medical plan, insurance, company car, housing and pension), cash incentives, and bonuses the monetary value of incentives that are not cash-based.

Remuneration thus appears to be the sum of compensations that an individual receives at the place where he makes occupational input in

expectation of drawing a living out of his or her services and expertise. Teachers also require remuneration for their services as employees in the school organization. In this study's context, teacher remuneration can be seen as the totality of earnings, emoluments, salaries and allowances a teacher is paid or receives in the course of his or her service. Remuneration is a component of an entire set of reward management practices.

According to Adesulu, Abayomi, Youdeowei, Ekwenuya, Iruoma and Enwere (2015), teaching is the greatest and most impactful profession of all, as every professional was once taught by a teacher. Adesulu, et al however, lamented that coupled with the fact that the salaries are meagre and irregular, the welfare package of the Nigerian teacher is among the worst globally. They further opined that most Nigerian teachers are not adequately motivated with remuneration, training for 21st century teaching skills, and do not display the same passion for teaching as did the teachers of the 1960s to the 1980s.

Categorically, Ladan cited in Adesulu, et al (2015) asserted that Nigerian teachers are de-motivated because their remuneration is generally low; therefore, he called on teachers' employers to increase their remuneration packages to be at par with other professionals in the country, to earn teaching its pride of place in the comity of professions. Ladan cited in Adesulu, et al (2015) further regretted that in the past, teachers were better motivated and readier to perform their duties assiduously, but nowadays they can hardly pay their own children's school fees, while they are expected to educate others. Little wonder, there seems to be a flight of qualified teachers from schools into other fields that are more financially rewarding.

Akpan (2013) made it clear that remuneration is motivation for a worker. Akpan alleged that in Nigeria, teachers are not given adequate priority as stipulated in the revised National Policy on Education of 2013. Akpan (2013) reported that teachers in Akwa Ibom State of Nigeria bitterly complain of lack of motivational incentives for them, such as housing, transport, medical allowances, merit awards, in-service training, leave allowances and bonuses. Akpan hinted that when teachers are poorly remunerated, their motivation will be low, and this will spill over to students' achievement in various subjects due to the lack of passion or zeal with which teachers dish out curricula content to them. Akpan stressed that a child that is not taught by a well-motivated and remunerated teacher, irrespective of gender, will not take academics seriously.

Etuk cited in Akpan (2013) had earlier stressed that teachers are expected to earn both intrinsic and extrinsic reward for their services; hence, it is expected that if teachers' pay, working conditions and fringe benefits are adjudged to be good by them, they will put in greater effort into their work,

based on the motivation they have experienced. Mkumbo (2012) examined teachers' commitment to, and experiences of the teaching profession, using focus group discussion as research method and tool for data collection. Results indicated a devastatingly low level of commitment to the job, with some of the teachers claiming they used the profession as a make-do occupation until greener pastures appeared. Teachers also indicated that conditions of service (lack of housing, welfare and poor pay) were quite poor, up to the point that community attitudes towards the profession made it appear as though it was meant for the ne'er-do-wells or those destined to be poor.

Adesulu, et al (2015), based on secondary data, indicated that comparatively, the United States of America, the United Kingdom and South Africa remunerate teachers at rates that any elected Nigerian official would envy. This appears to give them the presence of mind to do their jobs effectively, especially when experience is also made to count. Seniwoliba (2013) reported that incentives, working conditions, salary, medical benefits, recognition, growth opportunities formed the chief factors that de-motivated teachers from effectiveness on their jobs. The teachers also complained that their respective individual inputs were not commensurate to the income they received. It thus can be gleaned that teacher remuneration is an issue of global concern, although there is little information regarding teacher's perspectives on the effect of remuneration on their motivation in Anambra State, Nigeria.

One would wonder whether the remuneration-driven motivation to teach effectively depends on the possession of teaching qualification or on experience of the teacher. Mengistu (2012) discovered that teachers who were 50 years or older, and those with 21 or more years of teaching experience were more satisfied with their work (and were not de-motivated) than their counterparts who were less than 50 years of age and with less than 20 years of experience respectively.

Factors that are capable of moderating the relationship between remuneration and the motivation of teachers to do their job effectively, as have been shown in research (Abe, 2014; Afolabi, 2013; Ewetan & Ewetan, 2015) include experience, training, and possession of teaching qualification. Afolabi (2013), however, found no significant difference in male and female teachers' motivation, irrespective of how they were remunerated. It would seem as though a real teaching professional with a bachelor's, or master's degree in education/pedagogy would be dedicated to the job, with or without favourable remuneration, and that an experienced teacher who has become resilient to occupational distracters will retain his or her motivation on the job. It could also be that based on gender, the perceptions of male and female teachers on

the effect of remuneration on their motivation may or not differ. These are what this study seeks to determine.

The following research questions were posed to steer this study:

1. What is the mean perception score of male and female teachers on the influence remuneration on their motivation?
2. What is the mean perception score of experienced and less experienced teachers on the influence remuneration on their motivation?
3. What is the mean perception score of qualified and non-qualified teachers on the influence remuneration on their motivation?

The following null hypotheses tested at 0.05 level of significance, guided the study:

1. There is no significant difference in the mean response rating of male and female teachers on their perceptions of the influence of remuneration on their motivation.
2. There is no significant difference in the mean response rating of experienced and less experienced teachers on their perceptions of the influence of remuneration on their motivation.
3. There is no significant difference in the mean response rating of qualified and non-qualified teachers on their perceptions of the influence of remuneration on their motivation.

Method

The study adopted the descriptive survey research design, deemed suitable as it intended to utilize a sample of a population that had the requisite characteristics, and then generalize the findings on the sample to the entire population (Nworgu, 2015). The area of the study was Anaocha Local Government Area (LGA) of Anambra State. The population of the study comprised the 330 teachers in the 16 public secondary schools in the area. Ten of these schools were selected for the study using the simple random sampling technique. Using the disproportionate stratified random sampling technique, a target sample of 104 teachers was selected for the study. The reason for the sampling method was that the strata (male and female) were not proportionately constituted; hence, it was unfeasible to have a stratum sample size that is proportionate to the population of the individuals that make up each stratum (Statistics and Probability Dictionary, 2016).

A researcher developed questionnaire tagged “Teachers’ Perceptions on Remuneration and Motivation Questionnaire” (TPRMQ) was utilized in

eliciting responses from the sample. It had two parts, A and B. The former elicited information on the demographic characteristics of the respondents, while the latter contained the items formulated based on literature and the purpose of the study. There are 15 items in the questionnaire, and it was rated on a four point rating scale of strongly agree, agree, disagree and strongly disagree. The questionnaire was validated by two experts and had a coefficient of 0.891 for its internal consistency based on the Cronbach Alpha technique. The research questions were answered using the statistical mean, while the null hypotheses were tested using the t-test at 0.05 level of significance. The mean score of 2.50 and above was regarded as the benchmark $(4+3+2+1 \text{ divided by } 4 = 2.50)$ for agreement to a questionnaire item, and vice versa. For the null hypotheses, the decision rule was that when the calculated value of t (t-cal) was less than the table value of t (t-tab/t-cal), the null hypotheses would not be rejected, and vice-versa.

Results

Table 1: Mean perception score of male and female teachers on the influence of remuneration on their motivation.

S/N	VARIABLE	MALE			FEMALE		
		N	X	R	N	X	R
	Perceived effect of remuneration on teacher motivation	28	3.09	A	75	3.20	A

The data in Table 1 indicates that the mean perception scores for male and female teachers on the influence of remuneration on their motivation are 3.09 and 3.20 respectively. This implies that both male and female teachers perceive that remuneration influences their motivation.

Table 2: Mean perception score of experienced and less experienced teachers on the influence of remuneration on their motivation.

S/N	VARIABLE	10YRS & ABOVE			BELOW 10YRS		
		N	X	R	N	X	R
	Perceived effect of remuneration on teacher motivation	32	3.12	A	72	3.17	A

The data in Table 2 indicates that the mean perception scores for male and female teachers on the influence of experience on their motivation are 3.12

and 3.17 respectively. This implies that both male and female teachers perceive that experience influences their motivation.

Table 3: Mean perception score of qualified and non-qualified teachers on the influence of remuneration on their motivation.

S/N	VARIABLE	NCE/B.ED/M.ED			HND/B.SC/M.SC		
		N	X	R	N	X	R
	Perceived effect of remuneration on teacher motivation	32	3.12	A	72	3.16	A

The data in Table 3 indicates that the mean perception scores for male and female teachers on the influence of qualifications on their motivation are 3.12 and 3.16 respectively. This implies that both male and female teachers perceive that qualification influences their motivation.

Table 4: t-test for the significant difference between male and female teachers on their perceptions of the influence of remuneration on their motivation.

Gender	N	X	DF	tcal	tcrit	Decision
Male	28	3.09	101	-1.571	1.96	not significant
Female	75	3.20				

The result in Table 4 shows no statistical significant difference since $t_{cal} = -1.571$ is less than $t_{102} (0.05) = 1.96$. The null hypothesis was not rejected at 0.05 level of significance, based on the stated decision rule. It was therefore concluded that there is no significant difference between male and female teachers on their perceptions of the influence of remuneration on their motivation.

Table 5: t-test for the significant difference between experienced on their perceptions of the influence of remuneration on their motivation.

Variable	N	X	DF	tcal	tcrit	Decision
10yrs & above	32	3.12	102	-1.146	1.96	not significant
below 10yrs	75	3.17				

The result in Table 5 shows no statistical significant difference since $t_{cal} = -1.146$ is less than $t_{102}(0.05) = 1.96$, at 0.05 level of significance. Based on the stated decision rule in this regard, the null hypothesis was not rejected. It was therefore concluded that there is no significant difference between experienced and less experienced teachers in their perceptions of the influence of remuneration on their motivation.

Table 6: t-test for the significant difference between qualified and non-qualified teachers on their perceptions of the influence of remuneration on their motivation.

Variable	N	X	DF	tcal	tcrit	Decision
NCE/B.ED /M.ED	32	3.12	102	-2.201	1.96	significant
HND/B.SC/ M.SC	72	3.16				

The result in Table 4 shows statistical significant difference since $t_{cal} = -2.201$ is greater than $t_{102}(0.05) = 1.96$. The null hypothesis is thus rejected at 0.05 level of significant, based on the stated decision rule. It is therefore, concluded that there is significant difference between qualified and non-qualified teachers on their perceptions of the influence of remuneration on their motivation.

Discussion

The findings of the study indicated that male and female teachers both perceived remuneration to influence their motivation in Anambra State. Therefore, gender could not be said to influence perceptions in this regard. This appears to agree with the assertion of Adesulu, Abayomi, Youdeowei Ekwenuya, Iruoma and Enwere (2015) that Nigerian teachers are not adequately motivated with remuneration, which makes them not to display the same passion for teaching as do their predecessors of the 1960s and 1970s who built houses as teachers. The average teacher today can hardly afford to rent a decent accommodation for his or her family. Teachers' perception in this regard was also in agreement with Ladan, cited in Adesulu et al that low remuneration demotivated Nigerian teachers a great deal. This study equally

found no significant difference in teachers' perceptions of the influence of remuneration on their motivation.

It was also indicative from the study's findings that experienced and inexperienced teachers both perceived remuneration to influence their motivation in the area of study. Therefore, experience could not be said to influence opinions in this regard. This finding is in tandem with the assertion by Akpan (2013) that teachers in Nigeria, specifically Akwa Ibom State, lack such motivational incentives like housing, transport and medical benefits, which could negatively influence students' academic achievement. For the inexperienced and experienced teachers alike in Anambra State to perceive remuneration without significant differences in their perception scores (based on hypothesis testing), it appears that inadequate remuneration is a perennial problem in the state, since both old and new teachers see it as a demotivator. Again, the socio-economic realities in Anambra State is such that their take home pay may not sufficiently cater for their individual needs; hence they perceive remuneration to influence their motivation to work.

It was equally found in the study that qualified and non-qualified teachers perceived remuneration to influence their motivations in Anambra State, although significant difference was found in their mean perception scores. The prevailing sociocultural, demographic and economic sensitivities in the area of the study reflect the scale of hardship that befell the Nigerian polity since the latter part of 2015 until the time of this study when the country is attempting to creep out of economic doldrums. With prices of foodstuff, amenities and utilities more than quadrupled in value without corresponding review of teachers' wages, it is possible for them to have the mental stability to dispense their duties assiduously while thinking of how to cater for their families and sundry responsibilities. Accordingly, gender, experience and teaching qualification did not influence teachers' perceptions of how remuneration influences their motivation.

Conclusion

The following conclusions were reached by the researchers in the course of the study:

1. The teachers studied appeared unanimous in their perceptions that remuneration had an influence on their motivation. This could mean that teachers in Anambra State are inadequately remunerated and consequently less motivated to do their work.
2. Qualification of teachers was shown to significantly influence teacher perceptions of the effect of remuneration on their motivation. It could mean that qualified teachers whose mean perception scores were less

in this regard did their work with some degree of intrinsic motivation, albeit that they were still dissatisfied with their remuneration.

3. Teaching will be qualitative in Anambra State if teachers are properly motivated through adequate remuneration, as teacher motivation could lead to greater dedication to duty and improved learning outcomes.

Recommendations

The following recommendations were made by the researchers, based on the findings of the study:

1. The Anambra State Government and teacher employers should ensure that teachers are properly remunerated for them to be motivated to do their work, especially due to the harsh economic realities in the Nigerian polity.
2. Salaries should be paid as at when due, so that hunger will not demotivate teachers from being dedicated to their duties.
3. Fringe benefits and other emoluments are important to teachers and should be accorded them for them to be emotionally and motivationally at par with their contemporaries in the civil service, which will positively influence the discharge of their respective duties.

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