



Payment of Teachers' Salary and Promotion as Correlate of Teachers' Job Performance in Senior Secondary Schools in Adamawa State, Nigeria

Adamu Mohammed^{1*}, Garba Waziri El-Jajah²

¹Modibbo Adama University of Science and Technology, Yola.

²Agency for Mass Education Board, Damaturu Yobe State, Nigeria.

***Corresponding Author**

Abstract: *The purpose of this study was to investigate the Payment of teachers' salary and promotion as correlate of teachers' job performance in Senior Secondary Schools in Adamawa State, Nigeria. This study adopted two research questions and two hypotheses. The area of the study was Adamawa state, the population was 337 principals and 5128 teachers. A stratified simple random sampling technique was used to select two education zones out of five and a sample of 332 principals and teachers was determined using Taro Yamane's formula. Questionnaire was used to collect data. (PTSPTDQ) and teachers' job performance questionnaire (TJPQ). The data was analysed using mean and standard deviation for research questions and the null hypotheses was tested using Pearson Product Moment Correlation (PPMCC). Findings indicated that there were significant relationships between payment of teachers' salary, promotion and teachers' job performance in senior secondary schools in Adamawa state, Nigeria. The study concluded that payment of teachers' salaries in senior secondary schools in Adamawa state is moderate and promotion of teachers' in senior secondary schools in Adamawa state is also moderate. and recommended that government should pay teachers' salaries promptly and promoting them regularly and this will enhance teachers' job performance.*

Keywords: *Salary, promotion, teachers', job and performance.*

INTRODUCTION

Education has become one of the most powerful weapons for reducing poverty and inequality as well as improving health and the general well-being of the individual. It is for laying the foundation for a sustainable growth and development of modern societies. Thus, the rate of development in any society is tied to well-organized, managed and supervised education system. Education as a tool for development has transformed the world into a global community through the advancement of science and technology (Federal Republic of Nigeria FRN, 2013). Globally, education is regarded as a veritable instrument for the achievements of national goals. It is fundamental to the development of every nation, and to a large extent, dictates the likely pattern of the other sectors while at the same time providing an insight into the nation's future, National Policy on Education (Federal Republic of Nigeria FRN, 2009). Education helps to develop individuals physically, mentally, socially and technologically to enable him to function effectively in any environment in which he may find himself (Karaba, 2007). No nation can afford to pay lip service to the education of its people, therefore various societies put a lot of capital on it to ensure that the entire generation acquires the necessary skills, knowledge and the desired attitudes critical for future survival (Federal Republic of Nigeria, 2016). However, the extent to which education is effective in nations depends

basically on the teachers' job performance and impact measured by students' achievement which portrays the educational outcome.

It is therefore necessary to ascertain these conditions of service that influence the satisfaction of teachers. One major reason why people work is to earn income, this is needed to meet some personal and domestic need, such as clothing, feeding, and payment of rent, school fees, etc. Thus, salaries may influence teachers' job satisfaction which in turn may have an impact on the job performance; it is not the increment in salaries/ wages that only matters but also, prompt and regular payment of it. Bell (2012) postulated that, of all conditions of service, salary is the best predictor of teachers' job performance and productivity. In her observation, she expressed that job that offers higher salary would attract more and better qualified personnel than anyone that offers a lower pay. She further added that the salaries of teachers are inadequate, it is difficult for teachers to meet the basic necessities of life, their salaries when compared with other employees with the same qualifications and experience in other sectors of the economy such as bankers, site engineers and nurses, can be described as unfavourable.

Background of the Study

Promotion as a condition of service plays a vital role on satisfaction and on job performance; it serves as a mark of recognition of individual's qualification, experience and performance over time (Bell, 2012). Perhaps, promotion could be seen as an award for workers who have worked hard, obtained higher qualification and have performed well over time. It is a fact that promotion tends to put a new life in the individuals and activate their knowledge, skills and their level of commitment to the organization goals (Swinton, 2010). But if on the other hands, the individuals within an organization are deprived their promotions, they may become disconnected and consequently leads to labour turnover (Siburian, 2013). Siburian also suggested that in administering promotion to workers, important factors such as experience, training, skills and intellectual capacity must be considered. It is widely believed that money helps to stimulate job efforts. This is particularly true of most of the developing countries where physiological needs of most workers are yet to be satisfied. Money is instrumental in achieving workers' desired needs and in obtaining higher order needs such as recognition in the society and in buying essential and luxury goods and services that lead to the comfortable life. One major reason why people work is to earn income in money terms. This is needed to meet some personal and domestic need, such as clothing, feeding, and payment of rent, school fees etc. Salaries have a large motivating tendency in it. It is not the increase in salaries, wages that only matters, but also, prompt and regular payment of it.

Salary can be described as the money that an employee receives for doing his job. Money is believed to have a great tendency of bringing out a higher performance in employee when he is adequately paid. It is believed that man is an economic being, whose attitude to work can only be influence of money, (Armstrong 2012). Wages and salaries paid to workers are important because with money, people can satisfy the needs for status, security, recognition and affiliation. For example, in Nigeria, a person's social world depends largely on the size of his earnings or acquired monetary wealth exhibited in either building raised, types of house he can afford to live in and the type of car he uses.

Adhi., Hardienata, & Sunaryo (2009) observed that what the typical low-income earning teacher year is a sizable salary increase that would significantly enhance their commitment and performance. He equally noted that money serves as a status symbol for those who have it and can save it, spend it conspicuously or give it generously. It has a status value when it is spending and when it is being received, it represents what the employer thinks of his employees which is more than mere economic terms. Alhabsi (2013) remarked that teachers in Nigeria are poorly motivated and dissatisfied with their living and working conditions. This could be explained by their low wages when compared with other professionals, low status in the society, mass promotion of teachers, inadequate fringe benefits and irregular payment of teachers' salaries. This marked the beginning of the teacher motivational crisis in Nigeria, as the public began to look down on those teachers who remained in the classroom as second-strong public servants. Alhabsi (2013) also opined that the growing tendency for school leavers to opt for teaching only, if they are unable to find other more lucrative public or private sector employment further compounded this problem of

employment. It has been confirmed that teaching in Nigeria today is not confronted with the problem of non-availability of staff, but that of mutability (Cook, 2008). This means that though schools have more than enough number of teachers, most of them only use teaching job as a stepping stone or as an alternative, pending the time they would be able to get a better job. This is so because the conditions of service attached to teaching are not favourable.

All over the world, teachers are regarded as direct implementers of any educational programme and their roles in nation building cannot be over-emphasized. Before any nation can be transformed into technological giant, teachers would be the gratified ones who would in return give back to the nation the maximum of their intellectual capacity. The pertinent question is "Why is the profession, so noble in outlook be so abhorred by most people? The readily given answer is that there is little or virtually no job satisfaction in teaching as found in other jobs. Mustapha & Othman (2010) observed that in Nigeria, job satisfaction induce greater commitment to teaching where lack of job satisfaction as a result of the poor salary package and other conditions of service after employees' commitment to work and contributions to the effectiveness of an organization is reduced. It has been confirmed that teaching job is devoid of satisfaction. Hence, many who find themselves in the field are there by necessity rather than by design; therefore most of them put on low rate of commitment while on the job. He explained further confirmed that teachers place a premium on variables such as salary, time and mode of payment of salaries, fringe benefits, promotional prospects of teaching and work environment as determinants of job satisfaction, which in turn affect their productivity in a positive manner. The following factors had been the ones identified as the reasons people dislike teaching job. Teaching has poor salary structure or earning power. Salary is not commensurate with the job and is not as lucrative as other jobs, Teaching has a negative public image, low social status, lack recognition by society and its workers (teachers) are regarded as second class citizens and it has poor conditions of service, slow promotion rate due to lack of duty-post and inadequate method of promotion. Teachers earn poor treatment by Ministry Official, particularly the inspectors who make a rule without consulting teachers. Seniwoliba (2013) described conditions of service as that general requirement, necessities and desirable factors that tend to make the working environment conducive and favourable and thus enhance worker's performance. There are various components of conditions of service which can affect employee's performance in an organization and these include the following: salary, status, working conditions promotion, fringe benefits, job security and involvement in decision-making.

Promotion is an upward mobility of an employee which changes his present position to one that makes him assume greater responsibility. Apart from bringing him more money, promotion has a higher motivating effect and it serves as a mark of recognition of individual performance. Hence promotion can be seen as a feedback that the workers have performed well. It has been observed that promotion tends to put a new life in the individuals and activate their knowledge, skills and their level of commitment to the organization goals. But if on the other hands, the individuals within an organization are deprived their promotions, they would become disconnected and consequently leads to labour turnover (Akuoko & Donkor, 2012). He suggested that in administering promotion to workers, important factors such as experience, training, skills and intellectual capacity must be considered. He further stressed that striving for promotion may be caused not only by the need for status, but also the needs for achievement or recognition of competence. It follows; therefore, that workers will strive to perform effectively in their job if they are assured that by doing so, will increase their chances of being promoted. Therefore, receiving a desired promotion at the right time would no doubt increase the extent to which a worker is urged to carry out his work effectively. Thus, despite the fact that it is stated in article 77 section 9 of National policies of Education. FRN (2009) stated that promotion opportunities will be created at every educational level to allow for professional growth at each level, teachers' promotion has not been implemented accordingly. Rather than based on merit, promotion is based on favouritism, nepotism and used political weapons.

Teachers' job performance are measured as those ratings used in evaluating employee, who include pedagogy, teachers' productivity, rate of giving extra-lessons to students, teacher, student relationship, changing teaching/learning process, use of instructional aid, improvisation of instructional aid, participate in extra curriculum activities, mastery of subject area, teacher-teacher relationship, above all, students'

academic performance (Neckermann and Kosfeld, 2008) .Teachers' performance are also measured by relating teachers' behaviours with the duties and responsibilities expected of them within the school system and which are crucial to their actualization of set educational objectives (Chen, 2010). Bruinsma & Jansen. (2010) maintained that the factors that have a major influence on human performance are: (1) motivated: the will to make the effort; (2) knowledge and skills, (3) provision of the necessary resources. People can behave in different ways at different times, depending on the motivation or lack of it (Bruinsma & Jansen, 2010) Each employee has certain expectations concerning the amount and type of compensation that s/he should receive from her/his job. These expectations, as Boswell, Colvin & Darnold. (2008) argued, have a large influence on the inclination of the employee to commit to achieving a high level of performance, or reducing it, or indeed, concerning leaving the job. However, the belief that employees will achieve better performance if they have been given 'more' incentives was not evidenced. Omari (2012) suggested that 'more' rewards might undermine employees' performance and that because they might lose interest in doing their duties or ask more incentives before they perform the job Hutabarat (2015) stated that individualized remuneration plans can, in the long term, undermine the motivations of the employees. According to Ukeje (2007) employees will not make it possible to guarantee a sufficiently high level of performance, nor motivate them.

Statement of the Problem

The need to attract and retain qualified teachers is critical. Teacher motivation is inadequate for instance; teachers' salary compared to other institutions workers, no accommodation for teachers and they have to struggle for accommodation after completing school, and sometimes have to commute long distances to work. These factors are causing absenteeism, lackadaisical attitude and dissatisfaction among the teachers'. The rate of turnover of teachers' is increasing at the alarming rate and those staying are embarking on frequent strikes for better conditions of service (FRN, 2009). Adamawa State takes education as a matter of priority in its yearly budgetary statement. Said government priority measures, teaching service board have identified among other problems bedeviling education and teachers' in the state which include; fluctuation in gross net pay of staff salaries; teachers' were not promptly promoted; salaries were not adjusted even after acquiring additional qualification. (FRN, 2009). While research from other countries and other Nigerian states suggests a wide range of factors affecting the uptake of quality education, there is a few of empirical research that explores the peculiarities of the current situation in Adamawa State.

Purpose of the Study

The purpose of this study is to determine payment of teachers' salary and promotion as correlate of teachers' job performance in Senior Secondary Schools in Adamawa State. The specific objectives of this study are to determine:

Research Questions

The following research questions were formulated to guide this study:

- 1) What is the extent of payment of teachers' salaries in secondary schools of Adamawa state?
- 2) What is the extent of teachers' promotion in secondary schools of Adamawa state?

Hypotheses

The following hypotheses are formulated to be tested at 0.05 level of significance.

H₀₁: There is no significant relationship between payment of salary and teachers' job performance in senior secondary schools of Adamawa State.

H₀₂: There is no significant relationship between promotion and teachers' job performance in senior secondary schools of Adamawa State.

Methodology

The study adopted correlation survey design. The area of the study was Adamawa state, the population was 337 principals and 5128 teachers. A stratified simple random sampling technique was used to select two education zones out of five and a sample of 166 principals and 166 teachers was determined using

Taro Yamane’s formular. The instrument was questionnaire developed by the researcher for the study on payment of teachers’ salary and promotion for teachers’ determination questionnaire (PTSPTDQ) and teachers’ job performance questionnaire (TJPQ). The instrument was validated by 3 experts in Physical Sciences Education Department, School of Technology and Science Education Modibbo Adama University of Technology, Yola. The questionnaire was subjected to a pilot study conducted in 6 senior secondary schools in Adamawa State and reliability coefficient was 0.94 and 0.92 using cronbach’s alpha method. The data was collected with the help of four research assistant within the period of 4 weeks. The data was analysed using mean and standard deviation for research questions and the null hypotheses was tested using Pearson Product Moment Correlation Coefficient (PPMCC).

Findings

Research Question 1

What is the extent of payment of teachers’ salaries in senior secondary schools of Adamawa state?

Table 1: Mean and Standard Deviation for the Extent of Payment of Teachers’ Salaries in Senior Secondary Schools of Adamawa State.

S/No	Items	N	Mean	S.D	Remark
1	To what extent does delay in payment of salary affect teachers	166	4.03	1.29	HE
2	Teachers’ job performance is affected when salaries are not paid.	166	2.54	1.27	ME
3	Teachers’ are discouraged to manage instructional materials effectively because of delay in payment of salaries.	166	2.83	1.39	ME
4	Payment of salaries for teachers’ does not match with the other profession.	166	2.40	1.12	LE
5	Teachers’ low salaries result poor lessons preparation.	166	3.61	1.31	HE
6	Regular payment of salaries enables teachers to settle outstanding debts.	166	2.19	.95	LE
7.	Teachers are dissatisfied with the lower payments of salary.	166	4.53	1.00	VHE
8	Teachers pay the school fees of their children promptly due to regular payment of their salaries.	166	3.40	1.36	ME
9	Payment of teachers’ salaries are better now than before.	166	1.93	1.09	VLE
10.	The new salary scale for teachers is adequate.	166	2.97	1.32	ME
	Grand Mean		3.04	1.21	ME

Key:n= sample size, SD = Standard deviation, VHE= Very high extent, HE= High extent, ME= Moderate extent, LE= Low extent, VLE= Very low extent.

Table 1 above shows the mean and standard deviation of teachers’ responses on the extent of payment of teachers’ salaries in senior secondary schools in Adamawa state by the grand mean of 3.04. This implies that there is a moderate extent of payment of teachers’ salaries in Adamawa state.

Research Question 2

What is the extent of teachers’ promotion in senior secondary schools of Adamawa state?

Table 2: Mean and Standard Deviation for the Extent of Teachers’ Promotion in Senior Secondary Schools of Adamawa State.

S/No	Items	N	Mean	S.D	Remark
11	To what extent does promotion motivate them to work effectively	166	4.12	1.19	HE
12	Irregular promotion of teachers affects their job performance.	166	3.24	1.30	ME
13	Unilateral promotion of teachers by principals affects their job performance	166	2.41	1.47	LE

14	Promotion is done in conjunction with the ministry of education officials in my school to encourage teachers' job performance.	166	3.70	1.31	HE
15	Discriminatory promotion of teachers affects their job performance in senior secondary schools.	166	3.34	1.02	ME
16	Promotion through written examinations enhances teachers' job performance	166	2.59	1.15	ME
17.	There is improvement in the promotion of teachers in my school, which enhances their job performance.	166	3.10	1.36	ME
18	Principal encourages the promotion of teachers' which enhances teachers' job performance in secondary school.	166	2.71	1.21	ME
19	Promotion in my school is based on merit to encourage teachers' job performance	166	2.65	1.16	ME
20.	Promotion through performance appraisal enhances teachers' job performance	166	4.05	1.02	HE
Grand Mean			3.19	1.22	ME

Key:n= Sample size, SD = Standard deviation, VHE= Very high extent, HE= High extent, ME= Moderate extent, LE= Low extent.

Table 2 shows the mean and standard deviation of teachers' responses on the extent of teachers' promotion in senior secondary schools in Adamawa state by the grand mean of 3.19. This implies that there is a moderate extent of teachers' promotion in Adamawa state.

H0₁: There is no significant relationship between payment of salary and teachers' job performance in senior secondary schools in Adamawa state.

Table 3: Summary of Pearson Product Moment Correlation Statistic for Relationship between Payment of Salary and Teachers' Job Performance.

Model		Salary	Job performance
Salary	Pearson Correlation	1	.076
	Sig.(2- tailed)		.833
	N	166	166
Teachers' Job performance	Pearson Correlation	.076	1
	Sig.(2- tailed)	.833	
	N	166	166

** . Correlation is significant at the 0.05 level (2-tailed).

The relationship between payment of the teacher's salary and teachers' job performance was investigated using Pearson Product Moment Correlation coefficient of 0.76 which is greater than $p < 0.05$ level of significance therefore the null hypothesis was rejected. This indicated that there was no correlation between the two variables, $\rho = 0.76$, $n = 166$, $p < 0.05$, with moderate level of salary payment and moderate level of job performance.

H0₂: There is no significant relationship between promotion and teachers' job performance in senior secondary schools of Adamawa state

Table 4: Summary of Pearson Product Moment Correlation Statistic for Relationship between Promotion and Teachers' Job Performance.

Model		Promotion	Job performance
Promotion	Pearson Correlation	1	.070
	Sig.(2- tailed)		.769
	N	166	166
Teachers' Job Performance	Pearson Correlation	.070	1
	Sig.(2- tailed)	.769	
	N	166	166

Correlation is significant at the 0.05 level (2-tailed).

The relationship between promotion and teachers' job performance was investigated using Pearson Product Moment Correlation coefficient of 0.83 which is greater than $p < 0.05$ level of significance therefore the null hypothesis was rejected. This indicated that there was no correlation between the two variables, $r_{ho} = 0.83$, $n = 166$, $p < 0.05$, with moderate level of promotion and moderate level of job performance.

Findings

There is no significant correlation between payment of salary and teachers' job performance ($p = 0.76$). There is no significant correlation between promotion of teachers and teachers' job performance ($p = 0.83$).

Conclusion

This study revealed that payment of teachers' salaries in senior secondary schools in Adamawa state is moderate with the grand mean of 3.04.

This study also established that promotion of teachers' salaries in senior secondary schools in Adamawa state is moderate with the grand mean of 3.19.

Recommendations

Based on the outcome of the data analysis, the following recommendations are made

- 1) Salary of teachers should be paid promptly to enable them to concentrate on their job for effective delivery.
- 2) The government and school management should ensure regular promotion of teachers promptly.

References

1. Adhi, S., Hardienata, S., & Sunaryo, W.T. (2009). The effect of organizational culture, transformational leadership and work motivation toward teacher performance'. *Indian Journal of Positive Psychology*, 4 (4), 537-539.
2. Akuoko, K.O. & Donkor, D. (2012). Motivation and performance of teachers in selected second cycle institutions in the ejisu-juaben municipality', Ashanti, Region, Ghana. *International Journal of Business and Management tomorrow*, 2(9), pp 1-10
3. Alhabsi, S. (2013). Motivating teachers in times of change'. *Research Perspective on Education in Oman*. Sultanate of Oman: Ministry of Education, 227–245.
4. Armstrong, A. (2012). Build Higher Levels of Job Satisfaction'. London; *The leading Teacher*, 7 (6), 1-5. Retrieved from http://learningforward.org/docs/leading-teacher/may12_teacher.pdf?sfvrsn=2
5. Bell, B. (2012). *A summary of motivation theories'* (pp. 1-26). Retrieved from <http://www.yourcoach.be/blog/wp-content/uploads/2012/03/A-summary-of-motivation-theories1.pdf>
6. Boswell, W., Colvin, A., & Darnold, T. (2008). Organizational systems and employee motivation, in R., Kanfer, G., Chen and R., Pritchard (Eds)', *Work Motivation, Past, Present, and Future*, New York: Taylor and Francis Group, LLC, 361–400.
7. Bruinsma, M. & Jansen, E. (2010). 'Is the motivation to become a teacher related to preservice teachers' intentions to remain in the profession. *European Journal of Teacher Education*, 33 (2), 185–200.
8. Chen, J. (2010). Chinese middle school teacher job satisfaction and its relationships with teacher moving' *Asia Pacific Education Review*, 11, 263–272.
9. Cook, A. L. (2008). Job satisfaction and job performance': is the relationship spurious. *Unpublished Master's Thesis*. Retrieved from http://repository.tamu.edu/bitstream/handle/1969.1/etd-tamu-3052/cook_thesis.pdf?Sequence=1.
10. Federal Republic of Nigeria. (2009). National Policy on Education': Yaba NERC Press.
11. Federal Republic of Nigeria. (2016). National Policy on Education'. Lagos. Report of the committee for the New Education Policy.

12. Federal Republic of Nigeria (FRN). (2013). National policy on education 4th edition. Lagos. NERDC press.
13. Federal Republic of Nigeria FRN. (2009). The national policy on education 8th Edition.
14. Hutabarat, W. (2015). Do organizational structure and organizational culture affect teachers' work motivation to some extent'. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*, 20 (2), 350-362.
15. Karaba, R. (2007). Making sense of freedom in education: three elements of neoliberal and pragmatic philosophical frameworks'. *Unpublished PhD thesis*, Miami University, USA,
16. Mustapha, M., & Othman, N. (2010). The effect of work motivation on teachers' work performance in pekanbaru senior high schools, riau province,' Indonesia. *Sosiohumanika*, 3(2), 259-272.
17. Neckermann, S. & Kosfeld, M. (2008). *Working for nothing? The effective of non-material awards on employee performance*. Frankfurt Goethe – University, Germany
18. Omari, E (2012). Influence of motivational drives for enhanced teachers' performance in public institutions'. *Unpublished Ph.D Thesis* in Southern Brazil.
19. Seniwoliba, A. J. (2013). Teacher motivation and job satisfaction in senior high schools in the Tamale Metropolis of Ghana. *Journal of Education and Review*, 1(9), 181-196.
20. Siburian, T. A. (2013). The effect of interpersonal communication, organizational culture, job satisfaction, and achievement motivation to organizational commitment of state high school teacher in the District Humbang Hasundutan, North Sumatera, Indonesia'. *International Journal of Humanities and Social Science*, 3(12), 1-15.
21. Swinton, L. (2010). Effective business leadership: teamwork and motivation tips. Ezinearticles'. Retrieved from [http://ezinearticle.com/?Motivation Strategies-that-work and id = 326225](http://ezinearticle.com/?Motivation+Strategies-that-work+and+id=326225).
22. Ukeje, J.A. (2007). 'Educational reforms in Nigeria. [http://www.Kantoline.com/publications.Educational reforms Nigeria](http://www.Kantoline.com/publications.Educational+reforms+Nigeria)'.