

Enhancing Teachers' Productivity Through Remuneration and Training in Secondary Schools in North-East Senatorial District of Benue State, Nigeria

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Abstract

The study investigated enhancing teachers' productivity through remuneration and training in secondary schools in North-East Senatorial District of Benue State, Nigeria. The study was guided by two research questions and two hypotheses. The design adopted for this work was the descriptive survey design. This study was confined to North-East Senatorial District of Benue State, Nigeria. The population of the study comprised of 119 governments and grant-aided secondary schools with a teachers' population of 3140. 300 teachers representing 9.6% of the teachers were sampled from 30 secondary schools representing 22% of the schools. The systematic sampling technique was used to draw the sample. The instrument for data collection was the questionnaire titled "Enhancing Teachers' Productivity through Remuneration and Training Questionnaire (ETPRTQ)". The questionnaire was structured by the researcher and validated by two experts in the Faculty of Education, Benue State University, Makurdi. Data from the questionnaire were collected and analyzed using the Cronbach Alpha Coefficient. The analysis yielded an alpha coefficient of 0.86. Mean and standard deviation were used to answer the research questions, while chi-square (χ^2) test was used in testing the hypotheses at 0.05 level of significance. Findings of the study showed that remuneration and training enhances teachers' productivity in secondary schools. It was recommended that, the government through the Ministry of Education and other agencies should ensure that teachers' salaries/allowances are promptly and regularly paid to enhance their productivity. The government through the Ministry of Education should ensure that in-service training is a routine exercise for teachers in order to enhance better productivity of teachers.

Keywords: *Enhancing, Teachers' Productivity, Remuneration, Training, Secondary Schools*

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Background to the Study

Education plays a major role in the life of any nation be it social, economic or political. Its importance cannot be over-emphasized as it is seen by many as an instrument for national development. Education is the only way that a nation can eliminate ignorance, illiteracy, disease, unemployment and poverty among the populace. It is on this basis that modern societies give priority attention to education. In Nigeria, education is seen as an indispensable instrument for manpower development. The teacher is however the hub for effecting all that the nation wants. This is the more reason why Federal Republic of Nigeria (2014) captures that no education system can rise above the quality of its teachers.

Teachers are the greatest assets of the school. They are the ones who execute the teaching; assignments and bring learning to bear on the students. They are the ones who translate and reduce the curriculum and the educational objectives to meaningful and observable terms. They are the catalysts that make things happen in the school. Without them, school objectives, schools buildings, curricular programmes and so on, will make little or no impact on the students (Mgbodile, 2004). Owing to the imperativeness of the teacher, the head teacher, must understand how to deal with him to get the best out of him. Teachers must be handled with care and must be encouraged to do their work.

Staff welfare includes anything that is done for the comfort and improvement of employees and is provided over and above wages Staff welfare helps in keeping the morale and motivation of the employees high so as to retain the employees for longer duration. Staff welfare entails all those activities of employer which are directed towards providing the employees with certain facilities and services in addition to wages or salaries. Thus, staff welfare could include proper remuneration of staff, training of staff, better working environment for staff, and facilities for career progression of staff. Denga (2002) notes that being sensitive to the needs of the workers, providing incentives to boost staff morale, creating formal and informal opportunities for leader-staff interaction, prompt promotion and other rewards, recognition or individual worker's contribution and importance regardless of this level and status will enhance the self-esteem of staff to the point that they will invest into their work as if it is their personal business. Good remuneration affects work attitude of workers positively leading to better productivity. Low productivity in many quarters is largely attributed to negative attitude of employers occasioned by poor remuneration packages. Good and appropriate remuneration removes the feeling of helplessness, disappointment, inadequacy, unconsciousness of uncertainty, frustration hostility and laziness (Azuh & Adejumo, 2011).

Productivity represents the extent to which the producer efficiently utilizes the input to maximize output. It is an index of the relationship between output and the work that goes into its generation (Chatterjee, 2005; Carlson & Schweizer, 2008). It reflects how efficiently the activities of an organization have been harnessed and mirrors; the combined effects of such variables as technology, capital, investment, rate of output, capital utilization, energy, managerial skill and the characteristics of the work force.

Productivity of staff depends on efficient and effective training. This is the more reason why the National Policy on Education (FRN, 2014) captures that no nation can rise above the quality of its teachers. As such, the government will give optimum attention to teacher training. For any school organization to achieve its set goals and objectives, its teachers must be adequately trained, properly equipped, happy and more enlightened. Training is not coercing or persuading people to do what is rewarded, but rather a process of creating organizational conditions that will cause personnel to strive for better performance.

Statement of the Problem

The general aim of motivating the entire workforce is to attain a perceived and higher productivity in the organization. This is why many experts have rightly pointed out that when workers are properly motivated, they perform better. It is however a cause of worry as teachers' motivational services are said not to be practiced particularly in Benue state. This attests to the occurring cases of strike actions by teachers on issues of non-payment of staff salaries/allowances, inadequate working tools, problems of staff promotion, staff training needs, lack of job security, unconducive working environment for staff, lack of welfare packages, lack of basic accommodation and cordial working relationship between staff and management. These issues have generated a lot of - public outcry by the workers, particularly in secondary schools in the study area. The implication of this total neglect of the physical, social and psychological needs of the staff may not only affect them but may also have direct impact on the schools

The secondary school system occupies an important position in the three levels of education since the Federal Republic of Nigeria (2014) maintains that it prepares the individual for useful living within the society and higher education. The welfare of the teacher who makes this dream and goal realizable must have to be taken care of. The output of the teacher (productivity) is dependent on the inputs (welfare) of the head-teacher. It is however observed by the researcher that principals of secondary schools in North-East Senatorial District of Benue State may not have provided enough welfare facilities to teachers in their schools through proper remuneration and training of staff. This is said to have greatly impeded the productivity of teachers in the secondary schools in the study area. In view of the above, the problem or this research work is to investigate enhancing teachers' productivity through remuneration and training in secondary schools in North-East Senatorial District of Benue State, Nigeria.

Purpose of the Study

The main purpose of the study was to investigate enhancing teachers' productivity through remuneration and training in secondary schools in North-East Senatorial District of Benue State, Nigeria. Specifically, the study sought to:

1. Determine how remuneration enhances teachers' productivity in secondary schools in North-East Senatorial District of Benue State, Nigeria.
2. Ascertain how training enhances teachers' productivity in secondary schools.

Research Questions

The following research questions guided the study;

1. In what ways does remuneration enhance teachers' productivity in secondary schools in North-East Senatorial District of Benue State?
2. How does training enhance teachers' productivity in secondary schools?

Hypotheses

The following hypotheses were formulated and testing at 0.05 level of significance;

1. Remuneration does not significantly enhance teachers' productivity in secondary schools North-East Senatorial District of Benue State.
2. Training does not significantly enhance teachers' productivity in secondary schools.

Conceptualization

The conceptualization is reviewed under the following sub-headings;

Concept of Staff Welfare

Welfare is a term that is open to so many interpretations. What may be welfare for some other person might not be the same to another person. Welfare means happiness, security, preferences, needs, desert, and relative comparisons. Welfare at its core has something to do with fulfilling essential needs of the individuals and families. This implies that welfare can change over time, and to a certain degree, be dependent on the level of income and/or having a job. An indication of how welfare can be measured by this is that clear relation can be found, for example, between abject poverty and those who find that having a good job is the most important necessity for having a good life. Therefore, in this sense, welfare and good life are connected to having a job.

However, in countries with higher levels of income, a good relation with a partner is more important and raising income does not necessarily imply increased happiness. This is often referred to as the Easterlin Paradox. It reflects that welfare cannot only be understood at the societal macro level, but also at the micro level and furthermore, that affluent welfare states might have new areas of risks to deal with or discuss. To put it another way, non-monetary aspects become important for the good life when a certain economic level has been achieved. Welfare might therefore not be the same in rich and poor countries that is it is a relational concept dependent on time and place.

Welfare can also be understood as well-being, but this raises the question of whether well-being or satisfaction should refer solely to individual experiences. This also opens up the possibility of a broad understanding of the concept of welfare and at the same time, show the difficulty in moving from the individuals to collective level, as individuals' perception of welfare can be difficult to add together and the valuation of the same good can be different for different persons. This makes it important to be aware of the various channels and ways to receive and finance welfare of staff. It also makes the concrete content of the concept change over time and place, with different aspects being important in different welfare states.

Concept of Teachers' Productivity

Productivity means the goods and services produced in a specified period of time in relation to the resources utilized. It is contended by Cohen (2005) to be more than a narrow economic measure, as it also measures how well the group performs its required tasks to satisfy its customers inside and outside the organization. In effect, productivity suggests effectiveness and efficiency of the employees. Productivity represents the extent to which the producer efficiently utilizes the input to maximize output. It is an index of the relationship between output and the work that goes into its generation (Chatterjee, 2005; Carlson & Schweizer, 2008). It reflects how efficiently the activities of an organization have been harnessed and mirrors the combined effects of such variables as technology, capital, investment, rate of output, capital utilization, energy, managerial skill and the characteristics of the work force.

Maximizing productivity is the driving force for all organizational activities. The worker is thus, expected to produce according to or even do more than set goals. In other words, the employee is expected to record high productivity, which is crucial in the economic development of a nation and determines the living standard of its citizen (Nwachukwu, 2008). Implicit in this definition is the locality of the worker as the pivot about which the entire production process revolves. Understandably, the worker brings his skills, talents, knowledge and behaviour to work and using them, contributes to the employer's success. It follows from the above stated evidence that, any factor that affects the worker will impact his performance output and ultimately, the productivity of the industry.

The performance of employees in any organization is vital not only to the growth of the organization but also for the growth of the individual employee. An organization must know who are its outstanding workers, those who need additional training and those not contributing to the efficiency and welfare of the company or organization. Also performance on the job can be assessed at all levels of employment such as: personal decision relating to promotion, job rotation, job enrichment (Ayobami, 2010).

Methodology

The design adopted for this work was the descriptive survey design. The method is considered appropriate because it involves a clear definition of the problem, collection of relevant and adequate data, careful analysis and interpretation of the data and skillful or professional reporting of the findings. This study is confined to North-East Senatorial District of Benue State. The population of the study comprised of one hundred and nineteen (119) government and grant-aided secondary schools with a teachers' population of three thousand one hundred and forty (3140) (Benue State Teaching Service Board, 2017). 300 teachers representing 9.6% of the teachers were sampled from 30 secondary schools representing 22% of the schools. The systematic sampling technique was used to draw the sample where lists of teachers in all the secondary schools were drawn by picking out the 2nd, 4th, 6th etc. on the lists thus obtaining the required number of teachers in that order. The instrument for data collection was the questionnaire titled "Enhancing Teachers' Productivity through Remuneration and Training Questionnaire (ETPRTQ)". The questionnaire was structured with the response mode of Very High Extent (VHE)= 4, High

Extent (HE) = 3, Low Extent (LE) = 2, and Very Low Extent (VLE) =1 for positively skewed statements. The reverse was however the case for negative statements. The questionnaire was structured by the researcher and validated by two experts in the Faculty of Education, Benue State University, Makurdi. Data from the questionnaire were collected and analyzed using the Cronbach Alpha Coefficient. The analysis yielded an alpha coefficient of 0.86 which is considered an acceptable level of reliability and the coefficient signified high internal consistency for use in the present study. Mean and standard deviation were used to answer the research questions, while chi-square (χ^2) test was used in testing the hypotheses at 0.05 level of significance. The chi-square was adopted because it is a non-parametric inferential statistic used in the analysis of frequencies or nominal data.

Presentation and Findings

A total number of 300 copies of the questionnaire were taken to the field and administered to the respondents and 300 or 100% were completed and returned. The presentation, analysis and interpretation were organized around the research questions and hypotheses. The mean and standard deviations were used to answer the research questions. The cut-off point of 2.50 determined positive responses and was not rejected, while any mean score below 2.50 was regarded as a negative response and rejected.

Research Question 1:

In what ways does remuneration enhance teachers' productivity in secondary schools in North-East Senatorial District of Benue State?

Table 1: Mean Ratings and Standard Deviations of Respondents on how Remuneration Enhances Teachers' Productivity in Secondary School North-East Senatorial District

Item No	Item Description	VHE	HE	LE	VLE	N	\bar{x}	SD	Decision
1	Financial incentives positively improves teachers' job productivity.	160	59	60	21	300	2.80	0.98	Accepted
2	Material incentives given to teachers boosts their job productivity.	100	90	90	20	300	2.60	0.93	Accepted
3	Individual incentives enhances the productivity of teachers.	180	49	30	41	300	2.60	0.87	Accepted
4	The removal of work incentives affects the productivity of teachers.	140	60	40	60	300	2.60	0.83	Accepted
5	Good salary encourages teachers to put in their best to work.	164	72	30	34	300	3.30	0.76	Accepted
Criterion Mean/Standard Deviation							2.78	0.87	Accepted

Source: Field Work (2018)

Table 1 showed that the mean rating of teachers' responses for items 1 to 5 were 2.80, 2.60, 2.60, 2.60 and 3.30 with the corresponding standard deviations of 0.98, 0.93, 0.87, 0.83 and 0.78. The respondents rated items 1- 5 above the cut-off point of 2.50. The criterion mean of 2.78 with the standard deviation of 0.87 was above the cut-off point of 2.50 indicating that remuneration enhances teachers' productivity in secondary schools in North-East Senatorial District of Benue State, Nigeria.

Research Question 2: How does training enhance teachers' productivity in secondary schools?

Table 2: Mean Ratings and Standard Deviations of Respondents on how Training Enhances Teachers' Productivity in Secondary Schools

Item No	Item Description	VHE	HE	LE	VLE	N	x	SD	Decision
1	Attending short training courses improves teachers' productivity.	190	30	50	30	300	2.73	0.75	Accepted
2	Teachers are given opportunity for in-service training.	100	130	40	30	300	2.89	0.94	Accepted
3	Staff training has effect on teachers' job productivity	100	110	60	30	300	2.98	0.85	Accepted
4	Staff training has effect on teachers' job productivity	150	90	30	30	300	2.69	0.82	Accepted
5	In-service training helps teachers to gain experience and learn new teaching skills.	140	100	40	20	300	2.86	0.73	Accepted
Criterion Mean/Standard Deviation							2.83	0.82	Accepted

Source: Field work (2018)

Table 2 showed that, the respondents rated all the items from 6- 10 in the cluster well above the cut-off point of 2.50. Their rating of items 6 to 10 were 2.73, 2.89, 2.98, 2.69 and 2.86 with the corresponding standard deviations of 0.75, 0.94, 0.85, 0.82 and 0.73. The criterion mean of 2.83 with the standard deviation of 0.82 was well above the cut-off point of 2.50 which indicates that training enhances teachers' productivity in secondary schools.

Hypotheses Testing

Responses of the respondents were computed to test the hypotheses at 0.05 level of significance using chi-square (χ^2) test.

Hypothesis 1: Remuneration does not significantly enhance teachers' productivity in secondary schools North-East Senatorial District of Benue State.

Table 3: Chi-square (χ^2) Test of how Remuneration Enhances Teachers' Productivity in Secondary Schools

Opinions	Observed Frequency	Expected Frequency	df	Level of sig	χ^2_{cal}	χ^2_{tab}	Decision
Does not Enhance	70 (23%)	150(50%)	1	0.05	74.12	7.82	H_0
Enhances	230(73%)	150(50%)					Rejected

On Table 3, the descriptive and inferential statistics of percentages and chi-square (χ^2) were used to test how remuneration enhances teachers' productivity in secondary schools. The results showed that 77% of the respondents agreed that remuneration enhances teachers' productivity in secondary schools as against 23% respondents who disagreed with the view.

Table 3 also showed that the chi-square (χ^2) calculated value of 74.12 was greater than the chi-square (χ^2) tabulated value of 7.82 checked at 0.05 level of significance and at 1 degree of freedom. The null hypothesis was rejected. This implies that remuneration significantly enhances teachers' productivity in secondary schools.

Hypothesis 2: Training does not significantly enhance teachers' productivity in secondary schools.

Table 4: Chi-square (χ^2) Test of how Training Enhances Teachers' Productivity in Secondary Schools

Opinions	Observed Frequency	Expected Frequency	D f	Level of sig	χ^2_{cal}	χ^2_{tab}	Decision
Does not Enhance	92 (30%)	150(50%)	1	0.05	36.64	7.82	H_0
Enhances	208(73%)	150(50%)					Rejected

Table 4 showed that, the descriptive and inferential statistics of percentages and chi-square (χ^2) test were used to test how training enhances teachers' productivity in secondary schools. The results indicated that 70% of the respondents agreed that training enhances teachers' productivity in secondary schools as against 30% of the respondents who disagreed.

Table 4 also showed that the chi-square (χ^2) calculated value of 36.64 was greater than the chi-square (χ^2) tabulated value of 7.82 checked at 0.05 level of significance and at 1 degree of freedom. Therefore, the null hypothesis was rejected. The implication is that training significantly enhances teachers' productivity in secondary schools.

Discussion

The discussion of the main findings of this study is organized around the research questions and hypotheses for ease of reading and comprehension.

The first finding of the study showed that remuneration significantly enhances teachers' productivity in secondary schools. The result agrees with Akinyele (2010) who maintains that when good remuneration is tied to performance, satisfaction is high, turnover and absenteeism will be low. Akinyele further averred that a fair wage and salary policy and consistent internal wage and salary relationship are vital to the achievement of individual and group effort in any organization. Productivity is likely to decline if employees are uncertain that their efforts would attract reasonable financial rewards. High remuneration wages help maintain morale and make employer more reluctant to quit their jobs, reduce inter group friction enhanced performance and productivity. The result also agrees with Ayobami (2010) who stated that good remuneration is one of the policies that an organization can adopt to increase their workers performance and thereby increasing the organizations' productivity. Also, with the present global economic trend, most employers of labour have realized the fact that for their organizations to compete favorably, the performance of their employees goes a long way in determining the success of the organization.

The second finding revealed that training significantly enhances teachers' productivity in secondary schools. The finding corroborates with Atara and Eboh (2006) who asserted that training refers to improving an employee's skills to the point where he or she can do current job more effectively. Organizations spend large sums of money on remedial training for employees because they believe that if employees can master certain basic skills, they can perform a variety of jobs and be able to deal with some of the new technologies. The finding also agrees with Cohen (2010) who noted training can increase the confidence, motivation and commitment of staff, provide recognition, enhance responsibility, enhance the possibility of increased pay and promotion, giving a feeling of personal satisfaction and achievement, broaden opportunities for career progression and help to improve the availability and quality of staff.

Conclusion

Based on the findings, it has been concluded that remuneration and training significantly enhances teachers' productivity in secondary schools in North-East Senatorial District of Benue State, Nigeria.

Recommendations

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

1. The government through the Ministry of Education and other agencies should ensure that teachers' salaries/allowances are promptly and regularly paid to enhance their productivity.
2. The government through the Ministry of Education should ensure that in-service training is a routine exercise for teachers in order to enhance better productivity of teachers.

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