

STRATEGIES FOR MANAGING TEACHERS' SALARY AND PROMOTION FOR TEACHERS' COMMITMENT IN SENIOR SECONDARY SCHOOLS IN BAYELSA STATE

C.U. OKECHUKWU, PhD.

Department of Educational Management

Faculty of Education

University of Port Harcourt

Choba, Port Harcourt

Abstract

This study investigated ways of managing teachers' salary and promotion to ensure their commitment in public senior secondary schools in Bayelsa state. Two research questions and two hypotheses were formulated to guide the study. The population of the study consisted of 2,991 public senior secondary school teachers and principals in Bayelsa state. Descriptive research design was used. The sample of this study comprised 688 respondents stratified random sampling technique was used. For the generation of data, a validated 16-item instrument with a reliability index of 0.95 was used. The reliability of the instrument was determined using Cronbach Alpha Reliability Coefficient Method. Mean, standard deviation and rank order were used to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significance. The findings revealed among others that salary and promotion of teachers can be managed to ensure their commitment in secondary schools by paying their salaries on time and immediate implementation of their promotion benefits. It is recommended among others that the government should endeavour to pay high professional allowance to the teachers as other professionals, effect and implement the financial benefits of the promotion without undue delay.

Key Words: Reward Management, Teacher's Salary and Promotion.

Introduction

An effective teacher is a person who has passion for the teaching job and helps every student to learn. He is always sourcing for solutions to the students' problems to enable them learn. He helps the students to learn through his actions. This makes him a committed teacher. But before this could happen, the teacher should be adequately rewarded. Rewards should be well managed and equitably distributed to the teachers depending on each person's value and contribution to the organization. Reward management comprises every step or action which the management of an organization carries out in order to reward the employees fairly, equitably and consistently for their services to the organization. The main purpose is to motivate employees to be totally committed in their work place for the achievement of the organizational goal.

Pay or salary is a type of reward which has the power to attract, retain and motivate teachers to be committed to their job. But the pay given to them if not fairly managed could lead to their non-commitment to work evident absenteeism, missing of classes, lateness to work, and others. In the school for instance, if a teacher is forced to teach another related subject in addition to his subject, because the school does not have enough manpower, he will feel unfairly compensated if he receives equal salary with other teachers teaching only one subject. Similarly, teachers handling core subjects as English and Mathematics may feel cheated because of larger class than those whose subjects are done by few students; unless their extra efforts are appreciated and rewarded. Once a teacher feels cheated, or unfairly rewarded, he loses satisfaction. Moreover, when teachers receive less pay compared to other

professionals in other fields (nurses, lawyers) they feel neglected and this contributes to their non-committed.

Furthermore, salary is a fixed amount of money which an employee receives from his employer for the work he does which may be at the end of every month. It is any stated or specific amount of money which an employee receives from his employer for the work he does. Heath field (n.d.) posited that “salary is a fixed amount of money or compensation paid to an employee by an employer in return for work performed”. Paying is a vital factor which affects employee’s motivation (Khan et al., 2010). In-consistence in governmental policies such as non-payment of teachers’ allowances, embezzlement of teachers’ pension fund, and non-inclusion of teachers in long service award programmes have been said to be responsible for the poor commitment of teachers at work (Wasiu & Adebajo, 2014). This is because when people (teachers) feel that they are being treated in an inequitable and unfair fashion, they will be motivated to engage in activities aimed at restoring feelings of equitable treatment (Onabanjo, 2004). This leads to absenteeism, lateness to work and even quitting the job. Salary raise is achieved after hard work and effort of employees, attaining and acquiring new skills or academic certificates and as appreciation for employee’s duty (yearly increments) in an organization. This type of reward is beneficial for the reason that it motivates employees in developing their skills and competence which is also an investment for the organization due to increased productivity and performance. This type of reward offers long-term satisfaction to employees.

Promotion, on the other hand, is the elevation of an employee’s status to a higher rank or position usually accompanied with enhanced welfare packages such as: increase in salaries, allowances or responsibilities, provision of official cars, or some other benefits that are not necessarily financial. It is generally obtained through qualification, commitment to duty and number of years served.

According to Adeyemi, (2009):

Promotion means the elevation of someone’s status as a result of having satisfied the required conditions. It results in increased status, increased allowances, more prestige and increased responsibilities. It is a type of reward he continued to acquire based on an employee’s competence at work, his qualifications or number of years in the (office) job. (p.681).

Emechebe, (2009:639) defined promotions as “advancements to positions of increased responsibilities. It is a move to more important jobs or higher responsibilities”. Kinicki and Williams, (2008:310) defined promotion as “moving an employee to a higher level position – in the most obvious way to recognize that person’s superior performance (apart from giving praises or bonuses). Promotion refers to the advancement of an employee’s rank or position in a hierarchical structure”. Job promotions usually include a new job title, a greater number of responsibilities and a pay increase. They might also include an expansion of benefits and managerial authority over other employees. Job promotions are usually based on performance or tenure (<http://www.investopedia.com/terms/p/promotion.asp>).

This study therefore seeks to find out how teachers’ salary and promotion will be managed to ensure their commitment in Bayelsa State.

The Problem

The poor quality of education all over the country is the concern of everyone. This, in Bayelsa state, is viewed through the continuous massive failure of secondary school students in Senior Secondary Certificate Examination. Though the Bayelsa state government has been

paying the teachers as at when due before the recent economic recession yet, it has been observed by the researcher that many teachers absent themselves from work. Some find it difficult to enter the class and teach even when they are in school. What then could be the problem? Could it be that salary and promotion of the teachers have not been well managed to ensure their commitment? Hence, the problem of this study bothers on ways teachers' salary and promotion can be managed to ensure teachers' commitment in Bayelsa State.

The Aim / Objectives of the Study:

The aim of the study is to investigate on the ways teachers' salary and promotion can be managed to ensure their commitment to work in senior secondary schools in Bayelsa State. Specifically, the objectives are to:

1. Investigate how salary for teachers can be managed to ensure their commitment in secondary schools in Bayelsa State; and
2. Determine how promotion for teachers can be managed to ensure their commitment in secondary schools in Bayelsa State.

Research Questions:

1. What are the ways teachers' salaries can be managed to ensure their commitment in secondary schools in Bayelsa State?
2. What are the ways teachers' promotion can be managed to ensure their commitment in secondary schools in Bayelsa State?

Hypotheses:

1. There is no significant difference between the mean scores of the teachers and school principals on the ways teachers' salaries can be managed to ensure their commitment in secondary schools in Bayelsa State.
2. There is no significant difference between the mean scores of teachers and school principals on the ways teachers' promotion can be managed to ensure their commitment in secondary schools in Bayelsa State.

Methodology

A descriptive survey design was adopted in the study with a total population of 168 public senior secondary schools comprising 2,991 principals and teachers in the 8 L.G.As in the entire state. The sample size was made up of 688 public senior secondary school principals and teachers taken from 4 L.G.As randomly selected out of 8 L.G.As. A questionnaire tagged 'Management of Teachers' Salary and Promotion Questionnaire' (MTSPQ) developed by the researcher was the instrument used for data collection. It was validated and its reliability established at 0.95. A modified Likert scale of four points rating, ranging from strongly agree to strongly disagree was used to gather the required data. Based on this, a criterion mean of 2.5 was set to take decision on the mean responses of the respondents. Mean, standard deviation and rank order were used to answer the research questions and z-test was used to test the hypotheses at 0.05 alpha level.

Research Question One

What are the ways teachers' salaries can be managed to ensure their commitment in secondary schools in Bayelsa State?

Table 1: Mean ratings, Standard Deviation and Rank Order of principals and teachers on management of teachers' salary for teacher commitment in secondary schools in Bayelsa State.

S/N	ITEMS	PRINCIPALS n= 63		TEACHERS n= 616		MEAN SET (\bar{x} \bar{x})	RANK ORDER
		MEAN \bar{x}	SD	MEAN \bar{x}	SD		
1.	The government should pay teachers' salaries on time.	3.5	0.50	3.7	0.44	3.60	2 ND
2.	Teachers on the same grade level and step should earn equal salary.	3.5	0.50	3.7	0.46	3.60	2 ND
3.	The government should increase teachers' salaries as other professionals.	3.6	0.50	3.8	0.42	3.70	1 ST
4.	The government should on promotion, affect teachers' monetary benefits immediately they are promoted.	3.4	0.50	3.70	0.45	3.55	3 RD
5.	The government should give extra pay to science teachers.	3.0	0.65	3.0	0.83	3.00	5 TH
6.	The school administrator should give little bonuses to teachers for over time when necessary.	2.5	0.71	2.90	0.72	2.70	6 TH
7.	The government should give extra pay to teachers posted to the riverine areas.	3.2	0.61	3.6	0.64	3.40	4 TH
8.	The school administrator should pay high performance stipend to the teachers.	2.4	0.58	2.8	0.76	2.60	7 TH
	Grand Mean (\bar{x}) and Standard Deviation	3.14	0.57	3.40	0.59	3.27	

All the items in table 1 were agreed by principals and teachers as ways of managing teachers' salary to ensure their commitment.

Research Question Two.

What are the ways teachers' promotion can be managed to ensure their commitment in secondary schools in Bayelsa State?

Table 2: Mean ratings, Standard Deviation and Rank Order of principals and teachers on management of teachers' promotion for teacher commitment in secondary schools in Bayelsa State.

S/N	ITEMS	PRINCIPALS n= 63		TEACHERS n= 616		MEAN SET (\bar{x} \bar{x})	RANK ORDER
		MEAN \bar{x}	SD	MEAN \bar{x}	SD		
9.	School administrator should inform teachers when they are due for promotion.	3.0	0.49	3.6	0.57	3.30	5 TH
10.	Government should implement financial benefits of promotion immediately after promotion result.	3.5	0.50	3.7	0.46	3.60	2 ND
11.	School administrators should match teachers' promotion with increased responsibility.	3.5	0.50	2.8	1.00	3.15	6 TH

12.	Government should organize pre-promotion seminars for teachers before the promotion examination.	3.3	0.47	2.9	0.61	3.10	7 TH
13.	There should be early release of promotion interview results to successful teachers.	3.5	0.50	3.7	0.46	3.60	2 ND
14.	Every Promotion arrears of teachers should be paid to teachers when other civil servants are being paid.	3.5	0.50	3.6	0.48	3.55	3 RD
15.	Promotion of teachers should be regular.	3.6	0.49	3.7	0.45	3.65	1 ST
16.	The school administrator should ensure that annual salary increment for teachers is done as at when due.	3.3	0.45	3.7	0.46	3.50	4 TH
	Grand mean (\bar{x}) and Standard Deviation	3.40	0.49	3.46	0.55	3.43	

All the items in table 2 were agreed by principals and teachers as ways of managing teachers' salary to ensure their commitment.

Hypothesis One:

There is no significant difference between the mean scores of the principals and teachers on the ways teachers' salary can be managed to ensure their commitment in secondary schools in Bayelsa State.

Table 3: z-test analysis of the difference between the mean scores of principals and teachers on the ways teachers' salary can be managed to ensure their commitment in secondary schools in Bayelsa State.

Variables	N	Mean	SD	Df	z-cal	z-crit	Remarks
Principals	63	3.14	0.57				
Teachers	616	3.40	0.59	677	3.44	1.96	Rejected

z-calculated was greater than the z-critical and the null hypothesis was rejected.

Hypothesis Two:

There is no significant difference between the mean scores of principals and teachers on how teachers' promotion can be managed to ensure their commitment in secondary schools in Bayelsa State.

Table 4: z-test analysis of the difference between the mean scores of principal and teachers on how teachers' promotion can be managed to ensure their commitment in secondary schools in Bayelsa State.

Variables	N	Mean	SD	Df	z-cal	z-crit	Remarks
Principals	63	3.40	0.49				
Teachers	616	3.46	0.55	677	0.91	1.96	Accepted

z-calculated was less than the z-critical and the null hypothesis was accepted.

Discussion of Findings

The findings of this study on how teachers' salaries can be managed to ensure their commitment to duty are: payment of high professional allowance to teachers, payment of teachers' salaries on time, immediate implementation of promotion benefits of teachers, teachers on the same grade level and step should earn equal salary, give extra pay to teachers posted to the riverine areas, give extra pay to science teachers, give little bonuses to teachers for over time when necessary, and pay high performance stipend to the teachers. This result is in line with that of Wasiu and Adebajo (2014) who found out that there is a significant relationship between employee's performance and salary package, employee job allowances and performance and in-service training and employee's performance. The study therefore, recommends among others that adequate salary, allowances in terms of housing, establishment of teachers' salary scale in line with other profession so as to promote job security.

The result of hypothesis one analysis indicates that there was a significant difference between principals and teachers on management of salary for teacher commitment in secondary schools in Bayelsa state. This implies that principals and teachers are of different opinions on the management of salary to ensure teachers' commitment to duty. Furthermore, the existing significant difference between the mean ratings of principals and teachers on how salary could be managed may be affected by their work place differences. As such, they share different opinions.

The findings of this study on how teachers' promotion can be managed to ensure their commitment are: regular promotion, payment of promotion arrears, early release of promotion letters, immediate implementation of promotion benefits, regular annual salary increment, school administrators notifying teachers when they are due for promotion, matching promotion with increased responsibility and organisation of pre-promotion seminars. This result is in line with that of Ahmed and Ali (2008), whose findings among others indicated a positive relationship between rewards and work satisfaction as well as motivation. They identified: payment 86%, promotion 74%, and working conditions 61% as factors affecting teachers' work satisfaction. The implication among others is that the secondary school teachers can only be committed if their promotion is regular and affected immediately they are promoted.

The result of hypothesis two analysis shows that there was no significant difference between mean scores of principals and teachers on management of promotion for teacher commitment in secondary schools in Bayelsa state. This implies that both teachers and principals share the same opinions on how promotion can be managed for teachers' commitment to duty.

Conclusion

If teachers' salary is properly managed, it could ensure their commitment to work.

Recommendations

1. The teacher should be paid high professional allowance and be honoured as other professionals.
2. The government should endeavour to pay the teachers their salaries, bonuses and allowances regularly to enable them be committed to their job.
3. The school administrator should inform the teachers when they are due for promotion and government should effect and implement the financial benefits of the promotion without undue delay.

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