



Relationship between Incentive and Teachers' Job Satisfaction in Senior Secondary Schools in Taraba State, Nigeria

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Abstract: This study examined the relationship between teachers' incentive and teachers' job performance in Senior Secondary Schools in Taraba State, Nigeria. One purpose, two research questions and one hypothesis was formulated and tested at 0.05 level of significance. Two research instruments were used to collect relevant data from the subjects, Teachers' incentive Questionnaire (TIQ) and Teachers' job satisfaction questionnaire (TSQ). The population of the study is 3,093 teachers. A sample of the study was 354 participants. The data collected was analyzed using mean and standard deviation and Pearson product moment correlation was used to analyze the hypothesis at 0.05 level of significance. There is a statistical significance and strong relationship between incentives and teachers job satisfaction in Senior Secondary Schools in Taraba State, Nigeria. ($r_{706} = 0.72, p < 0.05$). The finding of this study also established that teachers' incentive is low in Senior Secondary Schools in Taraba state, Nigeria with a grand mean score (2.51). Recommendations: The taraba state government and school management should provide motivational incentives such as free medical care, free accommodation, transport allowances, rent allowances, and responsibilities allowances.

Keywords: Incentive, Safety and Teachers', Job and Satisfaction.

INTRODUCTION

The concept of job satisfaction as stated by Nelson (2008) is a compound of various attitudes which a teacher has and exhibits towards his work situation in school. In other words, as stated by Nelson (2008) satisfaction derives from a combination of psychological, physiological and environmental circumstances". Satisfaction, as used here, is more or less synonymous with contentment. It results from the absence of the welfare packages. However, needs and expectation rarely, if ever, coincide. Therefore, it is not possible to attain maximum satisfaction; rather there are degrees of satisfaction with welfare packages. According to Spector, Salau, Falola and Akinbode (2014) argued that there is no conventional definition of the concept job satisfaction although many scholars have studied it for a long time. The concept of teacher job satisfaction is defined as the "teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher. Salau Falola and Akinbode (2014) stressed that job satisfaction is defined as "simply how people feel about their different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs' Additionally, Rothwell and Kazanas (2014). Defined job satisfaction as "the fulfillment acquired by experiencing various job activities and rewards." Whereas, for Robbins (2015) the concept job satisfaction refers to the employee's feelings about her or his job. Similarly, job satisfaction is

“a positive feeling about one’s job resulting from an evaluation of its characteristics. Moreover, job satisfaction according to Robbins (2015) is defined as “the amount of importance a school places on its human resources” (Robbins, Odendaal and Roodt (2013). Robbins, Odendaal and Roodt (2013) defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience. Saiyadain (2017) notes that the definition incorporates both cognition (appraisal) and affects (emotional state) thus, Anderson assumes that job satisfaction results from interplay of cognition, and affect, or put differently; thoughts and feelings. Robbins (2015) defined job satisfaction as a collection of feelings an individual holds towards his or her job. A person with a high level of job satisfaction holds positive feelings towards the job while a person who is dissatisfied with his or her job holds negative feelings towards it. Thus job satisfaction is a result of the overall reaction towards a job.

Job satisfaction is seen in terms of the discrepancy between what one expects and what one actually gets in the work environment. Hewstone and Stroebe (2011) defined job satisfaction as an effective reaction to a job that results from the incumbent’s comparison of actual outcomes with those that are desired. In this regard, performance on the job requires that an individual’s expectations and aspirations in terms of reward considerations and fulfillment needs be met. If these needs are fulfilled, employees will be satisfied with the outcome of the job and greater satisfaction would generally motivate employees in performing their tasks more efficiently, thus resulting in an increase in the organization’s productivity. Saiyadain (2017) defined Job Satisfaction as the end state of feeling, the feeling that is experienced after a task is accomplished. This feeling could be negative or positive depending outcome of the task undertaken. Similar, job satisfaction is the collection of feeling and beliefs that people have about their current job. People’s levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. People also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay (Robbins, 2015).

Incentive has been a shared factor influencing the performance of employees at workplace. Numerous studies argued that there are different factors that lead to teachers’ job satisfaction and also explain what really motivates them for distinctive advantage. Over the years, the means of identifying these factors has been a major concern for management bearing in mind that human needs are unlimited and their wants are insatiable. Studies revealed that when organizational rewards are not the actual needs of teachers, job dissatisfaction and lower commitment to teaching/ learning tends to appear. This corroborates with the findings of Kinicki and Williams (2003) that when the sincere needs and supplications of the teachers are not taken into consideration and managed properly, then displeasure, discontent and pilfering prevails and this facilitates unattractive state of the mind towards work. Rothwell and Kazanas (2014) discovered that organizational teachers’ job satisfaction becomes vague the moment teachers feels displeased, disgruntled or discouraged about how things are done. However, it becomes necessary for organizations to put in place the best strategies that will help to decrease the depressing factors, bearing in mind the principle of individual differences when it comes to satisfying their (teachers) needs and requirements. Several factors have been identified to influence high job satisfaction in the workplace; amongst these are career development and progression, opportunities for growth, communication, training and other work related issues (Bennett and Minty, 2015). Invariably, several studies have also revealed that low compensation and rewards (monetary or non-monetary) are the most common reason given for dissatisfaction. Bennett and Minty (2015) stated that employees feel satisfied only when they derive pleasure from their job, and this feeling influences their attitude to work which eventually leads to greater performance. Studies indicated that there are various dynamic ways of motivating worker for efficiency and effectiveness; amongst these are pay, interpersonal relationship, sense of achievement, (Salisu, Ezekiel and Suresh, 2015). In the world of business, the relationship between incentives and job satisfaction cannot be undervalued; the two variables depend on each other but respond in different ways to increased employees engagement, participation and retention, competence, commitment and involvement.

Federal Republic of Nigeria (2010) promised Nigerian teachers inclusive a new welfare packages which recognized the 27.5%, the eighteen thousand naira minimum wage and the teachers' salary advancement (TSA). The implementation of these new packages like any other has attracted various allowances packages comments. Over the years there has been total neglect of teachers' welfare packages by government, these welfare packages such as salary advancement, incentives, compensation/bonuses, housing has completely been abandoned and as such teachers' became frustrated to the extent that some left the teaching profession to other sectors and mobility of labor. Bennett and Minty (2015) stated that teachers' job satisfaction is an index for quality assurance in education. Apparently, motivation strategies such as conferences, seminars, workshops, in-service training programmed, welfare packages (housing and car loans), prompt payment of salaries and other remunerations are pertinent to improve teachers' proficiency. Therefore the need for government to encourage teachers' through payment of enhanced allowances as pointed out the lack of interest and low performance students were due to neglect of the teachers' welfare. It is such a situation that prompted the researcher to conduct a study on the relationship between welfare packages and teacher's job satisfaction in public Senior Secondary Schools in Taraba State

Purpose of Study

The purpose of the study is to investigate the relationship between incentives and teacher's job satisfaction. Specifically, the study seeks to: determine

Research Question

1. What is the extent of incentives in Senior Secondary Schools Taraba State?

Hypotheses

1. H_0 There is no significant relationship between incentives and teacher's job satisfaction in Senior Secondary Schools in Taraba State, Nigeria..

Methodology

The correlational research design will be used in carrying out this study. The area of this study is all senior secondary schools in Taraba State; which is located in North-Eastern part of Nigeria. Taraba state lies roughly between latitude $6^{\circ} 30'$ and $9^{\circ} 36'$ North and longitude $9^{\circ} 10'$ and $50'$ East. It is bounded in North by Bauchi and Gombe States. Adamawa State on the East and Plateau state in the North West. The state is further bounded to the west by both Nasarawa and Benue state. While in the south, it is by international boundary Cameroun. The population of the study will comprise 3,093 teachers from various public senior secondary schools in the nine education zones in Taraba State. (post primary Education Management Board, Jalingo 2018). The population is made up of teachers with education and those without education background.

Multistage random sampling techniques will be used. A stratified simple random sampling technique will be used to select four education zones out of nine education zones which are; Jalingo Zone Wukari Zone, Bali Zone and Gassol Zone. A sample size of 354 teachers was determined using Taro Yamane's formula for finite population (See appendix C). Simple random sampling technique was used to select five schools from the selected four education zones in Taraba state. A proportionate stratified simple random sampling technique will be used to divide the sample within four selected education zone, The instrument for the collection of data is questionnaire entitled: Teachers' incentives and teachers' job satisfaction questionnaire. The structured questionnaire was be used to collect relevant data. The Likert format response scale was used as follows: VHE - Very High Extent =5, HE High Extent =4, ME- Moderately Extent 3, LE Low Extent 2. VLE - Very Low Extent 1. Mean and standard deviation were used to answer research questions, while inferential statistics of Pearson Product Moment Correlation was used in testing the null hypotheses at 0.05 level of significance.

Finding and Discussions

Research Question 1:

1. What is the extent of incentive in senior Secondary Schools in Taraba State, Nigeria?

Teachers’ Incentive

S/N	ITEMS	n=354	Mean	SD	Remark
1	Extent to which teachers are incentivized		2.64	1.08	LE
2	Extent to which incentives are tied to work accomplished		2.41	1.15	LE
3	Extent to which teachers believe in incentives like recognition		2.47	1.13	LE
4	Extent to which incentives stimulate teachers for higher job performance		2.50	1.13	LE
5	Extent to which teachers believe in money as incentive		2.51	1.12	LE
	Grand mean = 2.51			= 2.51	LE

Key: n=Valid number of participants, MEAN, SD= standard deviation, LE= Low Level, HE=High Extent

Table 1 show that incentive is low with a grand mean response of 2.51.

2. What is the extent of teachers’ job satisfaction in senior secondary schools in Taraba State, Nigeria?.

Teachers’ job satisfaction

S/N	ITEMS	n=354	Mean	SD	Remark
1	Extent to which teachers are satisfied with the care they received		3.90	0.24	HE
2	Extent to which teachers’ income is inadequate for normal spending		3.91	0.47	HE
3	Extent to which teachers are comfortable with rewards given them for good work		3.94	0.36	HE
4	Extent to which teachers are satisfied with the good working conditions in the school		3.90	0.48	HE
5	Extent to which teachers are satisfied with the school locations		3.93	0.39	HE
	Grand Mean:			3.03	ME

Key: n=Valid number of participants, MEAN, SD= standard deviation, LE= Low Level, HE=High Extent

Table 2 shows that teachers job satisfaction is low in Senior Secondary Schools in Taraba State, Nigeria with a grand mean response of 3.03.

Hypothesis

There is no significant relationship between incentive and teachers’ job satisfaction in Senior Secondary Schools in Taraba State, Nigeria.

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Correlation Analysis between Incentive and Teachers' Job Satisfaction

Variables	n-354	\bar{X}	SD	df	r	Sig.	Remark
Incentive		2.94	0.33	706	0.72	0.000	Rejected
Teachers' Job Satisfaction		3.89	0.45				

Key: n – sample size, \bar{X} = Mean, SD = Standard Deviation, df = degree of freedom, r = roh

Table 3 shows that the incentive relates with the teachers' job satisfaction as $r_{706} = 0.72$, $p < 0.05$. The null hypothesis is therefore rejected. This implies that there is a significant relationship between incentive and teachers' job satisfaction in Senior Secondary Schools in Taraba State, Nigeria.

Findings

There is a significant strong relationship between incentives and teachers job satisfaction in Senior Secondary Schools in Taraba State, Nigeria. ($r_{706} = 0.72$, $p < 0.05$).

Conclusion

The finding of this study established that incentive is low in Senior Secondary Schools in Taraba State, Nigeria with a grand mean score (2.51). this study established that teachers' job satisfaction is moderate in Senior Secondary Schools in Taraba State, Nigeria with a grand mean score (3.03).

Recommendations

The government and school management should provide motivational packages such as free medical care, free accommodation, transport allowances, rent allowances, and responsibilities allowances.

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