



## **Impact of Teachers' Perception of Financial Remuneration on Role Performance Effectiveness**

**Melvina N. Amalu**

*Department of Educational foundations, Guidance and Counselling*

*University of Calabar, Calabar.*

*Email:melvinaamalu@gmail.com; Phone:08036723183*

### **ABSTRACT**

The study examined the impact of perception of financial remuneration on role performance effectiveness of secondary school teachers in Cross River State. An ex-post facto design was used. The population comprised of 600 secondary school teachers. Stratified random sampling was used to select the 60 secondary schools used while simple random sampling was used to select the subjects. The instrument was a 25-likert item questionnaire developed by the researcher. The instrument was validated and reliability coefficient calculated. One hypothesis guided the study. Data were analyzed using Independent t-test analysis at 0.05 level of significance. Result showed that teachers' perception of their financial remuneration (lesson presentation, use of instructional materials and evaluation of students) has significant influence on role performance effectiveness of teachers. Recommendations were made among which is that ministry and boards of Education should provide good financial incentives to teachers in order to boost their morale and maintain instructional effectiveness.

**Keywords:** Impact, perception, financial remuneration, teachers, role performance

### **INTRODUCTION**

Education as bedrock of national development in any society has been widely acknowledged. Education is aimed at equipping the recipient with the relevant knowledge, skill, attitude and values that will enable them function effectively as citizens (Okute and Chukwurah, 2011). That being the case, every society deliberately sets up schools as a means through which

## ***Financial Remuneration and Teachers' Performance***

knowledge and values of our civilization is transmitted to the younger generation. In the school, the task of preparing the learners for future role performance falls on the instructors and the teachers. The teacher is the boss and the decisive element. He creates the mood, dictates the pace and shapes the direction. His power to mould or dissolve the learner is elastic. He is the manipulative force in the teaching-learning setting. For this reason, scholars (Afe 2000; Aromolaran 2002) see teachers as occupying a very important and strategic position in the making of the person. In school systems, teaching effectiveness is of paramount importance since education and school revolve round teaching and learning. The effectiveness of education system encompasses the quality of learning which is dependent on quality of teaching. This in effect, implies that role performance effectiveness of the teacher is adjudged by the degree to which they produce intended learning in the students (Adeogun; Olisaemeka, 2009). Effective teachers as reported by (Isangedighi, 2011) tend to empathize with students while maintaining control, setting standards and allowing students the freedom to assume responsibility and learn. So the success and failure of the school system depends on the role performance of teachers.

Plotnik and Kouyoumdijan (2011) define perception as an individual's unique interpretation of events or stimuli in the environment external to him. A person's perception according to them are usually changed, biased, coloured or distorted by his unique set of experience. It means that a worker's perception can affect his self-perception and self-outlook. Where the teachers' remuneration is still unsatisfactory can hinder the role performance effectiveness of the teacher because he will have negative thinking towards the profession.

Anderson and Resnick (1997) observed that teachers' role is very vital in sharpening the life and quality of marketable skill development of the individual needed to stimulate and sustain the economic activities of the nation. Thus, teachers are expected to be involved with keeping students' records, administer tests and examinations, spend time and took pain in preparing and delivery of lessons, have mastery of the subject matter, exhibit high intellectual ability, be broadminded, sympathetic, imaginative, have experienced and hardworking. However, over the years, there has been growing concern in Nigeria over the effectiveness with which teachers carry out their jobs; the public seem to have lost confidence in the school system as the professional inadequacies exhibited by teachers have been questioned. Parents and government agencies are worried over the failure rate of students, especially in internal and external examination.

In an attempt to improve this, Government of Cross River State in recent times has increased its funding to schools, improved on its physical facilities, equipped school laboratories and libraries, increased teacher allowance, given new cars payable over a period. Despite the efforts to provide an enabling teaching/learning environment, role performance of secondary school teachers, continue to depreciate (Bassey; Bisong; Ubi and Isangedighi 2011). Hence the purpose of this research was to determine the influence of

*Melvina N. Amalu*

teachers' perception of their financial remuneration on the role performance effectiveness of secondary school teachers in Cross River State.

### **Hypothesis**

Teachers' perception of their financial remuneration does not have significant influence on their role performance effectiveness.

### **Research Question**

Do the teachers' perceptions of their financial remuneration have any significant influence on their role?

Performance effectiveness?

### **Literature Review**

Obi (1980) observed that condition of service, financial remuneration, reward, praise and recognition are important motivators in teaching effectiveness. He emphasized that poor and delayed salaries can hinder the role performance effectiveness of teachers because he will think negatively about his job. Generally, teachers' remuneration is very vital. It is what the teacher gets as his take-home pay that would enable him fulfill these essential needs and this influences his attitude (positively or negatively). Ayaniyi and Ezenne (1990) conducted a research on the relationship between the average annual income for teachers and productivity. The result however, showed that low morale and poor performance were attributable to poor rewards (e.g. salaries and fringe benefit) from the school.

Teacher effectiveness is positively related to teachers' attitude towards duties. Ibu (1988) found out that teachers' perception of their financial incentives is related to their productivity. Salaries and wages are essential aspect of remuneration and teachers' effectiveness may a link with how they see their salaries and incentives. Denga (1996) identified monetary incentives as significant factor in job performance. He observed that for an organization to be effective in its control system, It must be able to distribute its rewards according to the performance of respective workers. Edem (1987) observed that for teachers to increase their productivity, the average annual income for teachers should be raised. When there is satisfactory regular salaries and wages, teachers and students outputs are likely to improve. In his view, Denga (maintained that the quality of education given in the secondary school setting is directly proportional to the size or amount of salary, its regular payment and prospects for period review and overall atmosphere of the school, when there delays and uncertainties about payment, teaching and learning stand to suffer because teachers may embark on strike.

As reported by Ejiogu (1985) dissatisfaction with fringe benefit has forced many teachers to move to more rewarding and lucrative jobs. For a teacher to be effective at work he needs good and regular salary, wages and

## ***Financial Remuneration and Teachers' Performance***

other due entitlement enjoyed by other workers. It is this lack of motivation, which lowers their morale and causes them to be ineffective in job performance because financial reward according to Kaufman (1992) is one of major determinant of productivity and represent almost a universally accepted form of inducement for individuals to do work.

## **METHODOLOGY**

### **Research design**

The research design employed in this study was the ex-post facto design set out to investigate the influence of teachers' perception of remuneration on their role performance effectiveness.

### **Population**

600 subjects from 60 secondary schools in Cross River State participated in this study; they were 264 males and 336 females. They ranged in age from 25 to 50 years; their qualification ranged from Higher National Diploma (HND) to Doctor of Philosophy (PHD), their teaching experience ranged from 5years to 26years.

### **Instrumentation**

The instrument used for data collection was questionnaire titled: Financial remuneration Inventory (FRI). This questionnaire contained 25 items that elicited response from the subjects. The FRI consisted of two sections. Section "A" elicited from the respondents' their demographic information such as age, sex, highest educational qualification, marital status, years of teaching experience and their area area of specialization. Section B was a 25-item Likert type scale that measured the respondents' financial remuneration. Role performance effectiveness was assessed using a 28 Likert- type scale with seven units covering the subunits of teachers' role performance as follows: teaching, use of instructional materials, evaluation of students, learning motivation supervision of co-curricular activities and professional/personal qualities. Four (4) students assessed each teacher. The average score of the four students was used as a measure of the teachers' role performance. Thus, two thousand, four hundred (2400) students were used. Cronbach coefficient alpha estimates yielded reliability index of 0.97 for financial remuneration and reliability index of 0.93 for role performance.

### **Administration**

The instrument was administered to the subject in the sampled schools with the help of research assistants and some staff of the various schools.

*Melvina N. Amalu*

Permission was sought and approval was given before the day of administration by the various school principals. The return rate was 99%.

### **Data Analysis**

The data generated were analyzed using Independent t-test. The hypothesis was tested at 0.05 level of significance

## **RESULTS**

The independent t-test analysis showing the influence of teachers' perception of financial remuneration on role performance effectiveness of teachers is presented in Table1. Teachers who had positive perception of their monetary incentives (teaching  $t=3.14, <0.05$ ; use of instructional materials  $t=2.36<0.05$ ; evaluation of students  $t=3.17<0.05$ ) outscored those who had negative perception of their remuneration. However, there was no significant influence between teachers' perception on classroom management, learning motivation, supervision of co-curricular activities professional/personal qualities and overall role performance effectiveness.

## **DISCUSSION**

Teachers with positive perception about their remuneration differ significantly in their role performance. Teachers with positive perception of their financial remuneration were better adjusted than their colleagues who had negative perception in lesson presentation, use of instructional materials, and evaluation of students. The result is not surprising because the is the the key figure for the transmission of knowledge. He serves as a model for the learning of a wide range of behaviours and attitudes some of his modeling occur consciously, and some occur outside the ordinary limits of awareness because it is incidental to what the teacher considers this business. The behavior of a model can have reassuring or discouraging effect. Hence, delays and uncertainties about payment of salaries can affect his attitudes and easily result to negative thinking towards the profession and subsequent reduced performance (Denga. 1996; Isangedighi, 2011; Obi, 1980; Edem, 1987 &Ibu, 1988).

## *Financial Remuneration and Teachers' Performance*

**Table 1:** Result of independent t-test analysis of the influence of teachers' perception of the financial remuneration on their professional effectiveness.

S/No	Role performance Effectiveness	Group of perception	N	Mean	SD	t-value
1.	Lesson presentation	Positive	115	11.18	2.36	3.14*
		Negative	485	10.44	2.27	
2.	Use of instructional Material	Positive	115	10.50	1.90	2.36*
		Negative	485	10.04	1.85	
3.	Classroom Management	Positive	115	10.21	1.40	1.38
		Negative	485	9.97	1.71	
4.	Evaluation of students	Positive	115	11.22	2.34	3.17*
		Negative	485	10.47	2.26	
5.	Learning motivation	Positive	115	9.91	1.55	.67
		Negative	485	9.84	1.59	
6.	Supervision of co-curricular activities	Positive	115	9.87	1.63	.76
		Negative	485	9.81	1.64	
7.	Professional and Personal qualities	Positive	115	10.44	1.90	.07
		Negative	485	10.30	2.15	
	Overall role of Performance Effectiveness	Positive	115	10.48	1.87	1.8
		Negative	485	10.12	1.92	

## **CONCLUSION AND RECOMMENDATIONS**

The study has indicated that teachers' perception of financial remuneration has some impacts on teachers' role performance. Based on the finding, the following suggestions are proffered:

- Ministry and Boards of education should provide satisfactory financial incentives in order to boost the morale and to maintain instructional effectiveness.
- Teachers' salary be paid regularly and on time in order to encourage high commitment to duty and high productivity because lateness in payment can push the teacher to leave their duty to search for things to do or sell in order to provide for his needs and that of his family
- To encourage teachers to stay on the job and not to move to other sectors with more rewarding and enterprising jobs which they consider more profitable, teachers should be paid good salary just like their counterparts in other profession because the e drift most of the time is as a result of poor monetary reward.

## REFERENCES

- Anderson, K.M. and Resnick (1997). Careful comparisons of public and private schools in America: Alexandria, Virginia school board advocacy for public education.
- Afe, J. O. (2000) Teacher education in Nigeria: Trends, issues and challenges. Nigeria Education Research Association.p.11-15
- Adeogun, A.A and B. U. Olisaemeka (2009). Promoting Teaching Effectiveness using Information and Communication Technology (ICT) in College of Education in Lagos State, Nigeria International Journal of Higher Education Research (IJHER ). 4(1): 22-32.
- Aromoloran, A. B. (2002). Private wage returns to schooling in Nigeria 1996-1999. Cantey discussion paper no. 849 Retrieved on them, 2004. <http://www.econ.yale.edu/~egcenty/rescarlittm>.
- Ayaniyi, E. and A. Ezzenne (1990). Management problems facing schoolteachers in Zaria Local Government Area. In Udoh, S.U. & Akpan, G.O. (eds). Management for quality education in Nigeria (32-38) Ibadan:Heinmann Educational Books.
- Bassey, P., N. Bisong, I. Ubi and A.J. Isangedighi (2011). Comparative Job performance effectiveness of teachers in public and Private Secondary Schools in Cross River State. *Annals of Modern Education*. 3 (1): 54-60.
- Denga, D. I.(1996). Human engineering for high productivity in industry and other organization. Calabar: Rapid Publishers.
- Edem, D.A (1887). Introduction to educational administration. Nigeria. Spectrum Books.
- Ejiogu, M .A. (1985). Marginal professionalism: A study of teachers work values. *Durham and Newcastle Review* 9(44): 78-84.
- Ibu, W.O. (1988). Motivation for Occupational Preference Scale. Ibadan: University of Ibadan Press.
- Isangedighi, A.J. (2011). Essentials of learning. Calabar: Eti-Nwa Book Series.
- Kaufmann, H. (1992). Task performance, expected performance and response to failure as functions of imbalance in self-concept. Unpublished Ph.D Thesis, University of Pennsylvania, Philadelphia.
- Plotnik, R. & Kouyoumdjian, H. (2011).Introduction to psychology. California: Wadsworth/Cenage learning.