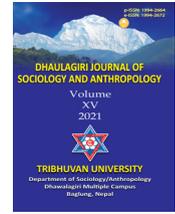


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Dhaulagiri Journal of Sociology and Anthropology

Financial Rewards and Job Commitment Among Public Secondary School Teachers in Ogun State, Nigeria

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Article Info

Received: 14 May, 2021

Received in revised form: 27 October, 2021

Accepted: 23 November, 2021

Available online: 30 December, 2021

DOI: <https://doi.org/10.3126/dsaj.v15i01.41928>

Abstract

The paper aims to examine the effects of financial rewards on job commitment among public secondary school teachers in Ogun State, Nigeria. The study was anchored on the interpretative meaning of expectancy theory. The sample consisted of 750 public secondary school teachers drawn from the three senatorial districts of Ogun State. A structured questionnaire was used to elicit information on socio-demographic characteristics and types of financial rewards available to public secondary school teachers in Ogun State. The data collected were analyzed using frequency counts and percentages. The hypothesis stipulated was analyzed using Pearson product moment. The study found out that prompt payment of teachers' salaries induce higher commitment to teaching, public school teachers were not satisfied with the government remuneration and there was positive and strong relationship between financial rewards and teachers job commitment ($r = 0.74$). The study concluded that there is significant relationship between financial rewards and teachers' job commitment. The authors recommended that the government should provide a special salary structure for government secondary school teachers like their counterparts in other professions since they are disputably the most significant group of professionals for any nation's economy.

Keywords: financial rewards, job commitment, teachers and public secondary schools

Introduction

It has been argued, over the years, that the importance of job commitment among the staff of private and/or public organization cannot be overemphasized. Job commitment is important and the only linkage towards achieving any organizational set goals (Fajana, 2010). Job commitment is the extent to which employees like their work. It is the level of desirability or undesirability with which workers regard their job (Werther, 1999). A major factor for enhancing job commitment is employee rewards, whether financial or non-financial. Financial rewards are economic gains, in which an employee's secure from his job, and it serves many purposes in organization: it helps to build and enhance better employment agreement,

keeps on good employees, and decreases turnover in the workplace (Armstrong, 2009). The main intents are to increase people's willingness to work in the workplace or organization and intensify their performance. Financial rewards include wages and salaries, bonuses, profit sharing scheme, overtime, adequate leave bonus, transport allowance, housing allowance, special allowance like Christmas bonuses and overtime payment, pension and gratuity bonuses, profit sharing scheme, and overtime. However, it is important to look into the financial rewards of public secondary schools teachers in the state which could be a contributing factor towards teachers' behaviour and attitude to academic performance since rewards act as a desired effect apparatus in educational institutions which contribute to increased efficiency of teachers in achieving the desired goals and aims of the employer.



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However, financial rewards have a great influence on the job commitment of teachers.

The commitment of secondary schools teachers in Ogun State, Nigeria as reflected in students' performances shows that it is below expectation due to incessant industrial conflicts between the teachers and state government (Bawalla and Nafiu, 2018). The state government and public secondary schools teachers had been at loggerheads over issues the Ogun State chapter of the National Union of Teachers (NUT) identified as 'Teachers Plight' and the problems bedeviling education and teachers in the state. These include instability in gross net pay of teachers' salaries, delay of staff promotion, failure to upgrade teachers' salaries after obtaining additional qualification or certificate; failure on the part of the government to pay the agreed 27.5% federal government increment, teachers poor conducive environment of work, government delaying the payment of teachers' salaries and so on (Bawalla, 2020).

A report from Akande, (2000) revealed that the Nigerian teachers were prone to poverty as their profession does not attract first-class graduates of higher institutions. Many young graduates of today no longer wish to make a career in the teaching profession; instead, many pick up chalk as the last resort when their desired job is not forthcoming and decide to remain in the teaching profession till they find the job of their choice.

The consequences of these agitations as claimed could be a serious contributory factor to public secondary schools teachers' job commitment in terms of teachers getting late to work, absenteeism, redundancy at work, indiscipline among students, and teacher's the willingness to prepare lessons notes to time and poor performance of students in the examination. The country continued to witness a downward slope in performance of academic in public secondary schools and this may continue to occur and cause irredeemable damages to the lives and future of the students, if government's attitude does not change regarding the management of schools (Kobojunkie, 2011). For instance between 2007 and 2010, Ogun State was in fifth position for examination malpractices as indicated by Nigeria Federal Ministry of Education Examination Malpractice report of 2011. The top five states out of the thirty-six states of the federation and Federal Capital Territory that involved in educational malpractice are: Edo (19.4%), Benue (11.1%), Lagos (8.3%), Enugu (7.1%) and Ogun State (6.8%). It is to be noted here that, if this menace is not adequately addressed, public secondary schools in the state will completely lose its reputation. Based on the foregoing, this paper focuses on the effect of financial rewards on job commitment among public secondary schools in Ogun State.

Empirical and Theoretical Position

Job commitment basically has to do with the extent to which employees like their work. Studies have discussed ways and dimension of job commitment and satisfaction, as well as satisfaction, consequences and antecedents of job satisfaction vis-à-vis the relationship between

satisfaction and commitment (Bawalla, 2020). The term satisfaction has also been examined under various socio-demographic characteristics of age, gender, race, education and work experience (Omolawal and Bawalla, 2017). Job commitments been regarded as one of the most researched variables investigated in organizational behavior (Spector, 1997). Different researchers sees job commitment in various forms, for instance, Peretomode (1991) and Whawo (1993), opined that the higher the integrity of the job, the greater the job commitment and satisfaction. Job commitment can be affected by a number of factors, for example, the quality of one's interaction with his supervisor, the excellence of the physical enclose in which they work, and the degree of gratification in their work. However, the important aspect of an employee's job commitment in any organization dwells on the motivating factors put in place by the management or the employer . In most cases this motivating factors could be inform of financial rewards which invariably enhances or brings about loyalty and commitment of employees towards the aims and goals of the organization.

It is no doubt that rewards help attracts, retain and motivate employees to deliver the action plan and motives of the organization and it is also what an employer value in exchange for his or her contribution (Chiang and Birtch, 2008). In the workplace, lack of rewards or incentives often creates an unpleasant atmosphere which thus derails employee's work effort, thereby causing dissatisfaction and resulting in employees to withdraw their services. In view of these, rewards are germane and seen as a motivating factor. Most organizations use financial rewards to prevent dissatisfaction for their employees, thus deploying the means of motivating their workers appropriately towards achieving efficiency and effectiveness (Mossbarger and Eddington, 2003). Prior to this, Bawalla and Omolawal (2017) revealed that the presence of money may not be seen as a good motivator, whereas the absence of it could be seen as a de-motivator. In essence, financial rewards are significant because it serves as an instrument value otherwise seen as a medium of exchange as well as seen as highly tangible means of recognizing an individual worth, symbolizing status, self-esteem and achievement (Armstrong, 2007). Therefore, an organization utilizes financial rewards to support human resource strategy in the workplace.

According to Nakawacha, (2005), financial rewards are economic gains that one secures and gets from a job. Examples are salaries, job bonuses, allowances and fringe benefits. Cole, (1997) stresses that the constant provision of monetary rewards to contribute to employees' commitment and loyalty, greater job performance and stability on the job. Armstrong (2009) claims that monetary remuneration has a powerful tool for the freedom of employees not to worry and fear by the organization. If there is equality in monetary rewards, employees will be happy, dedicated and committed fully in the discharge of their responsibilities in the workplace and this will increase their levels of commitment.

According to Griffin, (2004) monetary reward is a

type of payment that has an upper edge in promoting the organizational interest of employees since they afford to provide for their fundamental necessity of life. Mullins (2002) asserts that workers are more dedicated and committed to their jobs by obtaining a bigger pay package for the service rendered for the organization.

Monetary rewards had been adjudged as one of the strongest energizing force that increases and improves the interest of employees in the workplace. Cole (1997) describes salary as fixed periodical payment (weekly or monthly) to employees generally expressed in terms of cash. Wages are also payments paid to workers and it is usually expressed in rate per hour. Ubom, (2002) discovered that in Nigeria, prompt payment of salaries has a positive impact on commitment to teaching. Majority of school principals believe that teachers are not amenable to work due to delays in payment of their salaries (Ayeni, 2005). Also, Ogomorach, (1994) sees financial rewards as remuneration and allowances offered in addition to employees' salaries with the view of motivating employees and also enhancing their job commitment. These allowances in financial include housing, transport, medical and welfare allowances, all these allowances enhanced job commitment.

Kazeem (1999) argues that teachers and other school workers tend to be committed to their teaching profession as they are motivated and teachers' salaries and other emoluments are paid in due time. Robbins (2003) also identifies the payment of salaries, career advancement and other important allowances as the main factors that shape teachers' behaviors and character towards their work. Mbanefoh (1982) asserts that most practicing teachers are not all that concerned about non-monetary rewards but they are specifically more worried about delay in their payment of salaries. Ayeni (2005) opined that delay in payment of salaries of public secondary school teachers often to displeasure and teachers are not willing to discharge their academic responsibilities.

Based on the foregoing on the various scholars view on financial rewards, it could be deduced that Nigerian workers prefer financial rewards in their place of work and this cannot be compared to any other form of rewards as these rewards are seen as the drive and motivating factors to employees' commitment. The financial rewards are so powerful that in any facet or sector in the Nigerian political economy, allowances and salaries always generate rift and crises. This is not limited only to the educational sector in the country as it cut across all other sectors. For instance, Nigerian politicians are entitled to bulky remuneration package with lots of allowances apportioned to them. The politicians' remuneration packages cannot be compared to those of public secondary school teachers, Obanya (2006)

There are a number of teacher job dissatisfaction in Nigeria; one major factor is the wage differentials between teaching profession and other professions like medical practitioners such as nursing and doctors, the mode of payments differs a lot in terms of salaries, fringe benefits, promotion advancement and working service conditions (Adelabu, 2003). Studies revealed that incentives have

not improved teachers' low admiration, respect and their productivity. Sanusi, (1998) argued that, although good remuneration packages and prompt payment of salaries are important motivating factors, there is proof that other factors also subvert commitment to teaching. Though not all that amazing, Akinwunmi (2000) and Ejiogu (1999) asserts that what the typical shallow income earning teacher craved for is a fairly large salary increase, and they conclude that the compensation of a living wage would be meaningful in enhancing their commitment and performance. The friendly prestige of teachers has been identified as a germane contribution to impacting teacher morale and motivation. Although the teachers in Nigeria feel society is disrespectful to their profession and could be a major reason why their commitment is doubtful, unlike what is obtainable in other climes where teaching is seen as a noble profession. The criteria for promotion of teachers is also being questioned as the evaluative mechanism used to determine teachers job performance has been found to demotivate many secondary schools teachers (Sanusi, 1998). Kazeem (1999) and Akinwunmi (2000) opined top-rated private school teachers are more motivated and committed than their counterpart in the public schools. This could be adduced to the fact that in private schools, there are regular payment of salaries and much loser student-teacher ratios.

The Political Economy Model in Relation to Nigeria

Political economy can be attributed to interdisciplinary studies in economics, sociology, and political science to describe how political institutions, the political environment, and the economic system capitalist, socialist, communist, or mixed influence each other (Muller, 2008). The term political economy can be ascribed to the study of production, law, custom, trade and equally have relations with government as well as with the distribution of national income and wealth in terms of how this income adequately shared among various sectors that exist in a country (Brandt and Thomas, 2008). The model was developed in the 18th century which focused on the study of politics and economies of states. The political economy could also be seen as the study of the conditions under which production or consumption within limited parameters was organized in nation-states. Thus, political economy basically means to extract the laws of production of wealth at the state level and as well as at the national level. The issue of teachers' rewards in relation to either financial or non-financial also comes into play here. The focus here will be on the role of government and power relationships in resource allocation for each type of economic system at the state level.

It is no doubt most workers in organizations are motivated by financial rewards rather than non-financial rewards, (Onyenouru, 2005). Although, teachers in the 70s, 80s and early 90s prefers the non-financial rewards in terms of recognition, acknowledgment and perhaps long service awards. In contemporary Nigeria today, the present crops of teachers prefer financial rewards, this perhaps could arise as a result of wage disparity between the

teaching profession and other professions like those in the health sector (nursing and doctors), the huge allowances allotted to politicians and also officers that occupies public office holders and more importantly teachers owing several months of salaries leading to series of conflict and strikes between some state government (Ogun state) and teachers union as well as the inability of government to implement the Teachers Peculiar Allowance (TSS) as agreed since 2008 by the Nigeria Governor Forum. Aside from all these agitations, it could also arise as a result of the poverty rate in the country, whereby most workers prefers monetary rewards to non-monetary rewards.

The model of Nigeria political economy needs to be addressed by the leaders by effectively and efficiently ensuring that the so called distribution of income that is expressed in the laws of production of wealth at the state level are adequately allocated promptly and also distributed in evenly across all various sectors in the economic system at the state level.

Theoretical Position: Expectancy Theory

The expectancy theory asserts that individuals decide to behave or act in a certain manner because such employees are motivated by selecting options of behavioral acts and on the outcome of such behavior. The outcome of the desirability decides what motivates an employee. This theory focuses on what an employee undergoes in order to make choices. The theory laid much credence to an organization relating rewards directly to results or performance. It explains the behavioral process of employees on choosing other options. The theory also reveals how to make decisions in order to achieve a good outcome. However, there are three variables identified by Vroom. These are expectancy, instrumentality and valence. The expectancy is the belief that an employee's efforts will lead to the actualization of the desired performance. It is usually based on the past experience of the employee. For instance, when I work harder, the work will be better. This is premised on having the right available resources such as raw materials, time and machine, and also having the right skills and knowledge to carry out the job and giving the necessary supports by the management and the information required for the job. The second is instrumentality which is the belief that rewards are granted based on the expected performance that is achieved. This performance can come in the form of increment in salary, recognition, career advancement (promotion) and accomplishment of a task. The instrumentality within an employee is low when it is in tandem with the performance given. Here, doing a task is attributed to trust that the reward will be granted after achieving the task given. This can be identified as understanding the rule of rewards which is tagged as "game". The third and final is valence which is the importance that an employee places on the expected outcome of the performance done. To achieve valence, the employee must ensure that the goals and outcome are attained. For instance, an employee may be motivated by money but such an employee may not appreciate overtime

to work. Vroom identifies some elements which are clearly defined why employees decide to make choices over selecting behavior.

Applied to this study, it could be seen that an individual or employee undergoes mental choices which prompt an employee to put in more effort to yield better job performance which, in turn, is valued by the employee in question. To this end, in order to enhance the performance outcome of both teachers and students, most especially students, in terminal classes of SSS 3, the government should adopt the system that will tie rewards very closely to performance.

Methodology

The study adopted cross sectional survey design. Primary Data was collected through quantitative methods. Seven hundred and fifty questionnaires were administered to the public secondary school teachers in the state. The study area for this study was Ogun State, Nigeria. Ogun State occupies an area of 6,556.23 square meters with an estimated population of 3,751,140, National Population Commission (2006). The selection of this location stemmed from the fact that there had been a tremendous decline in the educational sector which has paved the way for poor results of students in terminal classes of Senior Secondary Class 3 and also teachers' rift and incessant strikes embarked upon by NUT officials in recent times. The secondary schools in Ogun State are divided into three sections, the junior secondary schools, the senior secondary schools and the combined junior and secondary schools. Each secondary school is headed by a Principal and two vice principals, while the combined junior and secondary schools are headed by One principal and three vice principals.

The primary target population of this study included both male and female public secondary school teachers in Ogun State which cut across 18 local Government areas out of the 20 local government areas in the state. The targeted population was identified and located through the membership records of Nigeria Union of Teachers, Ogun State chapter.

On the sample size and sampling technique, the study was conducted on a sample size of 750 respondents who were identified and located through the membership records of Nigeria Union of Teachers, Ogun State chapter. Out of 750 copies of the questionnaire administered, 713 copies were returned; this represented a 95% response rate. Out of the 713 copies returned, 36 copies were not duly completed and so could not be used for the study. A total of 677 copies were duly completed and were analyzed for this study. With regard to survey data, multi stage sampling technique was adopted to gather data for this study. Ogun state was stratified into clusters of (3) senatorial districts, Ogun central (6) clusters, Ogun East (5) clusters and Ogun West (9) clusters. The study utilized teachers from 30 secondary schools across the three senatorial districts. At each of the randomly selected local government, the identified public secondary schools were visited two

to three times to gain their consent for the study. The researchers, on several occasions had to liaise with the local government zonal educational officers before the questionnaires were filled and collected back. The data generated through the administered questionnaires were processed and analyzed using frequency distribution, bar graph and Pearson product moment correlation.

Findings and Interpretation of Results

The result of the study are presented in tables shown below.

Table 1: *Participants demographic characteristics*

	Independent Variables	Frequency	Percentage (%)
Age	26- 35 years	282	42.0
	36- 45 years	166	24.0
	46- 55 years	159	23.0
	56 years above	70	11.0
Sex	Male	291	44.0
	Female	376	56.0
Level of education	Grade 11/ OND/NCE	48	7.1
	HND/B.Sc	421	62.2
	Postgraduates	148	21.9
	Others	60	8.9
Grade level	Level 06 – 09	207	30.6
	Level 10 – 13	211	31.2
	Level 14 – 17	259	38.3
Length of service (Years)	0 – 5	98	14.5
	6 – 10	201	29.7
	11 – 15	104	15.4
	16 – 20	102	15.1
	20 above	172	25.4
Senatorial districts	Ogun Central	266	39.3
	Ogun East	244	36.0
	Ogun West	167	24.7
Salary range per month (in Naira)	Less than 50,000	99	15
	50,001 – 75,000	230	34.0

	75,001 – 100,000	98	14.1
	100,001 – 125,000	61	9.0
	125,001 – 150,000	49	7.2
	150,000 above	140	20.7

Source: Field Survey, 2019

Table 2 captures data on the financial rewards of employees' that are available to public secondary school teachers in Ogun State.

Table 2: *Frequency distribution of respondents on perceived financial rewards of employees*

Categories of Financial Rewards (Multiple responses)	Yes	
	Freq	%
Adequate salary	155	24.1
Leave bonuses	222	22.9
Medical allowances	178	26.2
Adequate transport allowance	517	77.1
Adequate housing allowance	295	43.5
Special allowance	105	15.5
Pension & gratuity	498	73.5
Teachers peculiar allowance (TSS)	506	75.1

Source: Field Survey, 2019

Interpretation of Results

In the column for “adequate provision of salaries to teachers on monthly basis,” 24.1% of the respondents indicated “Yes”, leaving the majority with “No”. This implies that there was a provision of salary to teachers but it was not adequate. Salaries are often seen as a motivating factor toward enhanced performance for workers. Kazeem (1999) argues that when teachers and other school workers are paid at the due time, they tend to remain satisfied dedicated and motivated. Ubom (2002) also found that, in Nigeria, prompt payment of salaries induced greater commitment to teaching.

Reacting to “the perception of adequate leave bonuses to teachers”, (22.9%) of the respondents indicated “Yes”, while 77.1% indicated “No”. This reveals that a demotivating factor ensues when teachers perceive that their leave bonus is not adequate, and that it is also being delayed. This supports the argument of scholars that teachers are being underpaid. Akinwunmi (2000) and Ejiogu (1983) claim that what the typical low income-earning teacher yearns for is a sizeable salary increase. Payment of leave bonuses and other relevant allowances would significantly enhance their commitment and performance.

The study also sought to know if there was provision of medical allowances for teachers by government. The majority of the respondents (73.8%) indicated "No" while 26.2% agreed that there was provision of medical allowances. With this response pattern, it could be that the medical allowance was insignificant or very low on the teachers' emoluments/pay package. This result contradicts Ogomarach's (1994) and Armstrong's (2009) suggestions that jobs be provided with financial incentives such as accommodation, transportation, and medical benefits in order to increase workplace engagement.

Responding to "the provision of adequate transport allowance to teachers by the state government," a significant number (77.1%) of the respondents affirmed that government provides adequate transport allowance while 22.9% of the respondents indicated "No". Some respondents re-iterated the case for appropriate transportation allowances and agreed with Armstrong (2009), who stated that cash compensation in the form of transportation allowances given to workers have a strong impact on teachers' ability to avoid concern and fear within the organization's setting. It is assumed that if workers get fair pay and their fundamental needs are met, their levels of loyalty will skyrocket.

For the item on "the provision of adequate housing allowance," 56.5% of the respondents indicated "No" and 43.5% indicated "Yes". Thus, the provision of housing allowance to teachers differs in terms of their grade levels, whereby the housing allowance of those on level 6 differs from that of teachers on level 10. Armstrong (2009) asserts that housing allowance has been seen as one of the factors that motivate employees to higher productivity, bring about effectiveness and efficiency in workplace, and increase employees' job commitment and satisfaction which determine the extent to which an employee likes his/her job in the workplace.

With respect to the perception of teachers towards the provision of special allowances like 13th-month pay, Christmas bonus and overtime pay, it could be deduced that this provision is lacking and perhaps, not granted frequently, since few respondents (15.5%) agreed while a majority (84.5%) disagreed. This is contrary to the opinion of Armstrong (2009) that provision of special allowance and 13th-month salary to workers at the end of the year helps to motivate employees and leads to high job commitment and high performance. Mullins (2002) also avers that workers would be committed to their jobs when they obtain additional bonuses and commission.

From the responses to "the provision of pension and gratuity for teachers," it could be deduced that there is provision for pension and gratuity for teachers after retirement, since 73.5% of the respondents affirmed this claim while 26.5% disagreed. Thus, there is a provision of pension and gratuity for retired civil servants in the state. However, the state government, in its Civil Service Constitution handbook states that: workers who have spent ten years in service will be eligible for a monthly pension and also gratuity after retirement. The same principle applies to workers who have spent either 35 years in

active service or attained the age of 60 years: they are all eligible for monthly pension and gratuity. The fact that few respondents disagreed suggests that these pensions and gratuity are not paid on time after retirement, in which case retired teachers would have to wait for 5 to 10 years before gratuities are paid. It is to be noted that the new pension scheme is yet to be adopted by Ogun State.

Concerning the provision of teachers' peculiar allowance (welfare), 75.1% of the respondents indicated "Yes" while 24.9% of them indicated "No". It implies that the provision of teachers' peculiar allowance to public secondary school teachers in the state is adequate and for some cadres in the teaching profession. The teachers' peculiar allowance has to do with an additional pay package for teachers, for their welfare, for which the government is currently paying 15%, as against 27.5% of it. Kazeem (1999) claims that workers in any organization tend to be committed and devoted to work as long as they are rewarded adequately for the work done.

When the respondents were asked on what type of financial rewards teachers prefer most, and why, many of the respondents clamored for leave bonuses and prompt payment of salaries. Most of the respondents also reiterated that they got financial rewards but these rewards were inadequate and the leave bonus was not being paid every year anymore. It has been argued that financial rewards are important to workers, as they bring about job commitment and satisfaction on the part of workers (Armstrong, 2007; 2009)

A significant number of the respondents clamored for attractive salary, consolidated salary structure and increment in salary. They opined that their salaries did not correspond to their qualifications. This justifies the position of Ubom (2002) that the major source of teachers' dissatisfaction in Nigeria arises from inequality between the teaching profession and professions like medical doctors, in terms of the mode of payment of salaries, allowances and working conditions. Also, Obanya (1999) contends that public secondary school teachers' social status is an important factor impeding their morale and motivation because they feel the society is dismissive of their profession by not placing them on a reasonable salary structure when compared with their counterparts in other professions.

The respondents were asked to comment briefly on their deductions for cooperative societies by the state government. The majority of the respondents commented in annoyance that the cooperative deduction is frustrating because the government had disappointed teachers by not remitting cooperative deductions in the last three years. They noted that teachers were groaning in pain and finding life difficult because most of them pledged half of their salaries to the cooperative societies to strategically position themselves for future projects or assignments ahead of them. This finding does not support the existing literature on reward management for workers. Armstrong (2007) stresses motivating, enhancing, and giving employees their demands as stipulated in reward management. The government accepted that it owed teachers cooperative

deductions. This issue had degenerated into a crisis within the state. At a point, teachers were striking persistently. This may have resulted in a tremendous decline in the quality of education, which resulted in poor results of students in the terminal class of SS 3 (NUT, 2012 and Bawalla, 2020)

The respondents were also asked to comment on the financial rewards provided by the state government. Most of them believed that the financial rewards from government were not encouraging at all. Ogomorach (1994) avers that financial rewards are incentives paid over and above workers' salaries, so as to enhance their commitment to work. Cole (1997) also notes that the provision of stable monetary rewards contributes to employees' commitment, high job performance and stability on the job. Adegbite, Bawalla and Adedeji, (2020) were of the view that the well-being of employees in the workplace is vital and it is an emotional state in terms of happiness and anxiety that influences the overall life satisfaction of workers within a certain domain and this no doubt are geared towards a sustainable financial rewards for employees in the workplace.

Measurement of Employees Financial Reward

Employees' financial reward was measured on a scale developed by the researcher and validated by experts. The statements or questions were generated from the literature in line with the components of employees' rewards (financial rewards). It was designed on a 5-point Likert scale response format: 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, 1 = strongly disagree for questionnaire which ranges from 1 to 16. The maximum is 80, while the minimum is 1. Those who falls between 46 and 80 is are categorized as high, 26 to 45 average while 26 below are low. This was validated by experts in management measuring scale. Also, the mean value on the perceived financial rewards were presented on the table which reveals respondents views on full rewards, partial rewards and no rewards.

Table 3: *Representing the measurement of employees financial rewards*

Level of Financial Rewards	Likert Scale (Range)	Mean Value
High	46 – 80	≥ 4
Moderate	26 – 45	2.5 – 3.99
Low	< 26	1 – 2.49

Source: Field Survey, 2019

Table 4: *Perceived employees financial rewards available to public secondary school teachers in Ogun State*

Categories of Financial Rewards	Mean Score
Teachers peculiar allowance (Welfare)	4.03
Pension and gratuity	3.61

Special allowances	2.11
Housing allowances	2.41
Transport allowances	4.02
Medical allowances	2.46
Leave bonuses	2.26
Adequate salary	2.23

Source: Field Survey, 2019

The tables 4 presents the mean scores (low, moderate and high) of the respondents. Most of the respondents revealed that the financial rewards were completely low in terms of the special allowance and extra month salary (2.11), housing allowance (2.41), medical allowance (2.46), leave bonuses (2.26) and inadequate salary (2.23). Only the provision of pension and gratuity (3.61) was considered to be moderate. The teachers' peculiar allowance (4.01) and transport allowance (4.02) were believed to fall under the high category. This low level of financial rewards for teachers may have an implication on teachers' commitment to work.

Table 5: *Pearson product moment correlation showing relationship between financial rewards and teachers job commitment*

Variables		Financial reward
Job commitment	Pearson Correlation	.742**
	Sig. (2-tailed)	.000
	N	670

Source: Field Survey, 2019

Further analysis showed that there was no significant relationship between the perceived component of rewards (financial and non-financial) and teachers' job commitment. The correlation result showed $r = .742$, $p < 0.05$; thus, the relationship was positive and strong. The implication of this is that, if the financial reward increases, the job commitment of teachers also increases. In essence, there is the need for government to reward teachers adequately. More importantly, the teaching profession should be made lucrative with teachers having a good remuneration package, as well as ensuring that there is a good reward management structure put in place. Victor (2008) asserts that the employers of labor are expected to reward employees adequately so as to achieve the aims, goals and objectives of the organization.

Theoretical Discussion of Findings

The findings provide justification for rewarding teachers adequately, in reference to the expectancy theory, the theory suggests that an individual will resolve to conduct or act in a definite way because they are motivated to choose a unique behavior over another manner of acting due to what they anticipate the result of that selected

behavior will be. The expectancy theory emphasizes how to motivate an individual or employees (teachers) in the work place, Victor Vroom constructed three variables, the expectancy is the opinion that one's attempt or effort will result in the fulfillment of desired performance, the instrumentality is the opinion that a person will get a reward if the anticipation is met while the valence is the importance that an individual places upon the outcome. Meanwhile, the interpretation of this to these findings is that the teachers' effort of teaching should be in tandem to students performance, in that teachers will achieve their desired goals toward a great performance of students in the school as well as the government or employer should ensure that the teachers receive the rewards if the performance expectation is met. However, it could be seen that most public secondary school teacher undergo mental choices which prompt them to put in more effort for better job performance which in turn are valued by the teachers in question. To this end, in order to enhance the performance outcome of both teachers and students in all levels, most especially students in terminal classes of SS 3, the government should adopt a system that will tie rewards closely to performance.

In line with the literature, the correlation analysis results showed a significant and positive relationship between financial rewards and public secondary school teachers in Ogun state. This finding coherent with other researches in which it has been exhibited that rewards are truthfully concerning job satisfaction and commitment, Rehman, Khan, Ziauddin and Lashari, 2010; Ali and Ahmed, (2009); Khalid, Salim and Loke, (2011). Armstrong (2007) opined and asserts that there is need to motivate, enhance, retain and give employees their demands in accordance to service delivery in any workplace. The findings revealed that teachers are of the opinion that the only financial reward collected is their salary, Nakawacha, (2005) in a study sees financial rewards and job performance are financial support that one gets from a job, and examples are salaries, bonuses, commissions, fringe benefits and other allowances. These findings are confirmation of the position of Cole (1997) on the provision of fixed monetary incentives contributes to employees' commitment, high job performance and permanence on the job. Thus in all, the findings from the study validate the theoretical framework adopted for the study.

Rewards have been seen as the starting point that helps in bringing about employees' desire and urge to work effectively and also increase the job satisfaction (Galanou, Georgakopoulos, Sotiropoulou, and Dimitris, 2010). Moreover, most organizations encounter hardships in recognizing the various means of rewards that are worthy of being favored and more appropriate in order to elevate employees' job satisfaction.

Conclusion and Recommendation

Drawing from the idea of the study, I came to the conclusion that a significant number of respondents in the Ogun State public secondary schools were not satisfied with

the government remuneration package. It was found that public secondary school teachers prefer financial rewards to the non-financial, as these bring about commitment and satisfaction to work efficiently and effectively, the outcome of this will enable the teachers to meet their demands as long as the salaries are reviewed.

On the other hand, the government needs to do the needful by ensuring that teachers are also placed on a special salary structure like their counterparts in other professions moreover the respondents believed that teaching profession is a calling and of a noble profession which needs to be respected in the society. The government also needs to provide a special salary structure and package for government secondary school teachers since teachers are arguably the most important group of professionals for any nation's economy, hence there is a need for government to review teachers' pay packet like their counter parts in medical/health, telecommunications, oil and gas sector and other professionals' jobs. The teachers are challenged to be committed and dedicated to teaching profession as some of the teachers know that being in teaching profession is temporary for them, so the moral to deliver to their full capacity is being challenged since teachers are said to be believe that they are not rewarded adequately.

Acknowledgement:

I thank Dr Adebimpe Adenugba and Dr Samuel Omolawal of the University of Ibadan, Nigeria for their guidance during the study.

Ethical Conduct of Research:

I declare that this research has been conducted ethically and also assured of the confidentiality of the participants.

Ethical Approval for the Research:

Not applicable. No institutional approval for the research is required.

Consent for Publication:

We (Authors) give consent that this study titled 'Financial Rewards and Job Commitment among Public Secondary School Teachers in Ogun State, Nigeria' should be publish by Dhaulagiri Journal of Sociology and Anthropology.

Availability of Data and Materials:

Not Applicable

Competing Interest: No conflicting of interests.

Funding: This article is a part of Bawalla Oluwatoyin Gbenga doctoral study which was self sponsored.

Authors Contributions:

Bawalla O. G: Introduction, Data Collection, Methodology, Analysis and Interpretation of Findings, Manuscript writing, Critical revisions for important intellectual content. Adenugba A. A: Empirical and Theoretical Position, Data, Conclusion and Recommendation, Manuscript writing, Critical revisions for important intellectual content.

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