

AN ASSESSMENT OF MONETARY REWARD IN KANO STATE: PERCEPTION OF TEACHERS OF PUBLIC SECONDARY SCHOOLS

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ABSTRACT

This research work assesses the perception of teachers of public secondary schools on their monetary reward in Kano State. The study, which is quantitative in nature, used survey research design. A total of 347 teachers participated in the study. Cluster sampling and random sampling techniques were used in the study. Descriptive statistics analysis was used for the analysis of the responses through SPSS version 17. The study found that the monetary reward, in terms of salary, allowances and monetary benefit, for teachers in public secondary schools in Kano State is poor. In addition, the study found that teachers in Kano State cannot afford for their basic needs.

Keywords: Teachers, Monetary Reward, Salary, Allowances, Benefit.

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1. Introduction

Reward system and practices of an organization contribute to the improvement of organizational performance and help to attract, retain and engage the people upon which the business relies (Armstrong 2010). A good and competitive reward system enables employees to strive towards achieving organizational goal. Reward is concerned with the processes required to ensure that the value of people and the contribution they make to achieving organizational and team goals is recognized and rewarded so that they can put more effort (Armstrong, 2010). Reward Management System includes both Financial and Non-Financial Rewards (Gungor, 2011). Financial rewards comprise all rewards that have a monetary value and add up to total remuneration, while non-financial rewards are those that focus on the needs people have to varying degrees for recognition, achievement, responsibility, autonomy, influence and personal growth (Armstrong, 2010). However, this study focused on financial/monetary reward only.

For majority of people, the primary organization that they work for is an organization that provides them money for their living (Rao, 2014). Thus, monetary reward can be viewed as a measure of influencing individual's drive to act towards desired direction. Monetary rewards comprised all rewards that have a monetary value and add up to total remuneration such as base pay, pay contingent on performance, contribution, competency or skill, pay related to service, financial recognition schemes, and benefits such as pensions, sick pay and health insurance (Armstrong, 2010).

Monetary reward is a vital motivational factor and its importance cannot be overemphasized. Money is attributed to the important symbolic attributes that humans strive: achievement and recognition, status and respect, freedom and control, and power (Rao, 2014). Armstrong (2010) argued that monetary rewards are the core element in total reward. Similarly, Guajardo (2011) found that monetary rewards are the strongest incentive in Africa, especially salary increase or performance based rewards. Another study conducted in South Africa by Narsee (2012) found that monetary reward is the most important reward category. Therefore, people work so that they can satisfy their various needs and wants from the reward they get. Thus, a good monetary reward package help to not only attracts competent workers and retain them, but also determine their commitments and attitudes towards work, and teachers in Kano State are not exception.

However, a study by Bennell and Akyeampong (2007) found that teachers in sub Saharan countries are seriously underpaid and that this, more than anything else, is the key factor undermining teacher morale and motivation. Professor Olusanya, the Deputy Vice Chancellor of Tai-Solarin University, opined that teachers' remuneration in Nigeria is low (Allison, 2014). Similarly, former vice president of Nigeria, Mr. Abubakar, opined that teachers' remuneration in Nigeria is poor (Umoru, 2015). Therefore, what is the perception of teachers of Public Secondary Schools on their monetary reward, in terms of salary, allowances and monetary benefit, in Kano State? Are teachers of public secondary schools in Kano State poorly paid as opined by some Nigerians?

2. Literature Review

2.1 Concept of Monetary Reward

Reward is one of the important elements that motivate employees to put in their best effort. It contributes to the improvement of organizational performance by helping them to attract, retain and engage the people upon which the business relies (Armstrong, 2010). The aim of both monetary and non-monetary rewards system in an organisation is to motivate employees to put in their best effort and skills optimally towards achieving the goals of an organisation. Reward system aims to encourage employees to explore and apply their creativity and innovation ability, to take on greater responsibility and demonstrate commitment with their tasks execution, resulting in higher achievement and improved working performance (Delicet at, 2014).

However, Aktar, Sachu, and Ali (2012) argued that among all those factors which affect employee performance and commitment, motivation that comes with rewards is of utmost importance. Money, in the form of pay or some other sort of remuneration, is regarded by many people as the most obvious extrinsic reward and seems to provide the carrot that most people want (Armstrong & Taylor, 2014). Armstrong and Taylor (2014) argued that, money is a powerful force because it is linked directly or indirectly to the satisfaction of many needs. And even though, Money may in itself have no intrinsic meaning, but it acquires significant motivating power because it comes to symbolize so many intangible goals (Armstrong & Taylor, 2014). An interview conducted by Met and Ali (2014) with human resource managers and employees of Oil and Gas Offshore facility in Malaysia revealed that pay or monetary reward is

one of the primary concerns among employees and money has been one of the key factors associated with employee's motivation.

Agarwal (2010) states that money is still the most crucial motivating factor for employees and that it makes them perform well in the company. Even though he agrees that non-monetary rewards motivate but argues that after a certain point in an individual's career, money has the greater significance. Monetary rewards comprise all rewards that have a monetary value and add up to total remuneration – base pay, pay contingent on performance, contribution, competency or skill, pay related to service, financial recognition schemes, and benefits such as pensions, sick pay and health insurance (Armstrong, 2010). Monetary motivation (reward) is a measure of individual's drive to achieve something in exchange for money (Met & Ali, 2014). However, there are different types of monetary reward. The commonly used ones include the following.

2.2.1 Salary/Basic Pay

Pay is the kind of compensation or rewards to employees upon exercising their responsibilities as employees of a certain entity (Chepkwony, 2014). Base pay, or basic pay, is the minimum amount that an employee receives for working for an organization (Ryan, 2013).

2.2.2 Wages

Wages are monetary rewards paid to workers for supplying their labour usually paid weekly based on the hours worked or results achieved (Onasanya, 2005).

2.2.3 Employee Benefits

Employee benefits consist of arrangements made by employers for their employees which enhance the latter's well-being (Armstrong, 2010). They are provided in addition to pay, and form important parts of the total reward package. As part of total remuneration, they may be deferred or contingent, like a pension scheme, insurance cover or sick pay, or they may be immediate like a company car or a loan (Armstrong, 2010). Employees' benefits are elements of remuneration given to employees in addition to the various forms of cash pay (Chepkwony, 2014).

2.2.4 Allowances

This is defined as monetary benefit other than salary granted to an officer for a specific purpose (federal public service rule, 2006). Allowances are cash incentives, but tied to the specific action that education officials are trying to encourage, such as teaching in a double-shift school or taking that remote assignment (World Bank, 2009). In other words, allowances are monetary benefits other than salary granted to an officer for a special purpose and shall where applicable be paid along with the officer's salary (Kano State Government, 2014).

2.2.5 Cash Bonuses/Performance Bonus

Cash bonuses are the amount of cash determined by how high the employee has over exceeded the set targets or paid based on ranks or job groups (Njanja, Maina, Kibet, & Njagi, 2013). It is a lump sum paid to workers once or split over a number of times a year and does not form part of the basic salary (Onasanya, 2005). Cash bonuses/performance bonus payments are usually paid based on employee performance rating (de Silva, 1998).

2.2.6 Profit Sharing/Profit Related Pay

Profit sharing is an incentive compensation plan that results in the distribution of a predetermined percentage of the company's profits to employees (Ude & Coker, 2012). The plan is used to integrate the employee's interests with those of the company and is paid in cash or shares related to the profits of the company during a specified period of time (Ude & Coker, 2012). In other words, Profit sharing is a plan where the organization rewards its employees on the basis of reported profits for the firm (Ozutku, 2012). Profit sharing schemes are usually not related to an individual's performance, but link to the profits of an enterprise, a part of which is paid as a bonus to the workers (de Silva, 1998). The payment may be a cash payment, or a deferred payment.

2.2.7 Gain Sharing

Gain-sharing refers to a compensation system which divides between the employer and employees the results of improved performance consequent upon the better use of human resources resulting in productivity gains (de Silva, 1998). Allen and Kilmann (as cited in Ozutku, 2012) defined gain sharing as where a portions of individual work unit gains in productivity,

quality, cost effectiveness, or other performance improvements are shared with employees in the form of bonuses based on a predetermined formula. However, gain sharing mode of compensation is usually based on an agreed, pre-determined formula.

2.2.8 Individual based Performance/Pay for Performance

This is the type of cash pay system where performance appraisals and pay increases are based primarily on individual/group achievements (Ozutku, 2012). Performance-related pay is a generic term for reward systems where payments are made based on the performance, either to the individual or a team of employees (Ryan, 2013).

3. Methodology

This research work is quantitative in nature and uses survey design research. Survey design research enables the researcher to have more control over the research process and generate findings that are representative of the whole population (Saunders, Lewis, & Thornhill, 2009). The population size of this study consists of the entire 13,357 secondary schools teachers under Kano State Secondary Schools Management Board (KSSSMB). The sample size of the study is three hundred and eighty (380) teachers of public secondary schools in Kano State and 317 valid responses were retrieved. Cluster sampling technique was adopted for economic efficiency. The clusters in this study are the fourteen zonal education offices under KSSSMB. Six zonal education offices comprised of Kura, Dala, Danbatta, Nassarawa, Dakin Kudu, and Municipal were randomly selected to represent the population. Furthermore, six public secondary schools were randomly selected from each of the six zones (36 secondary schools in total) to participate in the study. Teachers from these selected public secondary schools were also randomly selected to participate in the study.

Questionnaire instrument was used to obtain data from the research unit of the study. The questionnaire has seventeen (17) items which were divided in to four sections. The instrument was coded based on five point Likert scale with a range of option from 1 (strongly agreed) to 5 (strongly disagreed). Face validity was used to determine the validity of the instrument. In addition, Chronbath Alpha was used to determine the scale reliability of the instrument. An alpha of 0.837, 0.766, and 0.662 were recorded for salary, allowances and monetary benefit.

Bandar, Jani and Karim (2014) argued that an alpha scores greater than or equal to 0.60 are considered acceptable and adequate internal consistency. The research work has three variables to measure dimensions of Monetary Reward. The three dimensions include salaries, allowances, and monetary benefit and they were adopted because of the fact that KSSMB is purely nonprofit making organization and only these three dimensions are currently applicable for teachers in Kano State.

Descriptive statistics were used for data analysis. Specifically frequencies and percentages were used to describe the responses of the respondents. All the analyses were done through SPSS version 17.

4. Result and Discussion

An analysis of the demographic variables of the respondents shows that 67.5% of the respondents are married. This result implies that majority of teachers in Kano State have family responsibilities to take care of. Result of the educational qualifications shows that 15.5% of the respondents had diploma, 28.4% had NCE, and 56.2% are graduate. This result implies that more than 84% of the respondents have, according to National Education Policy (2008), the minimum qualification to teach in Nigeria. Furthermore, despite the family responsibilities shouldered by majority of the respondents in Kano State, 69.4% of the respondents earn between ₦25,000 to ₦55,000 or averagely ₦40,000 per month.

However, Table 4.1 shows the result of the descriptive analysis of teachers' assessment on their salary.

Table 4.1 Descriptive Analysis of Teachers' Assessment on their Salary

Question	Frequency	Percentage
Your salary meets your basic needs (food, housing, health)		
Strongly Agree	43	13.6
Agree	48	15.1
Neutral	68	21.5
Disagree	88	27.8

Strongly Disagree	70	22.1
Total	317	100.0
Teachers are being paid enough salaries		
Strongly Agree	25	7.9
Agree	23	7.3
Neutral	51	16.1
Disagree	114	36.0
Strongly Disagree	104	32.8
Total	317	100.0
You are satisfied with your current salary as a teacher		
Strongly Agree	45	14.2
Agree	55	17.4
Neutral	75	23.7
Disagree	75	23.7
Strongly Disagree	67	21.1
Total	317	100.0
The pay given to teachers is worth the services they render		
Strongly Agree	26	8.2
Agree	45	14.2
Neutral	62	19.6
Disagree	103	32.5
Strongly Disagree	81	25.6
Total	317	100.0
Government takes the issue of teachers' salary seriously		
Strongly Agree	38	12.0
Agree	58	18.3
Neutral	73	23.0

Disagree	75	23.7
Strongly Disagree	73	23.0
Total	317	100.0
Teachers' salary pay is a good one		
Strongly Agree	36	11.4
Agree	38	12.0
Neutral	69	21.8
Disagree	97	30.6
Strongly Disagree	77	24.3
Total	317	100.0

Source: Field Survey, 2017

From question one in Table 4.1, 28.7% of the respondents have agreed that their salary meets their basic needs, 21.5% of the respondents were neutral, and 49.9% of the respondents have disagreed. This result implies that majority of the respondents cannot afford for their basic needs of life such as food, shelter, clothing etc. From question two in Table 4.4, 15.2% of the respondents have agreed that they are being paid enough salary, 16.1% of the respondents were neutral, and 68.8% have disagreed. This result implies that majority of the respondents believed that they are not being paid enough salary. From question three in Table 4.2, 31.6% of the respondents have agreed that they are satisfied with their salary, 23.7% of the respondents were neutral, and 44.8% of the respondents were not satisfied with their salary. This result implies that majority of the respondents were not satisfied with their salary.

Furthermore, from question four in Table 4.2, 22.4% of the respondents have agreed that their salary pay is worth the services they render, 19.6% of the respondents were neutral, and 58.1% of the respondents have disagreed. This result implies that majority of the respondents believed that their salary is not worth the services they render. From question five in Table 4.2, 30.3% of the respondents have agreed that government takes the issue of teachers' salary seriously in Kano State, 23.0% were neutral, and 46.7% of the respondents have disagreed. This result implies that majority of the respondents believed that government do not take the issue of teachers' salary seriously in Kano State. From question six in Table 4.2, 23.4% have agreed that teachers' salary

pay is a good one, 21.8% were neutral, and 54.9% of the respondents have disagreed. This result implies that majority of the respondents have believed that teachers' salary pay is not a good one in Kano State.

However, Table 4.2 shows the result of descriptive analysis of the perception of teachers on their allowances in Kano State.

Table 4.2 Descriptive Analysis of Teachers' Assessment on their Allowances

Teachers are being paid all their entitled allowances	Frequency	Percentage
Strongly Agree	59	18.6
Agree	59	18.6
Neutral	46	14.5
Disagree	102	32.2
Strongly Disagree	51	16.1
Total	317	100.0
Teachers allowances are paid as at when due		
Strongly Agree	27	8.5
Agree	68	21.5
Neutral	73	23.0
Disagree	94	29.7
Strongly Disagree	55	17.4
Total	317	100.0
Government takes the issue of teachers' allowances seriously		
Strongly Agree	31	9.8
Agree	32	10.1
Neutral	75	23.7
Disagree	91	28.7
Strongly Disagree	88	27.8
Total	317	100.0

Source: Field Survey, 2017

From question one in Table 4.2, 37.2% of the respondents have agreed that they are being paid all their entitled allowances, 14.5% of the respondents were neutral, and 48.3% of the respondents have disagreed. This result implies that majority of the respondents believed that teachers are not being paid all their entitled allowances in Kano State. From question two in Table 4.4, 30% of the respondents have agreed that teachers allowances are being paid as at when due, 23% of the respondents were neutral, and 47% have disagreed. This result implies that majority of the respondents believed that teachers' allowances are not being paid as at when due in Kano State. From question three in Table 4.2, 19.9% of the respondents have agreed that government takes the issue of teachers' allowances seriously in Kano State, 23.7% of the respondents were neutral, and 56.5% have disagreed. This result implies that majority of the respondents believed that government do not take the issue of teachers' allowances seriously in Kano State.

Finally, Table 4.3 shows the result of descriptive analysis of the perception of teachers on their monetary benefit in Kano State.

Table 4.3 Descriptive Analysis of Teachers' Assessment on their Monetary Benefit

Government provides	Frequency	Percentage
Subsidized health services to teachers in Kano State		
Strongly Agree	153	6.6
Agree	81	8.5
Neutral	35	11.0
Disagree	27	25.6
Strongly Disagree	21	48.3
Total	317	100.0
Government provides soft loans to teachers in Kano State		
Strongly Agree	136	3.5
Agree	100	7.9
Neutral	45	14.2

Disagree	25	31.5
Strongly Disagree	11	42.9
Total	317	100.0

Source: Field Survey, 2017

From question one in Table 4.3, 15.1% of the respondents have agreed that government provides subsidized health services to teachers in Kano state, 11% of the respondents were neutral, and 74% of the respondents have disagreed. This result implies that majority of the respondents believed that government do not providesubsidized health services to Teachers in Kano state. From question two in Table 4.3, 11.4% of the respondents have agreed that government provides soft loans to teachers in Kano State, 14.2% of the respondents ware neutral, and 74.4% have disagreed thatgovernment provide soft loans to teachers in Kano State. This result implies that majority of the respondents believed that government do not provides soft loans to teachers in Kano State.

5. Implications of the Study Findings

The findings of this study have both theoretical and practical implications. The theoretical implication of thisstudy is that the study lays down the foundation for further stu\dies in the related area. This study found that teachers in public secondary schools in Kano State are poorly rewarded in terms of salary, allowances and monetary benefit, what is the effect of that on their job satisfaction or performance. Therefore, students and scholars who are interested in human resource management and other area of research related to this study will find this research work very helpful.

Furthermore, the findings of this study will practically assist the government to better understand the perception/feeling of teachers of public schools in Kano State on their salary, allowances, and monetary benefit. Therefore, the study will help the government in formulating effective monetary reward package that will enable the teachers in Kano State afford for their basic needs such as food, shelter etc. so that they can have the much needed focus and concentration.

6. Conclusions

This research work assessed the perception of teachers in public secondary schools in Kano State on their salary, allowances and monetary benefit. The study concluded that teachers in Public Secondary Schools in Kano State perceived their monetary reward, in terms of salary, allowances and monetary benefit as poor. Majority of teachers in public secondary schools in Kano State earn between ₦25,000 to ₦55,000 or averagely ₦40,000 per month despite the fact that majority of them have family responsibility. This result meant that majority of teachers in public secondary schools in Kano State and their family live on \$125 per day (₦40,000/₦320) after taking into cognizance of ₦320 per US dollar interbank exchange rate in Nigeria. Therefore, the findings of this study concurred with the findings of the by Bennell and Akyeampong (2007) which concluded that teachers in sub Saharan countries are seriously underpaid.

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