

**EMPLOYEES' REWARDS AND JOB COMMITMENT AMONG PUBLIC
SECONDARY SCHOOL TEACHERS IN OGUN STATE, NIGERIA**

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Certification

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Dedication

This project is dedicated to Almighty GOD who in the beginning and the end, for his infinite mercies, Love and protection over my life. He is the only one who is worthy of worship, all praises and glory to GOD. I also dedicate this project to my parents Alhaji and Mrs Bawalla for their support throughout my academic programme in the University.

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ABSTRACT

Globally, effective reward practices are among the major motivational tools for enhancing job performance and commitment of teachers. In Nigeria, job commitment among teachers has become an issue of concern. Previous studies on teachers' job commitment have largely focused on poor working environment, government policies and inadequate monitoring with little attention paid to the contribution of rewards system on teachers' job commitment, especially at the secondary level. This study was therefore, designed to investigate employees' rewards and job commitment among public secondary school teachers in Ogun State, Nigeria.

Structural Functionalist and Expectancy theories provided the framework. Research design was cross-sectional. Multi stage sampling was adopted; Ogun State was stratified into three senatorial districts: Ogun Central, Ogun West and Ogun East. Thirty secondary schools were randomly selected, while Cochran's (1977) formula was used to identify 750 respondents selected from public secondary school teachers. A structured questionnaire was used to elicit information on socio-demographic characteristics of respondents, types of rewards, and effects of rewards on teachers' job commitment. Job commitment was measured using Meyer's scale, categorised as low (>2.49), moderate (2.50-3.99) and high (>4.00). Employees' rewards was measured using 3-point scale with 18-items categorised as low rewards (≤ 26), moderate rewards (27-45) and high rewards (>46). Nine key-informant interviews were conducted with three officials each from Ministry of Education, Science and Technology, Teaching Service Commission, and retired educationists to elicit information on the challenges faced by the government and the perceived decline in the quality of public secondary education in the State. Eleven In-depth interviews were conducted with Teachers union executive members to ascertain their effort towards improved teachers' rewards. Quantitative data were analysed using descriptive and inferential statistics $p \leq 0.05$ and qualitative data were content-analysed.

Respondents' age was 40.5 ± 3.3 years, 57.0% were female, 85.5% were married, 91.2% had tertiary education and 14.7% earned less than ₦50,000 monthly. Types of rewards available included financial rewards- (medical allowance; 26.2%; 2.46; leave bonuses; 22.9%; 2.26; transport allowance; 77.1%; 4.01 and Teachers Peculiar Allowance; 75.1%; 4.03) and non-financial rewards- (recognition; 35.4%; 2.43 and On-the-job training; 37.4%; 2.39). There was a positive but weak relationship between financial rewards and teachers job commitment ($r = .56$). Non-financial rewards ($r = .72$) had negative effects on teachers commitment. There was strong correlation between rewards and job commitment in terms of intention to quit ($r = .86$), lateness to work ($r = .88$), and low morale ($r = .79$). The State government was faced with financial challenges due to drastic fall in federal allocations. Unemployment and economic recession were the major reasons why teachers engaged in teaching, which resulted in low job commitment and decline in quality of public secondary education. The NUT mobilised its members to embark on strike actions to press home their demands for improved condition of service.

Low rewards led to low job commitment among public secondary school teachers in Ogun State. Therefore, the State government should appreciate and reward teachers adequately and employ only interested and competent teachers.

Keywords: Nigerian Union of Teachers, Reward practices, Ogun State Teaching Service Commission

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The importance of job commitment among staff in any organisation, private or public, cannot be underestimated. This is because job commitment is so crucial that it is the only linkage towards the achievement of any organisational set goals (Spector, 1997; Fajana, 2002). Job commitment is the extent to which employees like their work. Basically, it is the level of favourableness or unfavourableness with which workers view their jobs (Werther and Davis, 1999). It refers to the employees' positions and views on their jobs. For example, a worker with a high degree of pleasure has favourable feelings for his or her job, whereas a depressed worker in the workplace tends to have a negative attitude (Robbins and Coulter, 2005).

Job commitment has three main constructs – affective, normative and continuance commitments (Allen and Meyer, 2007). Affective commitment could be described as commitments that are associated with employees having an attachment and emotional ties, which are based on positive experiences, with an organisation. The normative is based on employees' relation to the perceived obligations towards the organisation while the continuance commitment is about how the employees perceived the economic and social cost of quitting an organisation.

The commitment of school teachers in Nigeria started declining via the introduction of Structural Adjustment Programme (SAP) in 1985. The Nigerian government introduced Structural Adjustment Programme (SAP) in the mid-1980s. This brought about division in the economy, which affected other sectors in the nation's economy, most especially the educational sector. Some studies (Olulobe, 2004; 2005; Ubom, 2004 and Joshua, 2004) have shown that the dislocation in the economy generally affected teachers' orientation and commitment, culminating in the decline in the quality of education in Nigeria. For instance, the ensuing restructuring exercise led to retrenchment and inability to fund public institutions, among others. This period generally witnessed the neglect of the educational sector. Private individuals decided to fill the gaps through the establishment of private primary, secondary and tertiary institutions and employed a large number of people who did not have formal training in the teaching profession. Also, the neglect of public institutions through inadequate funding, delay in payment of benefits and retrenchment benefits led to change in the psyche of public teachers, hence the decline in their commitment, performance and right attitude to work (Ayeni, 2005).

One of the consequences of SAP was the decline of education in Nigeria (Igbuzor, 2006). The funding of the schools started becoming a problem. And since then, the condition of schools started diminishing to a poor state. Schools run by state government could be said to be in deplorable states, most school facilities being in a state of neglect and bad condition (Federal Ministry of Education, 2002). There are inadequate books, equipment needed in laboratory, library and other basic facilities that are supposed to aid the teaching and learning process for students in the public schools.

The payments of salaries (especially of teachers) in a number of states are epileptic. This was unlike the period before the SAP era, which produced high level of satisfaction and commitment among teachers that consequently translated to high academic performance of students. With the introduction and practice of SAP, the school system and the teaching profession gradually derailed such that the remainder of Nigerian teachers became displeased, disappointed, thwarted and discouraged professionals (Federal Ministry of Education, 2002). Lacking any motivation or encouragement, their output in terms of teaching and preparation of lesson notes have therefore become abysmally low.

The decline of the commitment of secondary school teachers to work in Ogun State, Nigeria, as reflected in students' performances, shows that the commitment of teachers to academic work is below expectation, owing to incessant industrial conflicts between the teachers and the state government, their employers. The state government and public secondary school teachers are in conflict over issues which the Ogun State chapter of National Union of Teachers (NUT) identified as 'teachers plight' and the problems bedeviling education and teachers in the state. This include: inconsistency of net wages for teachers, promotional delays and non-adjustment of salary after receiving further qualifications, the state government failing to meet the 27.5 percent federal government increment, teachers' poor working conditions, and delays in payment of teachers' salaries (NUT, 2013).

Although, one cannot leverage on the fact that the students' performance is an adequate measure of teachers' job commitment, at the same time, the poor performance of students in West African School Certificate Examination (WASCE) in recent times considerably reveals secondary school teachers' declining state of commitment to academic work. For example, in Ogun State, between 2009 and 2015, public secondary school teachers associated with the Nigeria Union of Teachers (NUT) went on strike for the aforementioned reasons in February

2009, October 2009, September 2012, October 2013, January 2015, and October 2016. In 2013, the Parent-Teacher-Association (PTA) in Ogun State claim that the level of education in the State has declined tremendously in the last fifteen years, unlike in the 1980s and 1990s when the State was known to be excellent in academic performance in West Africa School Certificate Examination (WASCE). During this era, the public secondary schools were highly committed and dedicated to academic work. This reflected in the assessment of the secondary schools in Ogun State as academically excellent. The decline, no doubt, accounts for the number of private secondary schools, which have continued to increase geometrically. According to the Department of Research, Planning and Statistics in the State Ministry of Education (2013), in the last decade, the number of private secondary schools in Ogun State has grown exponentially. Unfortunately, the bulk of students who attend public schools are from lower-income families who cannot afford to send their children or wards to private schools. Government executives and administrators who are now in charge go to high schools during their time.

The consequences of these teachers' agitation could be a serious contributory factor to public secondary school teachers' job commitment, thus resulting in lateness to work, absenteeism, redundancy at work, unwillingness to prepare lesson notes on time and in increased indiscipline among students, and poor performance of students in examinations. The country at large and Ogun State specifically continued to encounter enormous ebb in the academic performance of public schools and this may continue to happen even at a faster rate if government's attitude does not change regarding the management of schools (Kobojunkie, 2011). For instance, between 2007 and 2010, Ogun State was in the fifth position for examination malpractices as shown by Nigeria. (Federal Ministry of Education Examination Malpractice Blacklist, Volume 1, 2011). Edo (19.4%), Benue (11.1%), Lagos (8.3%), Enugu (7.1%), Ogun State (6.8%), and the Federal Capital Territory and are the top five states participating in educational malpractice out of the thirty-six states. If this is not resolved, the state's public high schools will lose much of their dignity.

Based on the foregoing, it is important to look into the employees' rewards of public secondary schools teachers in the state, which could be a factor since reward acts as a powerful tool in educational institutions and may lead to increased efficiency of teachers in service delivery. Armstrong (2005) sees rewards as building better employment deal towards achieving the organizational stated goals and objectives, holding on to good employees and reducing

turnover. Rewards could be financial and non-financial. Financial rewards include: wages and salaries, leave bonus, transport allowance, housing allowance, special allowance, like Christmas bonuses and overtime payment, pension and gratuity bonuses and profit sharing scheme. Conversely, non-financial rewards include: long service awards, recognition by students, promotion, study leave with pay and sponsorship, on-the-job training, advancement opportunity, career development, praise, recognition, responsibility, accommodation and so on.

Employment dedication has been discovered to be a critical area of systematic investigation and disappointment is one of the key reasons people leave jobs (Loui, 1995). How well a staff is appropriately rewarded could be a major determinant of his/her functionality at work. Job commitment, in the context of this study, relates to how the teachers like their work and improve their job/teaching performance. The educational system, especially primary and secondary schools, needs good and competent teachers that are highly motivated in order to attain their goals and produce good citizens. Teachers are expected to render a very high job performance as prescribed in the civil service rule. Similarly, the tasks and contexts of educational incentive management approaches and tools must not be underestimated because high morale improves employee efficiency, which is beneficial to educational growth and the scheme (Ololube, 2004; 2005).

In Ogun State, the commitment of teachers in the public sector to their jobs has become paramount considering the believe that it has declined and negatively affected the performance of their students in recent times. This study therefore focused on the perceived effects of rewards on job commitment among secondary school teachers in Ogun State.

1.2 Statement of the problem

In recent times, there have been series of industrial actions and rifts between teachers in Ogun State and the government (Ogunlade, 2011). The Nigeria Union of Teachers called on teachers to go on strike in September 2012 due to the inability to pay the 27.5 percent Teachers' Salary Structure decided upon by the Governors Forum in 2008. (Taiwo, 2012). Furthermore, between 2009 and 2016, Public Secondary School Teachers affiliated with the Nigeria Union of Teachers (NUT) and Academic Staff Union of Secondary Schools (ASSUS) went on strike in February 2009, October 2009, September and October 2012, January 2015, March 2016 and October 2016 because of the reasons stated above. The results of all these agitation being

witnessed include: Absenteeism, tardiness, inability to evaluate students' jobs, a lack of a sense of belonging, and job duplication any of these are signs of a lack of career dedication. These also led to test malpractices, teachers' lack of sense of identity, instructor apathy, and the consequent inability to cover the syllabus on time; both of which have a detrimental impact on teachers' employment (Ogunlade, 2011).

In the 1980s and 1990s, public secondary schools in the state were known for excellent academic performance. They consistently had one of the best results in West African Senior School Certificate (WASSCE) in the country. However, the level of education in the state has declined tremendously. The rate at which students in terminal classes fail in recent times is alarming. For instance, according to the Department of Research, Planning and Statistics of Ministry of Education (2014), the students that had five credits including English language and Mathematics in 2009, 2010, 2011, 2012 and 2013 are 13.91%, 11.4%, 18.22%, 19% and 26.5% respectively. Students' performance in (WASSCE) in the last few years in Ogun State, Nigeria, as reported in the media, is not encouraging. Each year comes with a gradual decline, and this is worrisome. This trend has been largely attributed to lack of job commitment among the classroom teachers, which, in most cases, culminated in teachers coming late to work, absenteeism, redundancy at work and indiscipline among students (Hakeem, 2012).

The career choice or course of study of a student at the point of gaining admission into the university could also be seen as a contribution to the decline of teachers' commitment to work in the public secondary school. For instance, a student that intended to study Pharmacy or Medicine in the university but unfortunately was not offered the course but later settled for another choice of course and later got employed in the teaching profession will likely not be committed to academic work.

According to the Federal Ministry of Education (2002), most graduates after 1980 who went into teaching, either at the elementary or fundamental stage, were all who were unable to obtain five credits in the WASSCE test. The ensuing effect of this is the loss of teachers' dignity. Likewise, in the last decade, the general public has been of the opinion that Nigerian teachers are prone to poverty such that the teaching profession is no more attractive; it no longer attracts first-class graduates from the universities. The young graduate today finds it difficult to make a career in teaching because they see the teaching profession as a stopgap employment. The consequence of this is that even if such people are employed in the teaching profession, their commitment to

academic work will be below and this most likely will affect their service delivery and invariably has a negative effect on the students.

In an attempt to find solutions to the problems of job commitment among public secondary school teachers in the state, previous studies have concentrated more on teachers' factors, government policies and environmental factors (Ejju, 2005; Ojodu, 2008; Odubanjo, 2010) with less attention on the reward management system. It is against this milieu that this study was designed to fill this gap by investigating the influence of rewards on job commitment among public secondary school teachers in Ogun State, Nigeria.

1.3 Research questions

Based on the statement of the problem, the following questions were raised to guide the research:

1. What are the components of rewards available to teachers?
2. What is the role of teachers' union in their agitation in enhancing reward management for teachers?
3. What are the effects of rewards on teachers' job commitment?
4. What are the declining levels of teachers' commitment now compared to the 1990s?
5. What are the challenges faced by the Ogun State Government in enhancing a good reward management for public teachers?
6. What are the coping strategies employed by the teachers against the challenges of reward management?

1.4 Research objectives

The broad objective of this study was to investigate the effects of rewards on job commitment among public secondary school teachers in Ogun State, Nigeria. The specific objectives were to:

1. examine the components of rewards available to public secondary school teachers;
2. investigate the roles of teachers' union in their agitation towards rewards for public secondary school teachers in Ogun State and related issues;
3. examine the effects of rewards on teachers' job commitment in the state;
4. investigate the perceived decline of teachers' job commitment as compared to the past (Pre-1990s);

5. investigate the challenges faced by the Ogun State government in enhancing good reward management for public secondary school teachers; and
6. explore the coping strategies of public secondary school teachers who are faced with reward related challenges.

1.5 Hypothesis

The following hypotheses were formulated for the study:

Hypothesis 1: There is no significant relationship between the types of employees' rewards (financial and non-financial) and teachers' job commitment.

Significance of the study

Employees' rewards have a great influence on their job commitment. The study shed light on the types of rewards available to public secondary school teachers, the perceived effects of rewards on teachers' job commitment, roles of teachers' unions in maintaining and facilitating adequate rewards for teachers vis-a-vis the difficulties encountered by the state government in implementing good teacher incentive management. The study thus has the potential to contribute to a better understanding of the teachers' attitude and perception towards teaching, relative to students' performance.

This study exposed the numerous difficulties that the state government encountered in improving successful reward practices for teachers and how they influenced their dedication to work, as well as the tactics used by public secondary school teachers in reward-related matters. The study contributed immensely to knowledge and also it is of advantage to policy makers, teachers, labour unions, communities, and state government as well as major stakeholders in the educational sector.

1.7 Scope of the study

The study was conducted in Ogun State, Nigeria. It focused on the effects of rewards on the job commitment of public secondary school teachers in Ogun State. The state was chosen as a result of the tremendous decline in the educational sector, resulting from incessant strikes embarked upon by the teachers' unions (NUT and ASSUS). This has been associated with the poor performance of the students in WASSCE over the years. The activities of the Nigeria Union of Teachers (NUT) and Academic Staff Union of Secondary School (ASSUS) were also looked

into as a result of the fact that the public secondary school teachers in Ogun State are members of a particular teachers' union. The rationale for focusing on this category of the population was the declining state of teachers' job commitment as compared to the past when the state was known for good academic records of performance of students in the terminal classes.

The secondary schools in Ogun State are divided into three categories, 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 1 principal and 3 vice principals. There are 181 senior secondary schools, 196 junior secondary and 115 combined junior and secondary schools. The total number of public secondary schools in Ogun State is 492 and the number of teachers is 13,426 (Department of Research, Planning & Statistics, Ministry of Education, Ogun State).

The study cut across the three senatorial districts of Ogun State, namely: Ogun Central, Ogun East and Ogun West. The senatorial districts already covered eighteen (18) Local Government Areas (LGAs) out of twenty (20) LGAs in the state. The two (2) LGAs left out were Ijebu East and Remo North due to insecurity as at the time of conducting this study.

1.8 Definitions of concepts

This sub-section provides the definitions of some of the terms used in the context of this research.

1. **Job Commitment:** This refers basically to the extent to which an employee (teacher) likes his/her job. It also has to do with the behavioural pattern of employees in the workplace and the attitude of employees in an organisation.
2. **Rewards:** This refers to creating a better job deal in order to achieve the organization's aims and priorities. It also refers to retaining healthy employers and reducing turnover. It also aims to recruit, maintain, and motivate the workforce required to carry out a business strategy.
3. **Junior Secondary Schools:** Junior secondary school is the lower basic education with three years duration and provided in secondary schools. The junior secondary school is headed by a principal and two vice principals.

4. **Senior Secondary Schools:** Senior secondary school education is the upper basic education with three years duration that is provided in secondary schools. The junior secondary school is headed by a principal and two vice principals.
5. **Combined Junior and Senior Secondary Schools:** This is the combination of both lower and upper basic education with six years duration and provided in secondary schools. The combined secondary school has one principal and three vice principals.
6. **Public Secondary Schools:** A public secondary school is a school between the primary and tertiary stages of education. It is public because it is maintained by the government.
7. **Professional Teachers:** There are degree holders of teaching credentials, such as B.Ed or B.A/Ed; holders of the Nigeria Certificate of Education (NCE) or its corresponding qualification; and holders of Teachers Grade 1 and 11 degrees, as well as their counterparts, such as Advanced Technical and Commercial Certificates.
8. **Non Professional teachers:** These are degree holders and holders of advanced and commercial certificates that are not related to education or teaching qualifications.
9. **Auxiliary Teachers:** These are holders of intermediate and craft certificates, Grade 111, Grade 1V, HSC, WASC, GCE.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

This section reviewed the relevance of employees' rewards to job commitment among public secondary school teachers. This is done under various subheadings which include: the meaning of reward, the components of financial and non-financial reward, the adequacy of reward management on teachers in terms of satisfaction of teachers' wages and salaries and other allowances. Others are: the economic functions of NUT, the influence of NUT on education, the code of conduct and guides for teachers in secondary schools, the perceived effect of remuneration on teachers' job attitudes, the roles and functions of NUT in reward management as well as issues, condition and challenges of secondary education in Nigeria.

Organisational commitment

Organizational and task dedication has long been a term in the world of employment (Allen and Meyer, 1990; Dick, 2011). Allen and Meyer (1990) characterize organizational engagement as "the holistic effort of an employee's presence and interest in an organisation," as well as the degree to which staff or employees enjoy their employment. Many reports identify three types of organizational engagement: affective, continuous, and normative commitment (Allen and Meyer, 1990; Meyer, Stanley, Herscovitch, and Topolnytsky, 2002; Chen and Francesco, 2003; Cheng and Stockdale, 2003; Chang, Chi, and Miao, 2007). Affective loyalty is described as having a perceived emotional connection to or identification with the entity and being involved with it. Continuance loyalty contributes to employees' perspectives and perceptions of the economic risks involved with quitting their companies (Meyer and Allen, 2007). Normative commitment refers to the workers' intuition in relation to their obligation to either remain or not in their organizations (Allen and Meyer, 1990).

Various literatures had revealed employees' attitudes and perception of organizational commitments and performance. Allen and Meyer (1990), for example, discovered that all three constructs of loyalty were negatively linked to pulling out of cognition and attrition, and affective commitment was positively related to organization-relevant in terms of participation, success, and corporate citizenship behavioral factor and employee-relevant (that is burn-out and work-family conflict issue). Khatibi, Asadi, and Hamidi (2009) discovered a major negative

association between work stress and job engagement in a related analysis (that is, affective commitment and normative commitment). Job tension, on the other hand, has no major association with continued engagement. Despite the theoretical importance of organizational commitment, it is surprising that few studies on organizational commitment and job satisfaction have been conducted in the educational environment, especially in primary and secondary schools in Nigeria.

Job satisfaction

Employment satisfaction is described by Locke (1976) as "a favorable emotional condition arising from the assessment of one's job or job experiences." Job satisfaction is made up of many structures of many dimensions. For example, Spector (1997) defines nine (9) employee satisfaction metrics as follows: compensation and bonuses, promotion and development, management and administration, benefits, incentive incentives, operating procedures (norms and procedures), coworkers, style of employment, and knowledge. Okpara (2004) recognizes five (5) factors that contribute to workplace satisfaction: remuneration, career development, administration, employment type, and staff. He followed Spector's (1997) positions on work dedication because they are broad and commonly used by many intellectuals.

Job satisfaction is related to work-related outcomes, performances and behaviours, such as opposing productive work attitude (Omar, Halim, Zainah, Farhadi, 2011; Nasir and Bashir, 2012), work citizenship attitudes (Koys, 2001; Foote and Tang, 2008; Li, Liang and Crant, 2010) and turnover motives, among others (Lambert, Lynne Hogan, and Barton, 2001 and Nadiri and Tanova, 2010).

2.1 Reward Management

Michael Armstrong (2003) claims reward management is basically concerned with the formulation and implementation of plans and positions that is geared towards rewarding people justly, equitably and in a systematic manner, which is in accordance with employees' input and values to the organization. It deals with the plan, execution and upkeep of reward practices that are geared towards enhancing the organization, group and individual performance. Reward management involves analyzing and directing personnel pay package and all of the other benefits for the employees (Armstrong, 2009). The main objective of reward management is to pave the

way for efficient reward structure for an organization. This reward composition consists of series of policies on pay and practices, salary and payroll administration, reward benefits, minimum wage, executive pay and team reward. The objective of reward management is to give incentive employees on equality and consistently in tandem to the value of their contribution to the overall objective of the organization. Reward system is important so as to motivate employees to work towards achieving set goals and objectives as identified by the management, and so it the duty of organisations to put an effective compensation system in place to encourage the employees (Omolawal and Ayilara, 2020). It is to be noted that reward management is not only concerned with pay and employee benefits but, more importantly, focuses on other aspects of reward such as recognition, training, development and increased job responsibility.

Components of an employee's reward

a. Basic pay: Basic pay is the fixed salary or wage that is embedded in one's salary. It constitutes the rate for the job done.

b. Base pay: This is in addition to financial rewards and it may be provided based on how the employees perform on a particular task, which could be related to skill, competence or experience on the job. Special allowances may also be paid.

c. Individual performance pay: This is a type of pay that is specifically determined by increase in base pay or cash bonuses. It is adjudged by performance assessment and ratings.

d. Bonuses: Bonuses are like profits that are given to employees on the successful performance of a particular task or activity. It is mostly paid in lump sums which are related to performance by individuals or teams/groups.

e. Incentives: Incentives are payments that are granted to employees having achieved a set target for the purpose of motivating the employees.

f. Commission: This is the type of rewards that is paid to employees on the basis of sales made via percentage. A good example is insurance policy.

h. Skill based pay: This is also called knowledge based pay. It is a type of payment made to employees based on the technical savvy.

I. Competence-related pay: This is paid to employees based on the level of competence a worker demonstrates in discharging his/her duties.

j. Career development pay: It is a type of rewards that is paid to employees based on holding certain position of authority that has additional responsibilities to the work activities.

k. Allowances: There are so many allowances which are embedded in employees' salary such as housing, medical, transportation, dressing, entertainment allowances, and so on.

l. Total earnings: The total earning has to do with the employees' total pay package on monthly basis; this is calculated on the basis of basic pay and other allowances entitled to by employees.

m. Employee benefits: This encompasses workers indirect pay such as pension, allowance, sick pay, leave bonus, insurance and other allowances.

n. Total remuneration: This has to do with total earnings and benefits that employees receive from their organisation

2.1.2 Overview of different modes of remuneration

In identifying the type of remuneration that enhance work performance in the workplace, emphasis will be laid on financial and non-financial incentives in determining the factors that enhance employees' performance towards attainment of organizational goals. Rewards help in so many ways for an organization: they help to develop a better employment deal and they secure good employees. The main goal is to increase people's willingness and attitude to work in actualizing organisational aim and, more importantly, to enhance employees' productivity. Many people interchangeably see "rewards", as salary rise or bonuses, but this is just one aspect of reward, and it is an extrinsic reward. Literature has revealed that sales personnel prefer pay rise because they feel at the receiving end by their inability to not obtain other rewards. This behavior or attitude is being modified and corrected by introducing a good reward management.

Reward management is generally classified as extrinsic rewards which include bonuses, increase in salary, gifts, promotions and other kinds of tangible rewards. These are rewards that employees receive in the workplace. Intrinsic rewards, on the other hand, give personal fulfillments to individuals; examples of these include information/feedback, recognition, trust and relationship, empowerment. Employees tend to feel better in an organization under intrinsic rewards. On the other hand, extrinsic rewards solely majored on performance and activities of the employee in order to attain desired goals. The main aim is to find a balance between employees' performance (extrinsic) and happiness (intrinsic).

2.1.3 Extrinsic and intrinsic rewards

Extrinsic rewards, such as money and promotions as well as recognition rewards in the form of plaques and praise, play an important role in motivating and engaging employees.

Extrinsic rewards are often related to financial rewards, and they are tangible rewards, such as pay increments, dividend and benefits that are granted to employees by decision makers. These are tagged “extrinsic” because they are outside of the work itself, and other people control this aspect whether it is granted or not.

Employees get psychological incentives for doing sensible work and completing the intended mission or goal in a timely manner. Extrinsic incentives were very important in the earlier period. During this time, work is tedious and procedural, and adhering to laws and regulations is paramount and critical. This behavior (of work) opened the way for jobs to receive little intrinsic incentives, leaving extrinsic rewards as the only motivational factors available to companies. As a result, extrinsic incentives are very important and relevant to jobs. Wage is a vital factor for most jobs when deciding whether or not to take a position, and unequal pay can be a strong de-motivator.

The consequences of people getting jobs and questions of unfairness have been resolved; one found that extrinsic incentives are now less significant, as day-to-day motivation is more deeply motivated by intrinsic rewards. Intrinsic rewards are not within the management control because they are internal to each employee. The motivating factors are based on an employee's real interest in their work and this results from the sense of purpose or value that they attach to it. A good example of intrinsic reward is allowing a worker to do another task or job apart from their official duties. This, definitely, allows the employee to feel like they have filled a need within the organisation and that they are ultimately helping the organisation.

When employees are on a new challenge or task, they might want to show the management that they are in charge and capable of taking care of the new responsibility appropriately. Intrinsically, employees are often motivated to be satisfied in the workplace. They want to have a strong nexus between the works they are doing and how they relate to the vision of the company. Management rewards employees based on their choices on how they want to complete their work, allowing the employees to set a time frame in terms of short term, or long term goals for themselves. Employees are, in most cases, motivated by their decisions or the actions they take at the initial stage in order to meet with set goals. As employees complete these processes and goals, it is great for such leaders or officers to celebrate this great achievement.

In analysing intrinsic rewards, one has to take a vivid look into today's nature of work. It is a truism that most of today's workers are being given free hand to operate by displaying their

use of intelligence and experience to direct their work activities so as to accomplish important organisational purposes. This is a good illustration of how employees today deploy value-innovating, problem-solving and improvising to meet certain situations in ensuring that the overall goal of an organization is achieved.

However, there are some processes of self-management which involve four key steps:

1. Committing in doing the right purpose
2. Choosing the best way to achieve that purpose
3. Ensuring one is performing work activities efficiently and effectively
4. Ensuring there is progress towards achieving the overall objectives.

These stages require employees to decide on the main purpose of ensuring meaningful decisions. The degree of freedom that workers have in performing things correctly, in terms of the integrity needed for success and the progress report being achieved in serving the organization's mission. These four judgments are the most important considerations in employees' evaluations of the worth and efficacy of their contributions, as well as the impact they make. When these decisions are positive, they are followed by a positive emotional charge. These positive charges are the inherent benefits that workers get from their employment, which can range from happiness to exuberance. They serve as a backup to keep staff actively handling the affairs at hand. There are also four intrinsic or self-generated rewards that drive employees' engagement to work. It is no doubt that intrinsic rewards are self-generated; it is the duty of managers to create an enabling atmosphere so as to make employees' rewards achievable (Edward and Christopher, 2006).

The following are the four intrinsic rewards and how workers view them.

- Sense of **meaningfulness**: This reward involves the importance of the purpose that one is trying to achieve. The employee feels the opportunity to accomplish something of immense value that matters in the larger scheme of things. They see themselves threading the right path and as such feel a strong sense of purpose or direction.
- Sense of **choice**: Employees have the freedom to choose how to complete tasks by using their professional judgement to choose certain work practices that would make the most sense to their bosses and how to execute them in an acceptable manner. They clearly feel responsibility over those jobs during the selection process, and most specifically, they feel responsible for making it work.

- Sense of **competence**: This is the handling of work activities very well and thus depict the performance of activities in ensuring whether one meets or exceeds personal standard. Therefore, one feels a sense of satisfaction, pride, or even artistry on how well one handles these activities.
- Sense of **progress**: Employees are encouraged that their efforts are accomplished and that they have contributed to the development and growth of the organization. Employees feel work is on track and moving in the right direction. They tend to see a good indication that things are working out, and begin to have confidence in the choices or options that will be of great importance or help to the organization in the future.

2.1.4 Benefits of the intrinsic rewards

Walter (2013) discusses the main benefits and importance of the intrinsic rewards for both employers and employees in an organisation. From the stand point of organisations, intrinsic rewards influence employees' self-management. For instance, workers with high remuneration levels obviously show greater interest and are rated effectively and efficiently by their superior. The intrinsic rewards are very germane and are seen as indicators for retention. This tends to be the best approach of retaining and keeping the employees who are dedicated and self-managing rather than those who cannot afford to leave.

Personnel with a keen interest in intrinsic incentives are casual recruiters and ambassadors for their organizations because they often refer the company to their peers and, most specifically, recommend the organization's goods and services to prospective clients. Intrinsic benefits are very safe and long-term forms of employee motivation. For this kind of inspiration, there is no risk of tension. Workers with a high degree of interest in stages of experience have more favorable feelings about their jobs and less pessimistic feelings about their jobs. Their work dedication is still greater, they show less burnout symptoms, and they are more likely to believe that they are developing intellectually and professionally

Intrinsic incentives are very powerful to generate a win-win situation for inspiring both employers and staff, and this mechanism often benefits both parties. This style of motivation is based mostly on the common ideas and expectations that employees' work provides a significant contribution to meaningful goals; this is referred to as performance-driven motivation. It entails the type of individual, self-management, and professional development that younger employees need. This does not require vast sums of money to produce additional effort, but it is possible

when incentives are scarce. Intrinsic incentives do not necessitate the presence of a manager while workers are doing their duties.

Despite these incentives and advantages, most management underestimate the benefits of inherent rewards, and as a result, they appear to favor cash rewards as the primary motivator for workers. This prejudice is frequently caused by their use of and familiarity with older approaches. This behavior is motivated by a number of factors. According to some surveys, workers are swift to recognise the importance of intrinsic incentives in their own attitude, despite the widespread belief that other employees are driven mostly by financial rewards and self-interest. Superior personnel are often surprised to find that inherent incentives are appreciated equally by their employees as they are by themselves. It is however important to enlighten and educate the managers in organizations for proper conduct on this particular issue of intrinsic rewards.

2.1.5 Components of rewards

Extrinsic rewards are interchangeably used with financial rewards and this could be described as the tangible rewards granted to employees by management (managers), which include pay rises, bonuses, and benefits. It is called “extrinsic” because they are external, that is, outside of the work itself and other employees control their actions regarding how they can be granted. In the opposite direction, the intrinsic rewards are psychological rewards that employees get from doing effective and efficient work having performed exceedingly very well. This rewards are just inducement (motivation) granted to employees in order to motivate them. The financial and non-financial style of motivation has implications for the employer, either directly or indirectly, such as extra pay, through the provision of training or development on time spent. These may be either financial or non-financial.

2.1.6 Financial Incentives

According to Nakawacha (2005), financial incentives are economic benefits obtained by work. Salary, career incentives, allowances, and fringe benefits are some examples. Cole (1997) emphasizes the importance of providing cash compensation on a consistent basis because it leads to employee engagement and loyalty, high work success, and job security. According to Armstrong (2001), monetary remuneration is an effective mechanism for workers' freedom from

worry and fear; moreover, if cash incentives are equal, employees will be satisfied, devoted, and truly committed to the discharge of their duties in the workplace, and this will raise their rate of loyalty.

Financial incentives are provided in the enterprise based on competence, contribution, ability, or duty grade. These can provide cash incentives for staff such as medicals, health schemes, vehicle payments, and other related allowances (Armstrong, 2009). They have remuneration principles in addition to the different types of salaries paid. These, of course, inspire workers, resulting in high levels of work commitment and success. According to Maslow, as quoted in Griffin (2004), monetary compensation is a form of payment that has an advantage in fostering corporate participation of workers because they can afford the simple necessities of existence. Mullins (2002) asserts that workers are more dedicated and committed to their jobs when they obtain a bigger pay package for the service rendered for the organization.

Monetary rewards had been adjudged as one of the strongest energizing forces that increase and improve the interest of employees in the workplace. Cole (1997) describes salary as fixed periodical payment (weekly or monthly) to employees usually expressed in terms of cash. Wages are also payments paid to workers and it is usually expressed in rate per hour. Ubom (2002) found that in Nigeria, prompt payment of salaries has a positive impact on the commitment to teaching. Majority of school principals are of the opinion that teachers are not willing to work because of the delay in the payment of their salaries (Ayeni, 2005).

Nakawacha (2005) asserts that for proper conduct of financial rewards, there has to be a good administration of financial rewards. This involves a proper design of reward management on strategies and its implementation on a hierarchy of pay levels and jobs. These processes will involve shift pay and overtime where employees who work in unusual or changing hours should be paid to compensate for the inconveniences and hardships being experienced.

Ogomorach (1994) refers to financial rewards as incentives given over and above employees' salaries to motivate them and enhance their job interest so that they are committed to their work. If work responsibility is to be increased, financial allowances such as housing allowance, transportation allowance, medical allowance, and welfare allowance should be given. Herzberg's view on financial rewards was that "If you pay peanuts you get monkeys". Although many people lay much emphasis on motivation factors, Herzberg often took time to highlight some hiccups on the importance of hygiene factors. In 1987, the scholar opined that pay and

other forms of financial rewards are germane procedures of ensuring the satisfaction of workers. In a nut shell, financial rewards strictly deals with money payment by the employer either directly or indirectly. This includes wages and salaries, allowances, fringe benefits, performance bonus, piece rate, bonus, profit-sharing, commission and increment.

The administration of incentives includes both financial and non-financial rewards. Choosing the best and good compensation for jobs has always been a challenge for human resource professionals. Reward is diverse enough to reflect what an employee can value as well as what the employer is willing to pay in return for his or her contributions (Chiang and Birtch, 2008; Okoli, Okoli and Nuel-Okoli, 2020; Agbaeze, Agu, Onuoha, and Etim, 2019). Most of the time, a lack of incentives creates an unhealthy work atmosphere, which reduces workers' work efforts. Employees could be forced to terminate their services as a result of this. Rewards are becoming particularly necessary for this reason. The primary goals of compensation and remuneration are to recruit and retain workers, as well as to inspire them to reach high standards of success. Employers of labor use cash incentives to avoid job discontent and to encourage workers to perform at a higher standard. Scholars like Mossbarger and Eddington (2003) have argued that it may not be the motivating factor for the long term. Likewise, Deeprise (1994) asserted that the presence of money may not be too good as a motivator, yet, its absence demotivates employees in the workplace. Also, financial rewards are germane and significant in exchange for service delivery of employees to the organisation, and this is also a highly tangible means of recognizing a worker's worth, improving their self-esteem, and achievement (Armstrong, 1996). In this regard, it is the best approach that an employer of labour can utilize as a human resource strategy.

According to Taylor (1911) as cited by Onyeonoru (2005) "people tend to work for longer period of time unless they are assured of good pay package for the service rendered for long duration of hours". Kazeem (1999) argues that teachers and other school workers tend to be committed to their teaching profession in as much they are motivated and their salaries and other emoluments are paid in due time. Eton (1984) describes salary payment, career promotion, and other critical allowances as the primary influences that affect teachers' attitudes and behaviors toward their employment. In summary, one of the problems confronting the teaching profession in Nigeria is inconsistent salary payment. According to Ademujimi (2002), teachers are constantly concerned about salary lateness and non-payment of non-monetary benefits.

There are a number of issues around the dissatisfaction of people in the teaching profession in Nigeria; one major factor is the wage disparities between the teaching profession and other professions like medical practitioners such as nurses and doctors. The mode of payments differs remarkably in terms of salaries, fringe benefits, promotion prospects and working conditions. Adelabu (2003) opines that financial rewards are critical and serve as an inducement as motivating personnel. Oboluebe (2004) asserts that good wages and salaries are motivating factors and this ultimately makes teachers to be more committed and dedicated to the teaching profession. Akinwunmi (2000) and Ejiogu (1983) found that low income-earning makes teachers to yearn for salary increase and payment of a good living wage (minimum wage) would ultimately increase their commitment and performance.

Aside from pay, the social status of teachers has been described as a vital factor in influencing teachers' morale and motivation (Obanya 1999). The criteria for promoting teachers are often associated with an evaluative mechanism that is linked to job performance and this has also been found to be a demotivating factor to many teachers in Nigeria (Sanusi, 1998).

The type of leadership produced by school management is also an important factor. The style of management decision-making process can either motivate or lower teachers' morale and commitment. Nwankwo (1984) avers that teachers are highly motivated when contacted on decision-making process about their work. However, Ayeni (2005) claims that majority of school principals and head teachers are high-handed and autocratic in dealing with their subordinates (teachers in schools).

The attitude of inspectors from the ministries or zonal educational office has not been too encouraging to teachers on the field. The supervision of teachers in school has to be taken very seriously and done at the appropriate time, and this could be seen as a motivating factor. Bamisaye (1998) argues that lack of administrative skills and supervisory role often lowers teachers' morale. The working condition is also an important determining factor in teacher motivation. The teachers' working environment in Nigeria has been described not too good for conducive learning for wards (NPEC, Nigeria 1998) and that facilities in most schools are damaged and inadequate (Sanusi 1998; Adelabu 2003). Kazeem (1999) has recommended that greater attention should be given to improving facilities of teachers in order to improve the level of education. It is the duty of government to provide good teaching and learning materials and general classroom environment to improve student learning and performance, most especially

students in terminal classes. Kazeem (1999) and Akinwumi (2000) claim that private school teachers appear more motivated than teachers in public schools just that some private schools do not pay well. Irregular payment of salaries and much lower pupil-teacher ratios are vital causes of this.

Adebayo and Lucky (2012) found that in Lagos State, the conditions for teaching were more comfortable in private secondary schools. The maximum students in the classes are 35 for private schools while students in public school are in most cases up to 100 in a class.

However, financial incentives as noted by Armstrong, (2009) include the following:

- **Wages:** Wages are rewards paid for a regular amount of time a worker spends on the job, such as daily and weekly wages. Wages are not determined by the level of productivity. Wages relates to the income for employees but do not offer a financial incentive to work harder.
- **Time Rates:** Time rates are used where it is difficult to measure the output of a worker. Time rates guarantee income for the worker.
- **Allowances:** These include housing allowance, transport allowance, and leave allowance, Christmas bonus/13th month pay.
- **Piece Rate:** This is a form of payment paid to workers at an agreed rate for every goods produced. Here, the payment is based on employees' outcome or results. A piece rate is linked to productivity and brings about additional financial incentive for good job done. Targets are mostly set for workers.
- **Salaries:** Salaries are paid monthly, this is in the form of an annual amount and it is divided into 12 payments. Salaries are also linked to incentives, such as commission, bonus and profit sharing.
- **Commission:** Commission is a certain percentage paid to workers based on goods and service provided or sold out. Some workers in these categories receive guaranteed basic salary. Such examples are seen in employees' working in real estate.
- **Profit-Sharing:** In addition to employees' monthly salary, workers also receive a substantial share from the annual profits declared by the organisation during the end of year at the annual general meeting.
- **Bonus:** It is an additional payment paid to workers if they have done a good job.

- **Fees:** Fees are payments made to employees for a specific task. It is associated with time taken or the level of difficulty of the job. It is related to service provider.

2.1.7 Non-financial incentives

Non-monetary gains that increase employee incentives such as responsibility, advancement, praise, and civic attention are examples of non-financial rewards (Musaa, 1982). According to Maicibi (2007), non-financial incentives are indirect financial rewards for workers' jobs, such as success and autonomy. Employee task dedication is affected by non-monetary rewards in both good and negative ways. Braton and Jeffrey (1998) argue that non-financial rewards paved the way for competent people with requisite knowledge that aimed at achieving the mission and vision of the organization. Armstrong (2009) observes that, essentially, the idea of total pay package of reward is to encourage rewarding people rather than throwing money at them. These make workers to be more comfortable in discharging their responsibilities accordingly, provided the workers are exposed to various activities in their profession. These encourage workers to put in extra efforts by developing a good policy that will address the organization on broad issues. Maicibi, (2007) identifies three main types of non-monetary reward, namely: power, affiliation and achievement. In order to make workers to be committed to the vision and mission of organization, workers must be promoted at due time and hardworking employees should be given appropriate recognition. Lack of good reward strategy demoralizes employees with good aspirations and this often leads to low job commitment (Musaazi, 2005).

The idea of non-financial incentives in the workplace could be attributed to the perspectives of Mayo, Maslow and Herzberg. These models have shown motivation is of necessity in workplace to achieve greater and quality output and, invariably, bring about higher level workers' satisfaction (Maslow), awareness and interaction within the workforce among workers (Mayo), and the provision of how, what and whom to motivate (Herzberg). Non-financial motivation does not relate to payment of money (Hussain, Khaliq, Nisar, Kamboh, and Ali, 2019). According to Kalaiselvan (2009), the non-financial incentives include job security, challenging work, recognition, better designation, and opportunities for advancement, participation in decision-making, competition, empowerment, autonomous work groups and job rotation.

- **Job security:** Workers on permanent employment role tend to be more secure than a worker appointed temporarily. Job security simply means assurance on one's job (James, 2012). Permanent workers are entitled to full emoluments like allowances, gratuity and pension. It is concerned with the probability of an employee to feel secure on their job (Adebayo and Lucky, 2012). It deals with the chances of employees holding on to their jobs in order not to lose them (Simon, 2011).
- **Challenging work:** Challenging tasks or routine works are often seen to motivate workers; intelligent employees who are dynamic in nature do accept challenging assignments with responsibilities. Most employers understand the capabilities of their workers and assign or place them in the right places in order to achieve the aim of the organisation.
- **Recognition:** Appreciating employees for job well done and hard work pave the way for good service delivery by the employees. This is more noticeable in the banking industry where the best bank staffs of the month are recognised and the bank management displays their portraits within the banking hall.
- **Better Designations:** When employees are placed where it is expected of them to perform and actualise the organisational goals, it often motivates and makes such workers to be committed to the job. A good example is a salesman, who will prosper and work perfectly well in the sales department.
- **Opportunities for advancement:** Organisation with opportunities for career advancement enhances the capability of their workforce. There should be no stagnation for any employee to advance in his/her career in an organisation as it brings about responsibilities and also serves as a motivating factor for employees.
- **Participation in decision-making:** The involvement of employees in the decision making process on crucial matters relating to organisation go a long way in motivating them at workplace. Crucial matters, policies and practices for any organisation need the attention of workers before the final decisions are taken.
- **Competition:** A healthy competition among teamwork should be encouraged by the management as these tend to motivate workers. The management can encourage healthy competition among the employees. In most cases, employees are ranked based on results and these have to be in line with merit.

Job rotation: Job rotation simply means workers are being exposed to different kinds of jobs. For instance, in the banking industry, a worker in operations may be redeployed to another transaction department to test his/her knowledge. This change often motivates employees to perform well and also equips them with versatility.

Nwankwo (1984) observes that both primary and secondary school teachers feel highly motivated when they are carried along on certain decisions about the progress of the school. The non-financial rewards are tangible remunerations and it is granted by the organization. It does not really benefit workers in terms of financial gain (Chiang and Birtch, 2008). In recent time, employees prefer financial rewards for their input in the workplace (Millmore, 2007). This translates to workers exchanging for their labour power which is of immense value to them (Johnson and Welsh, 1999). The main purpose of non- financial rewards is to enhance performance and increase workers satisfaction (Chiang and Birtch, 2008).

The primary and secondary school teachers' involvement in decision-making is geared towards effectiveness, efficiency and service delivery for teachers, students and other relevant stakeholders. The teachers' participation in decision-making helps to achieve effective outcomes. The nonchalant behaviour and characters of public schools teachers and parents to issues relating to curriculum and advancement of education have created a gap between teaching in school, the learning process, thus, affecting the achievement of the ideal educational goals. In the attainment of sustainable development in the areas of good educational policy and practices, the government needs to embrace competent and professional teachers who are dynamic and encourage parental sensitivity to the plight of students' academic needs. More importantly, the government should be concerned with the provision of viable curricula that are all encompassing, which satisfy the aims and goals of the educational sector of the nation. Both the teachers and parents in Nigeria have a prominent role to play, as well as the government, on policies relating to curriculum in the educational sector. The role of teachers and parents on how their wards perform will determine the progress and future of Nigerian learners. Good and effective curriculum development brings about functional and qualitative teaching outcome and this often results in developing the way forward for self-confident citizens.

There are different forms of leave for a public officer:

- Annual Leave: The annual leave of a worker from duty is absence for 30 working days for senior officers, 21 working days for junior workers and 14 working days below grade level 03.
- Pro-rata leave: It is an absence from work for a new or retiring worker based on the proportion to the number of days that the worker had put into service.
- Casual leave: This is the absence of a worker from his/her place of work for a short period of time which must not exceed a period of 5 working days; however, the maximum can be up to 7 working days in a year.
- Sick leave: This is granted to workers who are slightly indisposed, based on ill health.
- Maternity Leave: This is associated to female workers who embark on leave on account of pregnancy and the postnatal period. This usually takes 3 months (12 working weeks) which commenced less than 4 weeks from the due date of delivery with full payment of salary.
- Examination Leave: This is granted to workers who take part in examination; the worker is expected to pass based on the condition of his/her appointment.
- Study Leave: Study leave is approved by the management to undertake an approved study within or outside the country with pay or no pay depending on the agreement reached.
- Leave of absence: This is an absence of a worker from work based on authority in a formal organisation.

2.2 Who is a teacher?

It is very important to identify who a teacher really is. A teacher can be described as a professional who has passed through the basic training in the educational field, who contributes and imparts knowledge, has a learning experience, guides, controls and directs as well as assists students in learning to obtain adequate mastery and skills. Ajayi (2004) sees a teacher as a person that embraces learning and also imparts knowledge on students. The teacher influences the skills, knowledge, values, culture and attitudes of learners. It can be deduced that a teacher helps learners to know and gain in school and more importantly within the family, community and religious house. The presence of a teacher is a good medium for learning to occur.

Teachers play a prominent role in the implementation and development of curriculum because it is geared towards promoting and providing good education for students and society.

Hammond (2001) asserts that what the teachers know or have acquired is what is being imparted to students. To improve students' learning, there is a need to invest in teachers' learning and training. Obanya (2006) conducted a study in Nigeria among four states and discovered that there are shortfalls in the supply of teachers in the four states studied. The study revealed that the shortage of teachers is more pronounced in subjects like religious studies, commerce and Nigerian languages. It is important to note that policy makers must ensure teachers are paid promptly as this will encourage more people in the teaching profession.

During the 1970s and early 1980s, there were scholarships and bursaries granted to students in colleges of education. It is necessary for government to continue with this trend as it is still very much in existence in countries like United State of America where students are given loans to complete their study along the education line.

2.2.1 Who can be a teacher?

The Teachers' Registration Council Act (2004) specifies some provisions and these are categorized into four:

Class A: This refers to the holders of Ph.D. in Education or Ph.D. in other fields plus Education, Post Graduate Diploma Education

Class B: This refers to the holders of Master's Degree in Education or Master's Degree in other fields plus Education, Post Graduate Diploma Education

Class C: These include the holders of Bachelor's degree in Education or Bachelor's degree in other fields plus Education, Post Graduate Diploma Education)

Class D: These are holders of Nigeria Certificate in Education (NCE) or its equivalent.

It should be noted that the Teachers Registration Council Act emphasizes that 'the holders of the Teachers Certificate II and equivalent will go into extinction by the end of 2006. This implies that the minimum teaching qualification baseline for teaching was defined in 2006.

2.2.3 Attributes of a good teacher

Series of authors have various submissions on the attributes of a good teacher. Bandele (2000) and Ajayi (2004) identify the attributes of a good teacher to include being brilliant, focused, clever, honest, creative, disciplined, friendly, firm, godly and above all, being business minded. Attributes such as humility, simplicity, punctuality, responsibility, serious minded and

above all are also required of a good teacher. In addition, a good teacher must be academic inclined and also be committed to the discharge of their duties.

In a similar vein, Akindutire (2005) outlines some salient attributes of a good teacher in terms of having initiative and being flexible, honest, firm etc. All these attributes make teachers to be models and, more importantly, embodiments of good citizenship, integrity and industry.

2.2.3 Roles of a teacher

A teacher plays a prominent role in the quality of education for any country. Teachers translate the policies of government and intentions into reality. There are a number of functions of teachers in the school and society in order to facilitate good teaching and learning process.

Ajayi and Ekundayo (2010) see teachers in the capacity of explaining, passing information, controlling and directing, administering and any form of interaction in ensuring that students relate with each other as well as to the larger society. The scholar further lays much credence on granting of security, clarification of character and behaviour, culture and beliefs, diagnosing of problems, provision of curriculum, monitoring and evaluating, recording and reporting system, and involvement in school activities as well as promoting community activities.

However, the Federal Republic of Nigeria (1998) outlines some salient extra-curricular activities expected from Nigerian Teachers Service and these include:

- i. Teachers are not expected to partake in extra-curricular activities, and if such teacher decides to do so, there must be an express written permission.
- ii. A teacher shall not take part directly or indirectly without written express permission by management of any commercial newspaper.
- iii. The teacher is not expected to disclose to the member of the public matters relating to official document in the course of employment.

Ajayi (2004) avers that a public school in Nigeria performs exceedingly well when the school environment is favourable and conducive for learning for students and teachers.

2.2.4 The Duties of Teachers

Perrenoud (1999) highlights ten duties required of a teacher:

- a. Preparation of students for learning and opportunities that comes with it;

- b. Monitoring the pace of how students learn;
- c. Dealing with and controlling lots of students coming from different backgrounds;
- d. Working with others collectively as a team;
- e. Being involved in school curriculum in ensuring good educational sector;
- f. Liaising with the parents, community and other relevant stakeholders in order to have a high level of commitment to the development of the school;
- g. Embracing modern technology and introducing students to it in their daily activities;
- h. Being committed to their work ethics and the discharge of their professional duties;
- i. Embarking on training and development as and when due so as to enhance their professional development;
- j. Encouraging and developing students to be committed to learning and working.

2.2.5 The categories of teachers

According to Olulobe (2005) the following are the categories of teachers:

- (a) Professional Teacher: Degree holders with teaching qualification, holders of NCE or its equipment qualification, holders of Teachers Grade 1 and 11 certificates and their equivalents, such as having Advanced Technical and Commercial Certificates in teaching qualifications
- (b) Non-professional Teachers: Degree holders and holders of advanced and commercial certificates that are not related to education or without teaching qualifications.
- (c) Auxiliary Teachers: Intermediate and craft certificate, Grade 111, Grade 1V, HSC, WASC, GCE.

2.2.6 The roles of Nigeria Union of Teachers in reward management

The Nigeria Union of Teachers is part of teachers' trade union organisations, and it is also a professional body. The teaching profession binds all teachers and stakeholders in education at the primary, secondary and teachers training levels together under a trade banner. According to the NUT journal of 1998 the roles of the Nigeria Union of Teachers are the following:

- The NUT caters for educational interest and welfare of teachers in Nigeria.
- The NUT is to ensure equity in salaries, wages and remuneration of its members.

- The NUT continually enhances the quality of life and improves them in terms of financial and non-financial status and other working conditions of its members.
- The NUT promotes and defends the rights, well-being and interest of its teachers at work place and society.
- The NUT also ensures a viable financial base for the congress and also engages in profitable business ventures.
- It prints and publishes literature for the purpose of enhancing and achieving the aims and objectives of members and its teachers.

2.2.7 Academic Staff Union of Secondary School (ASUSS)

Academic Staff Union of Secondary School (ASUSS) was formerly known and addressed as Conference of Secondary School Tutors (COSST). It was formally registered and incorporated as national welfare or trade association with Corporate Affairs Commission (CAC) Abuja on the 9th of March, 2001 to cater for the interest and welfare of secondary school tutors in Nigeria. Similarly COSST was admitted as an affiliate of Trade Union Congress (TUC) as a senior staff association in June, 2004.

The association metamorphosed to a union christened Academic staff union of secondary schools (ASUSS) in 2005. The union emerges to take into consideration specific matter of concern to Nigeria secondary school tutors who are senior members of staff on salary grade level 07 and above.

The reason for the formation of ASUSS among others includes the insensitivity and non-responsiveness of the leadership in NUT to the agitations of a large section of its members and financiers. Other reasons include the dichotomy in the union and the self-centered nature of the leadership. The Nigeria Union of Teachers (NUT), in spite of its numerical and financial strength, was seen to be docile on the general welfare of its members. These unions are one way or the other affiliated to Nigeria Union of Teachers (NUT) as both seek welfare for their members and negotiate together with government on issues relating to their members' agitation.

2.2.8 The economic functions of Nigeria Union of Teachers

There are so many functions of Nigeria Union of Teachers; however, there are some functions that are related to the welfare and economic wellbeing of the teachers. These economic

functions of Nigeria Union of Teachers depend on how the unions are being organized and on how to better the terms and conditions of employment so as to enable teachers to meet up or cope with the standard of living in the Nigerian society. The Nigeria Union of Teachers categorized their economic functions as follows:

- 1) Welfare activities:** The welfare of teachers is key and very germane. It entails improvement of the quality of work life for teachers in terms of contributing mutual funds, forming good and vibrant cooperative credit societies to help their members, most especially, on housing, cooperative stores, health facilities and empowerment for women, which will serve as supplement to their family income.
- 2) Education:** This has to do with education in terms of training and development for teachers in the aspect of their work life, consciousness of their environment in enhancing knowledge and requisite skills needed in relevant issues on education, statutory rights and responsibilities in discharging their functions and roles as stipulated by the management.
- 3) Schemes and procedures for re-dressing their grievances:** Though the government is seen as an umpire and has provided the statutory procedures to be followed in settling disputes and grievances, in line with this, some unions' organisations assist in ensuring the government do the needful on the implementation of certain schemes, most especially the one that has to do with workers' education.
- 4) Publication of periodicals:** Newsletters or magazines are a means to communicate to their members; and this enable members to get abreast of information and more importantly, to be aware of union policies and germane issues that are of concern. It also has to do with personal related matters of bio data such as name, date of births, time of marriage, promotion and other important issues as required or stipulated.
- 5) Research:** The main purpose of research is to have a good database which brings about updated information and records for the union to negotiate at the round table with the employer of labour that are represented by the management. Such research has to be well rooted, such that most of the issues are concerned with problems relating today-to-day activities and affairs of the union and management relations. Examples of these research activities include:

- i. The analysis and collation of remuneration data on allowances and fringe benefits and other important benefits which are mostly analysed through recent surveys of comparative practices on working conditions and welfare activities.
- ii. Preparation and provision of background information for any issues raised most especially, on court cases and sticking to the standpoint to be presented for the union officials.
- iii. The analysis of both macro and micro information needs to be collated and analysed most especially on the economy, manufacturing and industry sector.

The foregoing could be seen as the activities and services rendered by the unions as stipulated in the Trade Union Act on how the union funds can be spent.

2.2.9 The influence of NUT on education

In 1933, the NUT, in its efforts to promote quality education in Nigeria made representation to government for membership on the Central and Provincial Boards of Education. In spite of fierce obstacle from powerful, influential and respected Henry Carr, the Acting Director of Education, the NUT won membership of the Board. From 1946, the colonial government ensured permanent representation of the NUT on the Education Board.

The NUT petitioned the Governor of Nigeria to set up a joint negotiation board on 5th August, 1945. In spite of the early and sustained opposition of the NUT by Voluntary Agency Mission, the first “check off” system of paying dues was adopted by the Catholic schools in Calabar in 1948. The union has continued to make useful contributions through its membership of Comparative Education Study and Adaptation Centre and the Nigerian Education Research and Development Council (NERDC), Board of Governors of Colleges of Education, Joint Consultative Council on Education (JCC) Reference Committee of the Council, National Book Development Council, National Teachers Institute (NTI), Nigerian National Committee of UNESCO, and Nigeria Library Association (NLA), to mention a few.

It is on record that the union protested and demanded from the outset the abrogation of Decree 3 of 1991, which empowered the local government council throughout the federation to manage and fund primary education and the subsequent return of such responsibilities to the state and federal governments. The federal Government abrogated the obnoxious Decree 3 and promulgated Decree No. 96 on 25 August, 1993 to replace it.

On professionalization, the union had been categorical and resolute in its demand for the professionalization of teaching as expected. The Federal Government of Nigeria has by Decree No.31 of 4th May, 1993 made its position on this public, with necessary machinery put in place to concretize the entire content of the decree.

2.2.10 Rights and responsibilities as a member of the Nigeria Union of Teachers

Membership of any organization subjects the members to certain obligations by way of compliance with rules and regulations, which bind the organization together. This implies that the member has certain obligations and responsibilities to the organization; in return, each member enjoys certain rights and privileges accruing from his membership. The Nigeria Union of Teachers is one of such organizations which operate in syndical and professional capacities and endeavour to meet the needs of members on fulfillment of their membership obligations. As a member of the union (NUT), one has inalienable rights to one's expression. It is a right to speak one's mind freely on any topic or issue that comes for discussion during any meeting of the union, subject only to meeting the procedure of the union. Members have the right to vote and to be voted for. It is fundamental that as a member one should be party to the decision-making process but subject to the union's standing order or rules and regulations.

In addition to these individual rights, there are some rights which each member enjoys collectively with other members. Such rights, as guaranteed by the union and as enshrined in the union's constitution, article 2 include:

- i. All-embracing protection and defense of rights, entitlement and privileges in industrial situations in accordance with the laws of the land;
- ii. Recognition of the status of the member as a teacher within the fold of the NUT;
- iii. Benefit from the total income of corporately negotiated condition of service without discrimination, e.g. salaries and allowances;
- iv. Advice and assistance for members in legal cases of professional nature subject to compliance with constitutional requirement;
- v. Benefit from welfare funds established by the union for the interest of members;
- vi. Resolution of disputes concerning professional matters between members as well as members and employers;

- vii. Opportunity to participate in organised educational conference, seminars, and workshop;
- viii. Right to objective assessment by supervisory authority.

2.2.11 Teachers' welfare and economic services

- (i) Article 2(v) of the Nigeria Union of Teachers stresses strengthening members' social and economic well-being and developing welfare funds first and foremost for the benefit of union members; embarking on economic and welfare projects is a statutory obligation. Trade unions in Nigeria apparently enjoy autocratic membership; the government could alter its stand on it at any time with or without notice but when members are aware that they benefit tremendously from the economic and welfare schemes of the union, such a decision by government will not affect membership of the union to any disturbing degree.
- (ii) NUT's major revenue comes from dues; the dues are collected through automatic check-off system. A government that is very skeptical and hateful of the might of trade unions could try to stop the method with the pretext that automatic check-off system is an infringement of the fundamental human rights on freedom of association. If this happens, it will affect the resources of the union and consequently the level of operation. A union with viable economic schemes will willingly pay its dues.
- (iii) Viable economic projects will not only generate money for the union but will also help to reduce the unemployment problem in the country.
- (iv) The union should prepare members better for retirement

2.2.12 The challenges of Nigeria Union of Teachers

Generally, the problem of NUT has to do with the attitude of agencies in charge of teaching, employers of teachers in states who see the NUT as a threat and not a partner in progress in the prosecution of educational programmes

- i. Many members of the union still deny the NUT the desired moral support by not attending union meetings and by not participating in programmes of the union.
- ii. The legal status of teaching as a profession is long overdue and, until teaching is fully professionalised, it will continue to admit and retain the non-professionals, most of

- whom are doing the job temporarily. Although decree on professionalising of teaching has been promulgated, the structures are yet to be established.
- iii. The value attached to material wealth by the Nigerian society such that students regard schooling unimportant, since they can become materially wealthy with little or no formal education and attract public recognition. This makes the teachers' work much more difficult and less rewarding.
 - iv. Inability of the union to effectively disseminate information to its members for the purpose of enlightening and educating them on the activities of the union, as well as the rights and responsibilities of members to the union, makes most of them hold a very skeptical and misguided view of the union.
 - v. Nonchalant attitude of some agencies responsible for overseeing education at both local and state levels, especially towards settlement of teachers' entitlements, such as prompt payment of salaries and other fringe benefits, dampens the teachers' enthusiasm for their work.
 - vi. There is also the failure on the part of the members to organise into rewarding welfare schemes e.g. cooperative societies.
 - vii. The uncooperative attitude of some education authorities in remitting union dues promptly to the officials of the union also causes economic problem for the union.
 - viii. There is also the problem of splinter groups as a result of democratic governance.

2.2.13 The NUT's Role in National Growth

In accordance with its technical and trade union priorities and objectives, the NUT engages in a variety of activities that essentially lead to Nigeria's human capital growth. Any of them are mentioned below:

- (1) **Service in government educational institutions:** The NUT contributes to and helps policy making process and implementation on educational progress through the government or by working in other government-created bodies, which allows her to participate in educational decision-making.
- (2) **Economic assistance:** The NUT supports but does not run cooperative services that benefit the economic well-being of its members and, indirectly, the government. This is a

rising movement that is spreading rapidly through the world. Seminars on cooperatives enable teachers to form cooperatives outside of the NUT.

- (3) **Leadership development:** While this is limited to NUT leadership, the union anticipates that the current orientation and leadership skills will inevitably change union executives, school, cooperative, and neighborhood leaders.
- (4) **Union education:** Every union member needs the necessary requisite skills and knowledge for dialogue and scientific methods in resolving disputes and grievances. Education has tremendous contribution to the negotiation and bargaining process for union members, as this helps in resolving industrial disputes, as well as properly handles dwindled productivity.
- (5) **Members' In-Service Education:** The NUT offers a variety of technical and in-service programs aimed at improving teachers' ability to innovate and invent within the context of educational content and structure. This contributes to a better understanding of members' views toward government educational programs, as well as to the successful implementation of in-service instruction for union members.

2.3 Influence of reward on motivation and job commitment

Without a question, teachers are the most critical community of experts for a country's future. Many teachers today are dissatisfied with their careers, which is disheartening. A effective compensation management and motivational scheme in teachers' work engagement is critical to the educational system's long-term growth and global progress. The reward has a great influence on motivation and job commitment, most especially on the area of professional knowledge and skills; competencies and educational resources are seen as the major determinants of educational success and performance. The competencies, skills and knowledge are related to one's behaviour. This is associated with challenges that are geared towards the success of education and performance (Filak and Sheldon, 2003), and it is closely related to efficacy. However, most teachers fail to develop self-efficacy in line with educational development (Dweck, 1999). Also, motivation and satisfaction of teachers to work is key and fundamental to the work environment. Teachers work in order to satisfy or improve their living condition. Job commitment in this context entails that the teaching job is expected to meet up

with teachers' needs as well as the extent to which teachers like their job, which will consequently improve their teaching performance.

The government and the Nigeria Union of Teachers have had disagreements over a number of topics, including salary increases, fringe benefits, and working standards for teachers. Both the federal and state governments believe that the country's present economic climate cannot support the demand for wage increases, fringe benefits, and better working conditions. The teachers' claim is relative to Adams' position (1963) on equity theory. The theory calls for equality and fair balance between employees and employers. Input such as diligence, skill, tolerance and interest must be commensurate with employees' output such as salary, allowances, recognition and responsibility. This fair balance brings about productivity among employees and this result in employees being satisfied and committed to their job. The employees would become demotivated if they feel that their input is not commensurate with their output. When this occurs in an organization, an employee responds in different ways to demotivation and this is when employees perceive disparity between the input and output. This results in reduced effort, and workers becoming disgruntled and disruptive.

Teachers are expected to be committed to good service delivery and high job performance; however, the Ministry of Education is being skeptical on teachers' service delivery. The Ministry of Education expects teachers to be committed, loyal, patriotic, dedicated and hardworking (Ubom and Joshua, 2004). Also, it is pertinent to have a good reward and motivational structure that will bring about good education and enhance productivity in the educational sector (Ololube 2004, 2005).

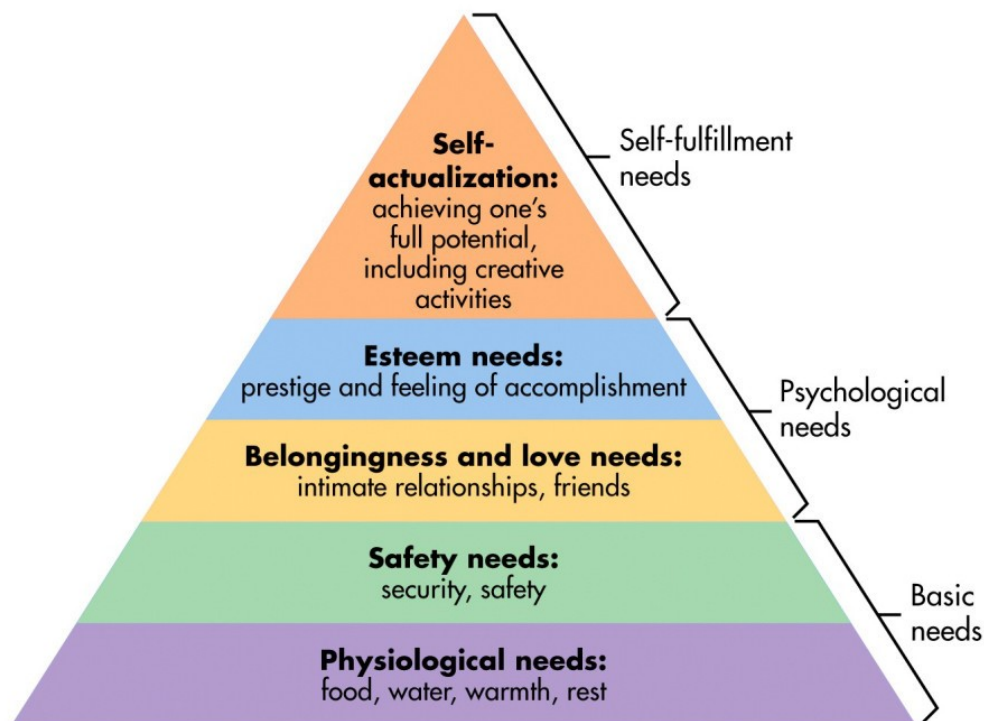
2.3.1 Overview of Different modes of motivational theories that influencing ob commitment

2.3.1.1 Abraham Maslow's Hierarchy of Needs

Abraham Maslow's (1943; 1970) hierarchy of needs (theory of motivation) is well known in the field of management and social sciences. The theory stipulates five fundamental needs in terms of physiological, security, affiliation, esteem and self-actualization. The physiological needs have to do with the basic needs of life and these include food, clothing and shelter, as well as good and comfortable working environment. The security needs are being protected from harm and they are safety, fair treatment, protection against threats to life and job security. The

affiliation need is related to being loved, accepted as part of a group and belonging to an association, clubs and/or of social groups while the esteem need is associated with the need for recognition, achievement, respect and independence. The self-actualization needs is the last which is the apex of Maslow hierarchy of needs, and this simply represents the stage when one realizes one's full potential of self-development. Maslow avers that, once a need is met or satisfied, it no longer motivates as the next level is looked at to be achieved.

The Five Stages of Maslow Hierarchy of Needs



2.3.1.2 Equity Theory

An employee is perceived to be treated fairly if such worker's input is commensurate with the output in relation to the people around him/her. It is expected that the higher the responsibility of worker in terms of seniority, the higher the compensation received, since the value of input in terms of experience and contribution is higher. People in organization compare their contribution in terms of input with their colleagues at the place of work. In view of this, if an employee notices that another employee is being recognized and remunerated well for their contribution and such employee has done the same amount or quality of work, such employee

may be dissatisfied with the work such can dampen the commitment of such employee. This dissatisfaction often results to an employee feeling depressed and unappreciated. The main idea of this theory is to ensure that rewards or remuneration are tied to the contribution of an employee in terms of quality and quantity (input) to work. If the employees are rewarded on the platform in which they have worked, it helps the workforce to be more productive and appreciative.

This can be represented below:

$$\frac{\text{individual's outcomes}}{\text{individual's own inputs}} = \frac{\text{relational partner's outcomes}}{\text{relational partner's inputs}}$$

Inputs and outcomes

An input simply means each participant's contribution to work done which is relative to rewards and cost. Input depicts the following concepts such as: efforts, time, and hard work, being loyal, dedication, ability, tolerance determination, enthusiasm, sacrifice, trust and support from colleagues at work, skills and knowledge. Outcome on the other hand, could be seen as the pros and cons that employees perceive to have incurred as a consequence of their relationship with others. An outcome depicts provision of job security, wages and salary, workers' benefits such as welfare packages and allowances, recognition for good job done, responsibility and authority, and appreciation and praise.

2.3.1.3 Human Motivation Theory (David McClelland)

McClelland's motivation theory dwells extensively on human motivation which identifies three basic needs. The McClelland's theories are referred to as learned needs theory, which are as follows:

The achievement for need (N-Ach)

The power for need (N-Pow) and

The affiliation for need (N-Affil)

Needs and influences

The need of an employee varies according to the importance of one person to another. When an organization can identify the important needs of its employees, it knows what and what will influence that individual. McClelland view that most employees are influenced by their

experience in life and cultural value, these needs are identified to be the needs for affiliation, achievement and power.

The Need for Affiliation (N-Affil)

This need is created based on the friendly relationship and interaction that exist among human beings. This is the need to be liked and accepted by others within the organization or society. The need for affiliation paves way for an employee to be a team player and such employees perform exceedingly in the cooperative arena with less interference by manager. The likes of such employees often affect the decisions taken by the manager, thus leading to increase in the popularity interest of the organization.

The Need for Power (N-Pow)

The need for power is critical and very essential in any organization. The first type of power is the 'power over others' and it is based on the need for personal power, which is undesirable; this is not necessarily effected by the employer of labour. The second type is associated with institutional power. This is related with people with responsibility and authority based on hierarchy in order to further the aims of their organization.

The Need for Achievement (N-Ach)

Employees strive to succeed, achieve and excel. Employees with these needs set out their priorities and goals that are achievable and challenging but realistic. It must be challenging in order to feel the sense of achievement. Employees with this character are task-oriented to rewards and they do not need praise or recognition. Their achievement is dependent on chance than skills and contribution.

Employees with this trait of needs of achievement are mostly related to job related feedback in which they monitor the progress and achievement on how far they have gone. The person in this category of need for achievement makes the best leaders for a number of reasons such as setting of goals, reviewing the monitoring and evaluation, and looking at ways to make things better. Much is often expected from them because they always strive for achievement.

2.3.1.4 Herzberg two-factor theory

Herzberg's (1987) two-factor theory is based on the fulfillment needs; it is about on how to satisfy workers and know their plights, in order to bring out the best in them. The main aim of this theory is to know what satisfies and dissatisfies workers in an organization. The study

revealed that the factors that led to job satisfaction are not the same that dissatisfied them. This implies that job satisfaction and dissatisfaction are independent of each other. Herzberg sees environmental factor as the major cause of workers' dissatisfaction, which is also known as hygiene factor. However, the presence of these factors has nothing to with the satisfaction of workers but rather helps to increase the performance of workers in the white-collar jobs. Examples of hygiene factors include interpersonal interaction with colleagues and supervisors and the working environment; this is otherwise known as the job content. This is perceived as important but not really sufficient to satisfy workers in this category. On the other side is the job context which dwells on or emphasizes motivating factors in order to make them to work harder. This specifies what people actually do in their work, and entails achievement, recognition for work done, responsibility and authority, advancement and career.

Relating this to the educational sector, for example, if the school management fundamentally depends on improvement of teaching, the ways to do it is to increase teachers' motivation and capabilities in line with the core processes of the school management. Also, motivated and highly satisfied teachers often create good working condition in the classroom. In a nutshell, Herzberg's perspective is premised on motivation in an organization. Either the hygiene or dissatisfaction motivates people. Workers complying with these two long processes, the performance of an organization is guaranteed.

Motivating Factors	Hygiene Factors
Achievement	Company Policy and Administration
Recognition	Supervision- Technical
Work Itself	Salary
Responsibility	Supervision- Personal
Promotion	Working condition
Growth	

Source: Herzberg (1987)

2.3.2 Job commitment

Job commitment is the extent to which employees like their work. So many studies have emanated from the concept of job commitment. Job commitment can be linked to job satisfaction because it has its antecedents from the satisfaction. Satisfaction varied based on demographics of gender, race, age, education, status and work experience.

Job commitment has been seen as a pertinent area because many employees leave their job due to dissatisfaction at their place of work. Job commitment has been recently researched on

the variable of organizational character (Spector, 1997). Whawo (1993) avers that the higher the prestige of an employees' job, the greater the extent to which he/she will like their work in terms of commitment and satisfaction. Job commitment is being influenced by a number of varieties of factors, such as: quality of one's relationship with a supervisor and the state of physical as well as work environment. It should be noted that increased job satisfaction results to highly improved performance.

2.3.3 Factors that Influence job commitment

Role Stress: The malfunction in performance of role has been associated with lots of negativity which affect the well-being of employees to perform well in an organization. It is expected that an employee will experience disputes and conflict in the workplace (role conflict). The lack of information to carry out a particular task (role ambiguity) is seen as the main cause of role stress. One of the major causes of workers' ineffectiveness and non-productivity could be attributed to role ambiguity and conflict at the workplace. This has a significant influence on the satisfaction of workers and organizational performance.

Empowerment: Empowerment can be considered as enhancing self-efficacy for workers and increasing intrinsic task motivation. Empowerment is related to intrinsic motivation, competence and geared towards achieving goals and objectives. Empowerment is described as the way of getting things done and helping people to mobilize resources. Also the concept of psychological empowerment comes from socio-psychological perspectives and this is defined as psychological character and attitude of workers as it relates to their work and organizational roles.

Job Insecurity and Employability: De Cuyper (2009) avers that workers on temporary appointment or employment feel more insecure than workers on permanent employment who are entitled to total emoluments' packages. Workers without job security have negative feelings about their jobs and this affects them by being dissatisfied with their employer of labour. It was revealed that job satisfaction and dedication of employees are seen to be very much in tandem with permanent work status.

Distribution of Leadership: Hulpia (2009) asserts that various leadership attributes among public school teachers in relation to their level of job satisfaction and commitment. It was discovered that there is a strong cohesion between the leadership team and leadership support in

relation to the organizational commitment of teachers. School principals or head teachers are much concerned with the job satisfaction and job commitment of their teachers, being the leader in the school, and are expected to live by examples as their followers tend to imitate them in this category. The distribution of leadership roles and delegation of duty also enhance workers to be more committed to their work.

2.3.4 Teachers' motivation

Work or job motivation simply refers to the psychological processes that affect people's attitudes in relation to the actualization of organization goals and objectives. To know the factors and effects of work motivation in an organization is complex because of the environmental obstacles that are associated with, in achieving the goals and objectives. Motivation is associated with 'will do' and 'can do'. The 'will do' refers to the zeal and willingness and extent to which an individual will key into the organizational goals and objectives, while the 'can do' motivation focuses on influencing factors that enable individuals to actualize the aims and goals of an organization. Teachers may be committed to the vision and mission of a school in the attainment of schools' learning objectives to teaching, however, such teachers might lack the zeal to teach or deliver, which invariably demoralizes the teacher. From the point of occupational psychology, the pay alone does not increase motivation. The pay and other material benefits might also be too low for meeting the plights of teachers in taking care of their household and other survival needs.

2.3.5 Influence of motivation on employees' job commitment

Employees' Motivating Factors

Motivation has been in existence since and managers make use of different motivating factors in order to properly manage their business; there is need for employees to be acquainted, well trained and motivated. To achieve this, managers give preference to treating people fairly and with respect so as to enhance the job commitment and job satisfaction of workers for higher productivity. Managers that respect employees pave the way for motivation. One can respect employees by assigning duties to them in areas they will be best suited for. Every employee has a special, or perhaps, unique idea of skills and talents. The attributes of these skills and talents are at the disposal of the manager on how to make use of the technical savvy of their subordinates. Identifying the stronghold and strengths of employees makes them to feel good and to achieve the aim of the organization. It is important for managers to develop managers around them by

building on individuals' strength in order to motivate employees on the job. Also, when employees pick up challenging task, it is seen to be a good form of encouraging employees. With this, employee's loyalty is built; this, in consequence, enables the employee to have more confidence in service delivery. It also encourages self-esteem by allowing workers to be productive and to showcase their talents and skills.

The starting point for employee motivating factors is self-confidence and the identification of employee's strengths and weakness. However, this borders on "can do" syndrome for every employee because it, invariably, brings about positive development approach for the organisation. Victor (2008) identifies ten motivating factors for employees in the workplace. These include:

- a. Appreciation and recognition of good work done;
- b. Getting to know more on company matters;
- c. Understanding the attitude of management;
- d. Provision of job security;
- e. Support from the management;
- f. Good wages and salaries;
- g. Interesting work and challenging task;
- h. Career advancement opportunities for employees;
- i. Tactful discipline;
- j. Favorable work environment/work condition.

The above show the various ways or means towards achieving the aims and objectives of any organization in the workplace.

2.3.6 Factors attributed to poor performances of students

Poor remuneration for teachers

Rewards are germane and they play a vital role in the life of human beings. Remunerations are the rewards that employees receive for services rendered to an organization. It is believed that teachers are poorly remunerated arising from the state of infrastructural facilities, delay in payment of salaries and promotion of teachers and the dilapidating state of facilities.

Lack of parental responsibility: The instructions and guidelines for a child are received from home. Parents and guardians are the custodians of children. One of the responsibilities of parents is to provide the three basic needs to their children. These needs are important because they are more of physical, emotional, biological and social relationship that exists; children lacking all these attributes tend to misbehave. Ajayi (2004) opines that parent in the 1960s, 1970s and 1980s devoted more time to their children's studies and education, but today, many parents are longer supportive of their wards in their school work and education. The major cause of this could be attributed to the recent global economic recession.

Government's misplaced priorities: Government places more importance on some factors than others. For instance, placing more importance on workers in the oil sector and the salaries of politicians than investing in the educational and agricultural sectors could be seen as misplaced priorities. We all know that education is the bedrock of the nation, and that development in the agricultural sector should not be undermined. In the educational system of Nigeria, past regimes placed too much importance on certificates, especially certificates of grammar schools to the neglect of technical and commercial education. Misplaced priorities come in several other forms like approval of importation of tooth pick, importation of advanced technology equipment to public schools knowing full well that there are no sufficient trainers or qualified teachers to handle the equipment. Also, the inconsistencies in frequent change of the curriculum of public secondary schools which lead to frequent change of textbooks for students.

Corruption or lack of integrity among some educational stakeholders/workers: Corruption is like cancer in the system; it affects the entire structure and it is one of the major factors responsible for the decline of the quality of education in the country. Inspectorate officers and zonal educational officers who inspect schools in rural areas are not that sincere and honest any longer. This act of dishonesty is commonly found in the enrollment of new students through some kickbacks and embezzlement of funds meant for projects in schools by government officials. Also, some teachers are often absent from schools and there is a high level of ghost workers in the educational system. In consequence, school inspectors and supervisors have lost their integrity in most public schools.

Promotion and work environment: One of the benefits of teachers is promotion as it increases the salary of workers and makes them get assigned more responsibilities and position of authority, leading to a boost of their social status. Promotion gives teachers higher purchasing

strength and the opportunities to use their discretion in improving their competencies. According to Demaki (2012), promotions enhance job satisfaction because better pay and promotion enhance social prestige. Also Eze (2004) avers that promotion of staff aids and boosts the morale of teachers, thereby increasing their productivity and enhancing job satisfaction. When teachers experience stagnation, it demoralizes and makes them to be dissatisfied with their jobs such that they seek to change jobs. Obanya (1995) argues that most school principals are apathetic to moving up the ladder because the starting point for teaching is not encouraging. This implies that promotion is a source of job satisfaction. Also, favourable working environment is germane as it aids job satisfaction of teachers. Obineli (2010) opines that good working environment, such as good offices, inspires workers and leads to good work performance. Good working environment includes: ventilation, well illuminated and good offices. Teachers in public school lack motivation and job satisfaction due to poor enrollment and delay in salary as well as lack of social amenities within the workplace (Okonkwo and Obineli, 2011)

Unqualified teachers: Most research on teacher education have linked low student success to a lack of expertise, which was caused by the inadequacy of specialist teachers in schools (Ademujimi, 2002; Bankole, 2002; Akinduro, 2003). Producing quality teachers is one of the most difficult difficulties or barriers to overcome in the educational system (Pelumo, 2007). According to the National Economic Empowerment and Development Strategy (NEEDS, 2005) educational study in Nigeria, more than 49 percent of teachers in Nigeria are unqualified. It is, therefore, of paramount importance to examine the impact of teachers' qualifications on students' achievements on a regular basis. Poor academic achievement among students limits their potential abilities to compete effectively in an ever competitive global village. Academic failure affects both the students and the parents; it also affects the entire society in terms of dearth of workforce in all spheres of the economy and polity (Aremu, 2000).

Lack of teachers' commitment: Majority of teachers in recent time are not committed to the teaching job. Ajayi and Shofoyeke (2003) opine that factors like poor salary, delay in promotion and lack of job satisfaction are the major causes of the decline in teachers' commitment to their work. This leads to lack of enthusiasm to work, not attending to students promptly, carelessness in handling school records among others.

Problem of attrition: The unfavourable working condition and learning environment for teachers has created problem of attrition (Demaki, 2002). The perception of the public about the

teaching profession could be a contributing factor to why the teaching profession does not attract the right people. Recent happenings have shown that holders of good qualifications in education seek jobs in the banks, telecommunication, oil and gas and other gratifying sectors.

Teachers and role conflict: Due to series of incessant industrial actions arising from teachers' plights, most teachers have divided their loyalty to their employer of labour as they have other engagements or businesses. Therefore, this has reduced the commitment of teachers and jeopardised the progress of the teaching profession.

Lack of Motivation: To promote the teaching profession and teacher education, government needs to work out some plans in ensuring teachers are well motivated, as this tends to encourage new entrants to the profession and makes the old ones to be happy and willing to stay on the job. Durosaro (2006) identifies the motivating factors as good pay, well conducive and improved condition of work and more importantly, the provision of scholarship award for the education of students at all levels (local, state and federal). Mmadike (2006) asserts that the major sources of job dissatisfaction among Nigeria Universities are too much workload, low morale, inadequate incentives, delay in promotion and poor working condition.

Teachers and professional ethics: Every work or organization has work ethics which workers are expected to abide with; this guide them in discharging their responsibilities. As stipulated in the manual of Teachers of the Federal Republic of Nigeria (1998), ethics of the teaching profession requires that teacher should keep examination questions and marking guide secret and they must not aid examination malpractice. However, Ajayi and Shofoyeke (2003) reported that teachers are forced to bow to the pressure of supporting lazy students to engage in examination malpractices either internally or externally; and this tarnishes the image of teachers, majority of who engage in this illicit act.

Teacher education and curriculum development: The acceptance of globalization in the less developing countries like Nigeria poses a threat to teacher education. The world is seen as a global village. The 21st century teachers need to be operate effectively and efficiently via the adoption of modern technologies and methodologies that are practiced in developed countries.

2.3.7 The model of Commitment

The Allen and Meyer (2007) models of commitment correspond with different psychological states of employees. The perspective of the model was created for two reasons:

first is the “to know the interpretation of the present state of research”, and second “to establish a framework for future research”. It should be noted that this study is strictly based on organizational commitment. The focus of the model is on the “mind set”, that is, how employees will be committed to their job.

Affective Commitment: If an employee has a positive emotional bond or feeling toward the organisation, this is referred to as affective loyalty (AC). AC is an aspect of corporate loyalty in which an employee firmly believes in the company's priorities and wishes to stick with or continue as a member of one family within the organization. Employees that exhibit affective dedication are typically affected by demographic factors such as age, tenure, gender, and schooling. As previously taken from Kanter's work, the obstacles with these characteristics can be seen but not well described and reported (Mowday, Porter, and Steers, 2006). (1968)

Continuance Commitment: The continuance commitment is based on the “need” component or perhaps on the gains and losses for working in an organization. An employee may consider the gains he has got in an organization and decide not to quit or leave the organization (Beckers, 1960). The economic cost and social cost plays an important role in the employees’ decision whether to lose his/her membership or not. Employees do not really consider the positive cost to stay in the organization but take into account the availability of alternatives or options of better job opportunities.

Normative Commitment: The normative commitment is when an employee perceived or having a feeling of obligation with the organization. A good example is when an organization trains and invests in an employee and the employee feels a moral obligation to stay back and re-invest what the organization has imparted in him into the system. It may also come in the form of socialization processes or through family and the employee decides to be loyal to the organization that he/she works for. Wiener (2005) opposes the research of Allen and Meyer on the premise that it lacks depth because it is supported by theoretical rather than empirical evidence.

2.4. National policy on education: secondary education section

Policies are plans of action that guide the conduct of a particular phenomenon. It should be noted that the success of education for any nation in terms of quality depends solely on the supply of good teachers. The National Policy on Education and Federal republic of Nigeria

(1981) opines that it is difficult for a nation to achieve economic, social and technological advancement without a good system of education to sustain the achievement.

Teacher education has not really cut across every phase of development in Nigeria; factors like economic, political or social activities are major obstacle to manpower planning. The required manpower needed for the attainment of teachers' education is training and development.

In 1973, when the federal government decided to use education to benefit the citizens, there was a call for seminar by distinguished educational experts which was coordinated under Chief S. O Adebo to deliberate on national policy on education. Arising from the meeting, the following recommendations of the National Policy on Education was published in 1977 and this was later revised in 1981. The main aims of secondary education as contained in Section 4 Subsection 18 of the policy (1981; 16) include the following:

- (a) Provision of increased primary school pupils with opportunities for higher education in quality, irrespective of ethnicity, sex and religion.
- (b) Effective, efficient and stable curriculum that will make or cater for the differences in talents and roles in which students are exposed to as a course.
- (c) Compliance with modern advanced technology which paved way for students' exposure.
- (d) Developing and promoting the Nigeria culture, art and language and more importantly, the world cultural heritage.
- (e) Raising of young generation of people who are mentally and physically stable with vast knowledge for respect and dignity of labour.
- (f) Fostering and increasing the unity of Nigeria with emphasis on unity and diversity
- (g) Inspiring the students to strive or have desire for self-improvement and achievement.

The government planned secondary education for duration of six-years in two stages: the junior secondary school (JSS) and senior secondary school (SSS). At the end of junior secondary school for students, some students may decide to engage in apprenticeship system or move into vocational studies/training. The senior secondary schools are for those students who have completed secondary education. The National Policy on Education is seen as a reference point for the development of secondary education in the country. The policy on education is expected to bring about social justice and equal educational opportunity in order to ensure identification and development of vital talents in relation to the highly complex technological society.

2.4.1 The teaching profession in the past

Historically, education was seen as a service. Schools were held in high regard and regarded as ivory towers. Teachers became well-known and esteemed members of society. When schools were funded in the 1950s and 1960s, there was fierce rivalry between government and private schools, especially among missionaries' schools. Any of our current politicians is very lucky to have completed primary and secondary school schooling at a time when the nation's economy was still functioning reasonably well. Education was a strong investment at the time, and pupil attendance was proportionate to the school's facilities. Things began to change steadily with telecommunications by the 1970s. By 1970s, things gradually started changing with tragic dimension on the educational system of Nigeria. During this period, most of the private schools were taken over by the state government. The development later was that they were given a legal backing with a decree by the military in place then. With this dictatorial policy on education, both the state and federal governments monopolized existing projects on education, disregarding the stakeholders in education. Most parents abandon their responsibilities to the government to the fact that their role as the primary decision makers on their children's education had been discouraged by the government. These situations were awkward as the government was seen as the sole operator and financier of education from the primary education to university.

The educated and enlightened Nigerians craving for development celebrated and applauded the new era/dispensation. This is because as civil servants, they enjoyed some privileges with higher incentives, such as more allowances and retirement benefits like pension and gratuity. Governments, both state and federal, founded more schools (colleges and universities) that functioned as divisions within the civil service. They hired new teachers with Grade II and NCE qualifications from training colleges and colleges of education across the country, in accordance with the Universal Primary Education Policy (2006). This growth occurred at the same time as the oil boom. There were finances and no barriers to financing the maintenance and management of universities and colleges at the time.

However, this largesse lasted for just a while; government made a turn back by monopolizing the educational sector whereby schools returned to bureaucratic settings. Within this period, the education climate changed, the academic standard of schools started falling and the infrastructure started to collapse within a short period of time. By mid 1980s when Structural Adjustment Programme was introduced, funding of schools became a problem and the situation

was seen to have moved from bad to worse. Most schools run at the state level suffered lots of setbacks in which the schools' structures and building have been in a state of disrepair. Schools lacked the basic facilities like equipment, laboratory etc. However, the public schools in Nigeria were only left with ancient chalk to work with across the country and the teachers were said to be at the receiving end.

In the last thirty years, there has been a lot of dislocation in the educational sector in terms of organization, management and oversight, administration and financing of universities, schools, colleges, and universities in Nigeria, and all of this has culminated in decadence in academic performance, indiscipline and test malpractices, riots, and cult clashes. This has resulted in poor morale of teachers in public schools. Politicians' apathy toward education at the federal, state, and municipal levels has resulted in gross negligence financing of colleges, which has stripped education and teaching as a career of respect, integrity, and pride.

Today, teachers have been described as frustrated, depressed and disillusioned arising from lack of motivation and encouragement by government because their output is very low when compared to research and publication. The consequence of all these is that Nigerian graduates of secondary and higher institutions find it difficult to compete with their counterparts trained elsewhere. This implies that Nigerian education is declining and losing its prestige and place in the global society.

The teachers' problem started with the explosion of students in primary and secondary education (with UBE Policy). In a bid to finding solution to this, the government encouraged crash programme of Grade II teacher and training of students that were admitted as dropouts within two years to become teachers. For close to two decades, many teachers in the profession at the rudimentary or elementary stage were those that failed the West Africa School Certificate Examination (WASCE). The trainees were those who had less than five credits in WASCE that could not gain admission to universities or polytechnics to have better education and professions. This could be the reason the image of teachers dropped drastically because they are rated very low in the society.

2.4.2. Teacher education in the 21st century

Teacher education in the twenty-first century is thought to be underperforming in comparison to what is currently done internationally. While education is seen as a social system,

we mean the pupils, teachers, and school curriculum by this social system. The cohesion of the three values determines the success of the educational system. Any failure in one of the three values has an effect on the other social systems. It should be remembered that one of the three elements has a significant impact on the other two. This suggests that the teacher is more critical in the instructional process than the other two. The National Policy on Education, on the other hand, specifies certain roles and priorities on the Section 6 (b) of the policy states the roles and objectives of the teachers' education as follows:

- a. To provide highly motivated, effective and efficient facilities (classroom) for teachers.
- b. To encourage training, development and creativity in teachers.
- c. To make teachers feel comfortable by providing a good standard of living of social life in society and community at large.
- d. To produce competent and requisite skilled teachers with intellectual capacity and professionalism.
- e. To increase teachers' job satisfaction and commitment to the profession.

Afe (2002) reviewed the objectives and concluded that the teacher education policy had failed to produce teachers with requisite (intellectual) skill and knowledge in the Nigerian schools system.

2.4.3 Professionalization of teaching in the 21st century

The teaching profession has been subject to criticism and disagreement in Nigeria, most especially among the stakeholders (government, teachers, administrators and parents). Some have argued that the teaching profession is a calling, vocation, semi-profession or profession, and has been generating lots of controversy; all these have brought down the status of teachers to be low in the society. Many teachers are not proud of their profession when compared to their counterparts in law and medical profession, among others. Afe (2002) carried out a study among five states, Lagos, Ogun, Delta, Edo and Ondo in Nigeria on the teachers' plights. The outcome of this study revealed that landlords found it difficult to lease out houses to teachers because of their inability to pay rent due to irregular salary payment and their poor status. Legat (1970) had earlier argued that the teaching profession is not well recognized in the society because it is not seen as an esteemed one and may never be.

Meanwhile, the 21st century teaching profession has been professionalized. The teachers during this epoch need a good motivating package. Afe (2002) opines that organisations need to

cater for their workers' welfare and motivation in order to gear them towards actualising organizational goals and productivity. It is pertinent to note that welfare packages such as good retirement plans (like gratuity and pension schemes), medical and transports services, school buses, bonuses are important factors that enhance workers' activities at workplace. There had been lack of funding and this has led to shortages of basic facilities such as chairs and tables in the schools. Schools need adequate funding to run effectively because of the decline on the teaching profession and this obviously has a tremendous effect on funding of schools in Nigeria. The people in the position of authority should embrace social dialogue on education.

Nigeria Union of Teachers (NUT), All Nigeria Confederation of Principals in Secondary Schools (ANCOPSS), Colleges of Education Staff Union (COESU), Association of Staff of Polytechnic (ASUP), and Academic Staff Union of Universities (ASUU) ensure that all necessary information are shared to pave way for wide consultation and negotiation and interaction between the private and public schools teachers on various issues of policies, implementation, monitoring and evaluation for teachers.

The students reading culture is not encouraging and as such teachers need to step up professionally. They need to monitor students properly on the teaching and learning culture. The policymakers need to constantly organize seminars and workshops for school teachers on capacity building and development, most especially in the area of ICT in schools. The government also needs to comply with the directives of global education initiatives on education for all and Millennium Development Goals (MDG) and the United Nations Decade of Education for Sustainable Development. As the society becomes more enlightened about the need for education, the demand for schools and students will increase proportionately; therefore, Nigerian teachers need to be trained on capacity building.

The teaching profession during this era is such that policies on teaching and learning are in different fractions which have to be linked to on-the-job training service and in-service training. With the advancement of technology, teachers are expected to avail themselves of opportunities of quality knowledge and skills to meet up with the new demands of schools and society at large, especially on the aspect of information communication technology. Newly recruited graduate teachers should be oriented and inducted properly to the teaching and learning process about the development of teachers and students education. It is also important to note in this epoch that the training of teachers are germane for more effective and efficient service

delivery in terms of being innovative, creative and learning. Also, the curriculum needs to be well defined and inculcated to support the foregoing. This should also be applied to the educational system at the tertiary level.

2.4.3.1 Professionalism in teaching

As implied in the term “teaching profession”, teachers are expected to display professionalism in their discipline. Teaching is seen as a noble profession and the teachers play a crucial role in the society. Durosaro (2008) opines that the federal government has already taken a giant step in ensuring that teaching is professionalized by implementing the policy of teachers’ registration for all teachers in the country. Professionalizing the teaching profession indicates that teaching would be like other prominent profession such as medicine, law, pharmacy and other professions. The implication of this is that the teaching profession will be licensed and practised by those with educational qualification. Professionalism is saddled with qualitative service delivery for the society which should be accompanied with good reward practices.

Ajayi and Ekundayo (2010) opine that sticking to professionalization of teachers will only benefit teachers with teaching qualification, while those without teaching qualifications will lose out in the area of job security, and teachers’ salary structures. The teachers’ status will be high; it will curb the brain drain syndrome in the profession and lead to high standard of education and recognition of teachers internationally. It stipulated that teachers shall not engage in any other job or profit oriented work outside the school hours without informing the appropriate quarters for approval as this might attract sanctions. Teachers should not take part in the editing of work or newspaper henceforth without the approval of the school board. The teachers’ role is expected to be 24 hours service for teaching and learning. However, Ajayi (2004) emphasised the need for the stakeholders in education to provide an enabling environment that will aid teaching and learning.

2.4.4 The place of education and teachers in society

The National Policy on Education of Nigeria (1998:33) stipulates that the education system of the country need not rise above the quality of teachers in the nation (Akande, 1989). For so long, the Nigerian teachers have been seen as prone to poverty such that the profession does not really attract first-class graduates of higher institutions. Many young graduates of today no longer wish to make a career of the teaching profession; instead, many of them take it up

temporarily when they fail to get their desired jobs and decide to remain in the teaching profession till they find the job of their choice. Graduates with good qualification, such as Ph.D holders in English or Chemistry sometimes decide to pick up jobs in the oil and gas sector rather than in universities or colleges of education. Also, holders of M.Sc. degree in Sociology prefer to take up jobs in the banking industry. The present state of the Nigerian society sees a newly employed clerical officer in the oil and gas sector being rated above a school principal with over thirty years of experience.

Our leaders' corruption and maladministration have become big problems for the Nigerian educational sector. The country's programs for long-term cost design and delivery have been hurriedly planned. The UBE policy was implemented without considering the costs and burden of overseeing a vast number of schools as well as the physical infrastructure of the schools. The 6-3-3-4 policy was also rushed, and the concept and execution both failed. The proposal was only in effect for a short time before it was repealed. In light of this, goal-oriented preparation resulted in the inclusion of Nigeria's growth needs. The second National Development Plan for the country outlines five main objectives which were built on:

Issues were raised on the educational system, their indicators for societal development and growth, contributing meaningful equal rights and privileges for the society and giving opportunities for the citizens, designing the possible ways to fund the educational system so as to bring about free health, housing, insurance and securing good environment that will aid export and be favourable to the citizens in science and technology.

2.4.5 Non-effective teaching in public secondary schools in Nigeria

It is no doubt that teaching is seen as a noble profession, but in recent time, it has been taken over by those who have no qualification in education or business in the classroom. The unemployment rate in the country created a pathway for unqualified teachers to venture into the business. However, as they get better jobs than teaching, the teaching job is jettisoned. Chacko (1981) views qualified teachers as those that have received training in education subjects up to a minimum level. For example, a mechanical engineer who teaches Physics, Mathematics or Chemistry in a secondary school will be seen as an unqualified teacher because he has not received training in Physics Education, Mathematics and Chemistry education. Such teachers do not have the basic knowledge of teaching; they have low commitment and motivational level and may not really bother about the efficiency and effectiveness of their teaching.

To have a teaching certificate as a qualification does not guarantee the best performance; experience, which is seen as the number of years spent in service, is essential in terms of imparting knowledge on students. The number of years spent on teaching helps the teacher to be more knowledgeable and this increases their productivity and improves students' performance. Teachers with less number of years in the teaching profession will have low service delivery in the classroom and this can adversely affect the academic achievement and performance of the students.

2.4.6 The purposes of school supervision

The importance of school supervision cannot be undermined because it enhances the quality of instructions granted in schools. Ajayi (2004) sees supervision as what is obtainable by workers in terms of “do’s” and “don’t” for the purpose of having good processes and operations in the school so as to influence the actualization of its goals. The attributes and functions of supervision include identifying the school patterns and materials on how this brings about educational development, enhancement of teachers' efficiency and effectiveness, compliance of teachers in service delivery to work; provision of training and development for teachers, management of classroom teachers towards the aims of the school; determining the pace of the school; deciding the teachers that need to be transferred, promoted, demoted, disengaged and retained and attending to the content of the curriculum.

The head of the school, either the head teacher or principal, is the supervisor in charge of the school. Such person carries the burden of the school and is seen as an instructional leader. However, many head teachers do not play this supervisory role of improving teachers' quality and learning in school; rather, their roles are viewed to be more of administrators, accountants and counselors. In the discharge of their supervisory role, the principal and head teachers are expected to be visible rather than staying in their offices. Inspector Manual (2001) clarifies that the head teacher is expected to play the role of visiting classes on a regular basis and discussing the observations notice. They are to possess authority and responsibilities, set the objectives for the school and determine the appropriate activities to achieve the goals and objectives. They are to assist the new and experienced teachers on coordinating the schemes of the job and to advise on a regular basis, collect teachers' lesson notes periodically, listen to the plights of the students by interacting formally with them and provide welfare facilities for the teachers.

2.4.6.1 The falling standard and declining quality of education in Nigeria

The Nigerian public schools (primary and secondary schools, universities, polytechnics and colleges of education) are no doubt challenged with complex problems. The standard of education has fallen and the country has lost its glory on education with morals also flagging. The various stakeholders in education have been blamed for this act but the pupils have been the worse on the decline in the quality of moral values and education. A significant number of people blamed the teachers for the failures in school because they believe the teachers are no more committed and dedicated to their job when compared with teachers in the past. Some other people or stakeholders blame the parents for not monitoring their wards while the bulk of the blame fall on the government for not providing attractive conditions of service or favourable working place or facilities needed for teachers to do their jobs.

Obviously, the falling standards of education in the country could also be attributed lack of intensive supervision at the primary and secondary school level. Corruption among the educational stakeholder has been a problem across the country. The future of any nations lies mainly on the educational system of that country; the decline in the Nigerian educational system speaks volume and generated lots of controversy and debates among stakeholders on the way forward for a good structure in education. It was reported sometimes by Voice of America (VOA) on 15th February, 2009 that only 20% of Nigerian graduates have quality and good education to compete for employment in the labour market thereby leaving 80% of them with no sound education. The blame game continues among the educationists. While writers apportioned blame to the teachers, other people blame students and their parents for indiscipline at home. However, emphasis should be on supervision and inspections to school because these have been adjudged as the main problem to the decline in the educational system, as these two joint factors result in decline in educational quality; non availability of good teachers; lack of instructional materials, and good library with books; bad attitude of students to reading and learning; lack of discipline by the parents, misplaced priority on the part of the government; corrupt officers and lack of dignity among the educationist.

Resources and logistics in public secondary schools

Teachers are the human resources to both primary and secondary education, laboratories, libraries and classrooms, in general, to the physical structures of the schools and this is

significant because it determines the success and failure of primary and secondary education. However, the resources in educational system are below per which hinders schools to perform Sistus (2008) complained on the state of dilapidation that is encountered in both primary and secondary education across the country. There are lack of chairs and tables for students to use in classes. Some students are taught under mango trees because of the dilapidated classrooms and this phenomenon continues in many public schools unlike the private schools. Facilities such as good library, toilets facilities, and potable water are conspicuously absent.

The issue of logistics is another input that will aid processes to achieve the success of any educational development. According to Stufflebeam CIIP Model, logistics are related to funding and these funding are by votes which has to pass through processes. Looking at the condition of secondary school structures (facilities) in Nigeria, it is evident that the educational system of the nation is underfunded. The schools are not conducive as most facilities are dilapidated, rats and reptiles have taken over the classrooms, school environments are bushy, and libraries lack books. This is as a result of government poor funding of the educational system.

The Nigerian governments are yet to comply with UNESCO's position to devote 26% of annual budget to the educational system, decades after the agreements was made. For instance, in the year 2010, 6% of the year's budget was allocated to education, not minding the effect it would have on the educational sector. This depicts the decline of infrastructural facilities and poor remuneration for teachers and contributed to the dismal performance of students and secondary schools.

Although, on the hand some teachers are not committed and perhaps are truants, rumor mongers, do not work intelligently, and engage in unprofessional trading within the schools, wasting unnecessary time on teaching and learning. Ekundayo (2010) avers internal and external supervision brings about good instructional delivery and maintenance of educational development. According to Ayodele (2002), cited in Ekundayo (2010), the heads of department are the internal supervisors, while principals and vice principals, officials of Ministry of Education are said to be the external supervisors and are saddled with responsibilities to ensure high standards are assured and maintained and, more importantly, ensure schools are run in accordance to stipulated rules and regulations. Most heads are no more committed to making sure that teachers discharge their duties accordingly. Also on the part of Ministry of Education, their officials present worse situations, as their visits to school are not regular and only

concerned about what will benefit them from the treasury of the government or schools they visited. By this, it is difficult to scold erring school teachers or principals and the end result of this is a decline in the educational system. Other factors are inconsistent educational policy, politics of education within the teaching profession, poor attitude of students to learning, poverty among the parents, and the response and reaction of society to education.

The major determinants of secondary education in Nigeria include factors such as personnel and resources, logistics and curriculum for students. The academic curriculum is regarded as the major factor that has affected the decline of the quality of secondary education while the factors of personnel and resources may be regarded as a minor factor. The classroom teachers are being consulted for the development of best quality curriculum; the teachers know the implementation process in curriculum development.

Akinsolu (2010) has argued that there is a strong connection between teachers and students on the quantity and quality of academic performance. In the same vein, Nwokeoma (2010) claims that the Ministry of Education has admitted that the dismal performance of students in terminal classes, most especially on subjects like English and Mathematics, are caused by unqualified teachers. Thus, the government has admitted that there are unqualified teachers in Nigeria public secondary schools. The lack of qualified teachers was caused by students' enrollment and explosion in classes which is against the required standards (Ogunlade 2011) the ideal classroom as recommended by National Policy on Education (NPE), should be 40 pupils to a teacher in a class but this is not in line with UNESCO recommendation teacher-pupil of ratio 1:30. This is expected to make teaching and learning worthwhile for effective and efficient learning.

In government schools, classrooms are operated on the basis of ratio 1:90. Sofolahan (2000) asserts schools situated in cities violate teacher/pupil ratio of 1:40 as classrooms meant for 40 pupils are being used by 80 pupils. The situation under this condition is that no meaningful learning and teaching will be achieved as the classrooms are congested. This is due to lack of funding, insufficient structures and building and low commitment of teachers.

The Nigeria government is the main cause of poor quality of secondary school education. This is not only limited to overcrowding of classrooms which has reduced the quality of education (Huber, 2008), but the teachers are not well remunerated. The teachers' remuneration

is not competitive when compared with their counterparts' in the health sector, telecommunication and oil and gas (Nwokeoma, 2010).

2.5 Scope and purposes of secondary education in the Nigerian context

Secondary education comes after primary education for children, and it is said to be the passage to tertiary institution. It is aimed at developing children to further and better the primary knowledge since primary education is insufficient for children (Yusuf, 2009; Ige, 2011). Secondary education is maintained by the government either state or federal, individuals (private), communities and missionaries. It is divided into two phases:

2.5.1 Junior secondary phase

Junior school consists of three years of higher education. The program is purely technical in nature. The junior secondary school program includes main, prevocational, and non-prevocational courses. The core subjects include English Language, Mathematics, and subjects such as Environment, Social Studies, Basic Science, Citizenship Education, and Basic Technology; prevocational subjects include Computer Education, Local Crafts, Home Economics, Music, Fine Art, Business Studies, and Agricultural Science; and non-prevocational subjects include Arabic, Christian Religion, and Citizenship Education. Teachers certify students based on their results in continuous evaluation (CA), and student examinations are administered and arranged by the State Ministry of Education for the state or by the Federal Ministry of Education for the federal government. At the end of the phase of junior school, students are expected to sit for the Junior School Examination Certificate (JSCE) in which the students is required to pass a number of subjects in the curriculum such as English language and Mathematics before they could be qualified to proceed to the Senior secondary (SS) for additional three years trained. The students who fail English and Mathematics are expected to enroll in the technical colleges; these are also known as an out-of-school vocational training or embark on an apprenticeship scheme which is in compliance with 6-3-3-4 system of education.

2.5.2 Senior secondary phase

After the junior secondary school is the senior secondary school. The senior secondary has a wider scope than junior education and it aimed at broadening the skill and knowledge of

students beyond the junior secondary school and prepares students for higher institution learning. In the senior secondary school, students are to offer a minimum of eight and maximum of nine subjects comprising six to seven compulsory subjects which are English language, Mathematics, a major Nigeria language (Yoruba, Igbo and Hausa) and a vocational subject. The remaining two or three subjects are electives from the humanities, engineering, technology, social sciences, and vocational fields. Students' qualification is ratified based on their success in continuous evaluation (CA) and the Senior School Certificate Examination (SSCE), which are arranged and organized by the West African Examination Council (WAEC) and the National Examination Council (NECO). The requirements or prerequisites for placement and enrollment in the educational system's tertiary institutions are a minimum of five credits in no more than two sittings, with English and Mathematics included. However, the Nigerian secondary education is aimed at preparing students or individuals for the following:

- a. to be useful within the society and community;
- b. for higher learning education;

The specific aims are indicated below:

- a. providing education for all primary school leavers, and the opportunity to advance their education to higher institution, irrespective of tribes, sex, status and religion;
- b. diversity in the provision of curriculum that will incorporate talents, opportunities and forecast of roles;
- c. regular training of personnel in applied science and technology;
- d. promoting and developing Nigerian arts and culture by showcasing the country world cultural heritage;
- e. encouraging and inspiring students for self-improvement and striving for excellence;
- f. clamouring for national unity on the need for sharing common ties on various issues;
- g. developing and raising a generation with good mission and vision, who will respect views, feelings and also respect the dignity of their job and the broad objectives of both the state and national goals
- h. provision of technical skills and knowledge that are necessary in relation to industrial, agricultural and economic development as prescribed by National Policy on Education (2004).

2.5.3 An overview of public secondary school facilities in Nigeria

The facilities of public secondary schools are very important as they intensify teaching and aid learning, thereby enabling the teaching profession to achieve its desired goals and objectives. School facilities simply means the equipments and facilities that are geared towards school administrators, allocation and utilizing effective and efficient management of education development for the purpose of bringing about purposeful and efficiency in learning and teaching. School facilities and the physical structures aid teaching and learning which in turn, is believed to help the performance of teachers and students (Adeboyeje, 2000 and Emetarom, 2004). Kazeem (1999) avers that school facilities include structures that are permanent and non-permanent in terms of plants, equipment in laboratory, blackboards, teachers' chalks, and other consumable products.

The standard of education in the country depends on the determinant of adequate utilization of resources, and the administrative and management of educational facilities. Akinsolu (2004) opines that schools with good curriculum cannot achieve good academic studies while the school environment lacks facilities or the school facilities are being unmanaged. Examples of school facilities are classrooms built with blocks, laboratories, plant and equipment, good water, good power supply, microphones and speakers, playing field, store and toilets; they are the physical resources that are needed for conducive teaching and learning processes to take place. The paucity of funds on education or low budget allocation to the education sector by the Nigeria government can be adduced as the reasons the school facilities in public school have not been well managed. The maintenance of school facilities is very important and there is need to ensure that these facilities are well kept. These include keeping clean the play field and cutting of grass as and when due, periodic assessment and renovation of structures, timely servicing of school equipment and power plants such as generator and official cars (bus) and maintaining a good working and safe environment. Taiwo (2012) argues on the importance of the school equipment and plant that they help the schools in the running their daily activities, should be kept safe and well managed. According to Hinum (1999), the management and maintenance of structures on repairs and the level of servicing of school facilities depends on the quality of the buildings. Parts of the administration and management of school facilities are keeping records of facilities, monitoring and supervision of facilities, coordination and involvement of students and teachers to support in the maintenance of school facilities, and evaluation of the facilities.

So many stakeholders like administrators, scholars, researchers and educational developers have upheld that school facilities are not well maintained in Nigerian schools due to students' explosion in government schools where school enrollment is not in tandem with the facilities. Ikoya and Onoyase (2008) argue that just 26% of public secondary schools have adequate school facilities. Also, Ajayi (1999) observes that majority of government secondary schools are in dismal state due to lack of funding, while other tertiary institutions have lost their glory but continue to live on past glories. This scenario has had negative effects on teaching and learning, thereby making students and teachers to lose interest in teaching and learning. In a similar vein, Owuamanam (2005) notes that lack of school facilities and their poor maintenance created a pathway for the major obstacles in the Nigerian educational system. The facilities are outright inadequate when compared with students' enrollments in schools and these facilities are also poorly managed. Owoeye (2000) asserts that the dilapidated school facilities and their inadequacy often create problems for the school principals and teachers as teaching and learning activities get affected. It should be noted that maintenance of school facilities assists students and teachers in terms of improvement of students' academic performance and enhancement of effective learning.

2.5.4 The condition of public secondary schools in Nigeria

Academic success in government public secondary schools in Nigeria appears to deteriorate. This is all happening as a result of the government's stance toward teachers and school administrators. It is believed that government schools have not been given attention despite the vast and enormous resources. The school heads are equally not bothered about the falling standard in education and academic performance of their students. A nation with poor or low standard of education is on the verge of collapse as there will be illiteracy, mediocrity and high poverty rate. The less-privileged children who are from poor background are being deprived of the opportunity to attend school and have quality education, while the rich parents believe their children are being secured by education. Smart and brilliant students attend public schools and can prosper at any level if they have the opportunity to be in the right environment with resources that are required to perform. Locke (1976) opines that heredity sets goal, environment sets limits.

The report of students' academic performance in terminal classes (WAEC) in the last five years in the country, as specified in Nigerian dailies and news, is not inspiring. Every year comes with a dismal performance and it is a thing of major concern to the stakeholders in education. The situation is complex in the last five years as it is reported that students recorded over 80% of failure in WAEC, NECO and JAMB examination. Many students engage in malpractices, with the aid of some parents. There are special centers for WASCE where students are "officially" allowed to pay certain amount of money. These centers are called "miracle centers". There are also some factors or causes for these poor academic performances of students, like the poor attitude of government on funding of education and administration of schools. It is assumed that government gives less credence to education while prioritizing lawmakers' salaries, entertainment and dress allowances and other frivolous expenses. It is important for government to spend more on education, thereby investing on the young generation for the society to be great.

Other factors are teachers' attitudes such as not attending to students, and not preparing lesson notes; many teachers, most especially, the ones in the rural areas, attend to their personal businesses such as hair dressing, fashion designing, buying and selling while they abandon teaching during the (working) school hours. The monitoring and supervising officers in the Ministry of Education should step up and ensure that the needful is done. The educational inspectors and supervisors (authorities) that are responsible for the smooth running of public secondary schools do not have confidence in public schools such that they do not allow their children to attend public school. This is a major cause of the crises in government schools.

In the past (1950s, 1960s, 1970s), schools were run by the local communities and parent-teachers association as they were actively involved in the administration and management of schools. There was an active participation of PTA and communities in the aspects of facilities' upgrade and provision of resources for schools.

2.5.5 Challenges of secondary education in Nigeria

The secondary schools are faced with enormous obstacles in the educational sector. Secondary education is unique because it is the link to tertiary institution. Secondary education is where knowledge, skills, morals, culture, value and traits are acquired. All these attributes strategically position children for tertiary learning and teaching. Despite the role of secondary education, Ajayi (2000) and Omoregie (2005) note that learning and teaching at this stage is with

a lot of dimensions and views. An overview of secondary education in Nigeria indicates that there are lots of problems that undermine the achievement of teaching and learning, and these include the followings:

Inadequate fund: The importance of funding cannot be underestimated in the development of any educational system. No organization can run effectively without adequate support of funds at its disposal. Obe (2009) opines that maladministration and malfunction of the system is expected without adequate funding. Money is germane as it is needed for the construction of buildings and other essential services needed in the development of education. Money is used to pay workers' salaries.

The allocation of funds to the educational sector in the Nigerian annual budget is low and minimal to the extent that schools had always been at the receiving end. Report from Central Bank of Nigeria revealed that between year 2000 and 2010, the allocation of funds to the educational sector in Nigeria was less than 14%; this is low when compared to other countries in Africa like Malawi, Angola, South Africa, and Kenya (United Nations Development Programme, 2011).

In addition, in the three levels of education in Nigeria, primary, secondary and tertiary institutions, the tertiary institutions normally have the largest share of funding on education (Hinchliffe, 2002), and this means that the remaining fund are being shared between the primary and secondary education. There had been series of complaints on the inadequacy of funding in secondary schools in Nigeria (Moja, 2000; Atanda and Jaiyeoba, 2003; Federal Ministry of Education, 2003; Omoregie, 2005), and these were attributed to the decadence in infrastructural facilities (Omoregie, 2005; Ahmed, 2003). The enrollment of many more students makes it more cumbersome as there are limited spaces for the students (Jaiyeoba and Atanda, 2003; Federal Ministry of Education, 2007; CBN, 2010).

Inadequate and decayed infrastructural facilities: The public secondary schools lack facilities and where these facilities are available, they are in wretched states, as the infrastructural facilities are not well catered for; this makes it difficult to have effective teaching and learning. According to Jaiyeoba and Atanda (2003) infrastructural facilities of secondary schools enable teachers to achieve their desired purpose of teaching, researching and imparting knowledge to students. Secondary schools with no facilities or dilapidated structures/classrooms with no tables and

chairs, books, laboratories etc will be difficult for the students to achieve any meaningful learning and teaching (Ahmad, 2003).

Inadequate and low quality teachers: Teachers are the future of any nation; they are nation builders (Achimugu, 2005). Aside from the students, the teachers are the most important of any educational system and as such their inputs towards the nation's economy are incomparable (Fadipe, 2003). The National Policy on Education (2004) stipulated that the qualities of teachers are the greatest assets and no educational system can rise above teachers with requisite skills and knowledge. There is a prevalence of teachers with lack of requisite skills and knowledge in Nigeria due to high unemployment rate which makes most graduates take up the teaching profession as a temporary job (Moja, 2000; Federal Ministry of Education, 2003; Omorege, 2005; CBN, 2010).

It was revealed by the Federal Ministry of Education (2009) that there is a shortfall of over 581 teachers in the junior secondary schools and 39,023 teachers in public secondary schools in Nigeria. The reports from Enugu, Kaduna, Lagos, Ogun and Rivers State, as reported by Obanya (2006) are as follows:

- i. There were tremendous short supplies of teachers in public secondary schools.
- ii. These short supplies of teachers affected every subject taught in the five states of the public secondary schools.
- iii. The shortfall of teachers was more prominent in subjects like Religious Studies and Commerce.
- iv. Indigenous subjects like Yoruba, Hausa and Igbo also witnessed inadequate public secondary school teachers.

Lagos state, which is seen as the highest revenue generating state, has the highest number of teachers in the deprived subjects. The shortfall of teachers is more noticeable in the compulsory subjects such as English Language, Mathematics, French and Science (Okorodudu, 2011) and in the rural areas (Ediho, 2009). The Nigeria Certificate of Education (NCE) is the minimum prerequisite or certification for teaching in public secondary schools (National Policy on Education, 2004), although in either event, many secondary schoolteachers have a lower qualification of a Grade II certificate, implying that they are unfit to work in the teaching profession (FME, 2007, 2009). According to UNESCO (2006), the number of students enrolled in Junior Secondary Schools in the 2005/2006 academic session was 3,624,163, while the

number of teachers was 61,938, with 73.3 percent eligible. 74,841 teachers worked in the Senior Secondary Schools that year, with 73 percent of them being eligible.

Negative attitudes of teachers: The Nigerian teaching profession has lost its prestige; in consequence, teaching has been relegated to a low status in society (Achimugu, 2005). One of the results is that most teachers often get involved in examination malpractices, late coming to work, absenteeism, avoidance of record keeping, involvement in petty trade within and outside schools, and extortion of money from parents and students (Famade, 2001; Adeyemi and Ige, 2002; Ajayi and Shofoyeke, 2003; Achimugu, 2005). The lack of commitment of teachers to the teaching profession can be linked to indiscipline and poor academic performance of students in the schools (Nanna, 1997; Adeyemi and Ige, 2002), and this has continued to be worrisome to the school administrators, and other relevant stakeholders in the educational sectors.

Indiscipline of students: Students are expected to be disciplined and obedient to rules and regulations, and as well get committed to their studies by attending classes promptly, listening attentively to teachers and doing assignment and submitting at the appropriate time. The students are expected to be cultured, have morals and display high level of good etiquette. In recent time, many students of public secondary schools are indiscipline such that they do come late to classes, play a lot of truancy, engage in drug abuse, smoking and drinking of alcohol, and get involved in betting (Achimugu, 2005).

Students' academic success suffers as a result of low-quality intakes. Literature review has revealed that there is a great decline in primary and secondary education in Nigeria (Osho and Osho, 2000; Chinelo, 2011; Yusuf, 2009; Ige, 2011). The scholars further argue that literacy and numeracy skills are lacking among the pupils of Nigeria primary education. In addition, primary school teachers recruited are sometimes seconded or transferred to secondary schools where their ability to teach students effectively is not guaranteed Adeyemi and Ige, (2002) and Omoregie, (2005) affirmed that the poor quality of secondary schools and its outcome in Nigeria resulted in increased failure of students in examinations, most importantly in the Senior School Certificate Examinations.

Prevalence of examination malpractice: In any educational institution, students are tested at the end of each term through an examination, which to students is the most difficult stage to pass through (Duyilemi, 2003). The fear of this examination makes students and pupils to be weary or get involved in examination malpractice. This menace is common among students of secondary

schools, as well as students in tertiary institutions. Between May/June 1995 and May/June 2006, the West African Examination Council (WAEC) as reported by Daily Sun in 2006, revealed that out of 14,408,336 students who sat the Senior School Certificate Examination (SSCE) within this period, 1,367,726 candidates (9.4%) got involved in examination malpractices. Also, the Honorable Minister of Education in Nigeria in 2007 revealed that 324 secondary schools were blacklisted for examination malpractice (Vanguard, 22nd February, 2007). The West African Examination Council (WAEC, the National Examination Council (NECO) and the Joint Admissions and Matriculation Board (JAMB) have changed their policy by not using these schools as canters for any examination.

Incidences of wastage: The wastage can be described as when students repeat classes and drop out of schools temporarily; this could be identified as waste of resources for both parents and government. When a student repeats a class, money has already been wasted, coupled with the fact that extra money will be paid again, and this blocks the admission intending students to limited spaces in the class. In essence, wastage has been a major issue and it is worrisome in the development of education in Nigeria. At a particular point in time, in 2015, the Nigerian government clamoured for education for all citizens. However, should be noted that many students drop out of school due to institutional and non-institutional related factors (Callaway, 1967; Martinez and Monday, 1998; Adeyemi and Ajayi, 2006), (Akpan, 2008; Balogun, 2009; Ukpai and Okoro, 2011).

Dilemma of disarticulation of schools: The Universal Basic Education (UBE) is saddled with the responsibility of separation of schools (junior and secondary schools) and, this is done to ensure schools are independent. This involves sharing of assets of liabilities to schools. This separation is premised on implementation of resources by Universal Basic Education (UBE) as it tends to give way for proper focus and management of schools as well as enhance the objectives of the UBE programme. Junior and secondary schools form separate entities, and the junior secondary schools are expected to have access to senior secondary education. It is believed that when the two (junior and secondary) operate on separate entities, there will be better accountability, efficient administration and management of schools by the UBE programme, and effective monitoring and evaluation of schools will be achieved. The UBE Act programme came into existence in 2004, but ever since then; many states were yet to comply fully with the

directives on the act's objectives as this was reported at the meeting of the National Executive Council of All Nigeria Conference of Principals of Secondary Schools (ANCOPSS).

2.5.6 Moving secondary education forward in Nigeria

Due to the myriad of existing problems in the nation's secondary schools, the roles of secondary schools in educational development cannot be undermined. For there to be meaningful development in the educational system, Ige (2013) suggests some ways in finding solutions to the secondary school education in Nigeria.

Adequate education funding, especially for secondary education: As a result of the little allocation of fund allotted to the educational system in Nigeria's budget, it is very difficult to run schools effectively. Secondary schools need to be supported by grants so as to have or ensure more basic facilities for students' learning and teaching. The UNESCO has recommended 26% of allocation of budget to education sector for each country, but the scenario in Nigeria is different as the federal government has not for once complied with the directives as specified by UNESCO. The funding of schools is vital, and it is imperative for the private organisations or sector to wade and assist schools. Parents and non-governmental organizations should also contribute to the funding of education in the country. The private sector can render assistance by donating money and constructing buildings like laboratories and libraries. Principals can also bring alumni of schools (old students) together to donate towards the development of schools.

Secondary school administration that works: The administrators of secondary schools need to be more up and doing in the discharge of their duties. The management and administrators of schools should be more disciplined and coordinated within their jurisdiction. There should be proper monitoring and evaluation of teachers in schools on a regular basis and discipline should be maintained among the students and teachers, and any of them found wanting, flouting or contravening the schools' rules and regulations should be dealt with.

Examining Examinable Misconduct: The rate of examination malpractice is no doubt on a high side in public secondary schools in Nigeria. The administrators and management of schools are saddled with the responsibilities of ensuring such acts are prohibited in secondary schools. Officers encouraging such acts should face the full wrath of the law. It is important for teachers to be committed to their duties by ensuring the students are taught and well prepared for examination, this will disabuse the minds of parents and students from engaging in examination malpractice. There is a need for government to enforce laws against examination malpractice.

People caught in the act of examination malpractices should be sanctioned to serve as deterrents to other teachers.

Recruitment and training of additional teachers: Teachers play prominent roles in the development of the nation's economy. The strategic role of teachers in learning and teaching has tremendous effect on nation building. It is the duty of the government to ensure that the recruitment of qualified teachers is undertaken for the progress of the society at large. There is a need for government to ensure that recruitment to teaching profession is strictly for those with qualification in education only, such as NCE qualification. Also there is a need for training and development such as workshops, seminars and conference on a regular basis.

Need for commitment and effectiveness of teachers: The commitment and dedication of teachers is significant in the learning and teaching process. These are achieved via: preparing lesson notes, meeting up syllabus and attending classes promptly; all these attributes bring about good academic performance for students.

Re-articulation of disarticulated secondary schools: The existing problems in the secondary schools is the purpose for which the UBE programme came to existence so as to rearticulate the disarticulated schools, however, schools being arranged into distinct parts are expected to be complemented in terms of provision of infrastructural basic facilities and funds.

Curbing wastage in secondary education: There is a need for government to curb or reduce wastage in public secondary schools, to put measures like advocacy in place for parents and guardians through information communication technology, and parents given orientation on their children in schools. Poverty has also contributed to wastage in secondary schools through parents and guardians. However, government needs to support parents/guardians on the award of scholarship and bursaries to students in secondary schools.

Review of secondary education curriculum: There have been issues around curriculum review of secondary schools, changing of curriculum without consulting appropriate quarters; this poses a major threat to the educational sector. Though the review should be on a regular basis, it should be done in accordance with rules or by specialist in these areas.

Recruitment of quality candidates into secondary schools: On the basis of improving the quality of education across the length and breadth of the country, there is a need for government to ensure recruitment and selections are made on merit ground. Passing of aptitude test should be

complemented by panel of interview and it is important that the best candidates are recruited for the teaching job so as to ensure that there is improvement in the teaching profession.

Regular and successful high school inspections: School inspections play an important role in ensuring the standard of instruction in public secondary schools and achieving quality education in schools. As a result, there is a need for secondary school inspection in Nigeria to be prioritized. The Ministry of Education and other relevant agencies should continue to coordinate routine school inspections and show the results of those inspections.2.6 The coping strategy employed by the public secondary school teachers against the challenges facing them.

It has been emphasized that the future of education depends solely on the society as the quality of teachers is germane towards this huge task. It is disheartening to state that teachers are least remunerated among the professions in the Nigerian economy of today.

2.6 The coping strategy employed by the public secondary school teachers against the challenges facing them

It has been emphasized that the future of education depends solely on the society as the quality of teachers is germane towards this huge task. It is disheartening to state that teachers are least remunerated among the professions in the Nigerian economy of today.

Moonlighting and performance

There have been so many issues surrounding moonlighting, which in most cases has contributed to low and poor performance of workers in addition to workers' stress, borne-out or fatigue (Betts, 2011). It has also aided absenteeism at the workplace, and caused the sacking of workers based on poor and lackadaisical approach to work. Moonlighting is common among public servants in Nigeria.

According to Ballout (2000), when moonlighting is poorly managed, it generates or leads to problems for workers and employers. Moonlighting without supervision often leads to poor state of health for employees and this affects the organization's productivity and the relationships of such employees with their immediate families. Employees moonlighting spend more hours on work than their counterparts who are on one employment. Workers faced with the challenges of moonlighting often face problems such as late-coming to work, absenteeism at work and difficult to discipline such warrant officers. (Mustapha, 2011).

Prince (2003) avers that good wages and salaries are vital because they make teachers to be dedicated to schools with adequate supports for the needs and requirements necessary to perform in class. The peanuts paid to teachers often cause why we have highly qualified teachers in the public secondary schools. It is necessary for policymakers and stakeholders to take note that teachers' salaries need to be upgraded and be commensurate with their counterparts in other profession like nurses and doctors. An empirical finding has revealed that teachers' performance should be tied to the success and achievement of students in examination. However, Goldhaber (2002) observes that the school environment and facilities available are more important than the impact of teachers in teaching.

Scholars in Nigeria, like Kazeem (1999), Ogunlade (2011) and Adesulu (2012) have argued that there is a need to review the salaries of public secondary school teachers so as to maintain and retain the good quality of teachers in the labour force. These approaches will of course bring about the enhancement of students' academic performance and success for parent/guardians. Mertler (2002) emphasizes teachers' job satisfaction and commitment; if teachers are happy, safe and healthy, they tend to be committed to learning and this yields good efforts towards improvement in public secondary schools (Ofoegbu, 2004).

Merits of moonlighting

There are so many positives impact of moonlighting, one is generation of more income. Arising from socio-economic factors, an employee tends to seek financial opportunity in order to make a good living (Saxon, 2015). The profit got from moonlighting assists in payment of debts. In a contrary view, Vermeeren (2016) asserts that employees with two jobs are more dedicated to work and yielded good performance in their organization. And also, employees in moonlighting are well paid and it is in accordance with what is obtainable in the current market.

The government health agencies differ from private, as the difference in between is significant. Private hospitals are well equipped than government clinics but government officials tend to moonlight in the private clinics. This scenario can also be attributed to teacher, engaging in extra home lessons for students after school hours. A person engages in moonlighting because they feel insecure with their jobs and also to avoid unemployment (Wu, Baimbridge, and Zhu, 2009). It helps employees by enhancing their skills and knowledge in their primary jobs; and this

helps in the area of experience on the job and being satisfied on the work. It will also help to have a good standard of living.

Demerit of moonlighting

There are also negative effects of moonlighting, which can have implication on the performance and productivity for the organization in terms of working long hours after leaving the primary job (Stephenhickey, 2014). The adverse effect of these might be workers falling ill and coming late to work which may eventually become an issue and affect the overall productivity of the organization. The defaulting employees found wanted could be dealt with under the disciplinary act for bridging the terms of employment (Maskell, 2012). Workers that engage in many jobs definitely affect the primary job.

2.7 Theoretical framework

This study is anchored on two theories. These are structural functionalist theory and expectancy theory. The two theories were triangulated in order to bring out their relevance to the study.

2.7.1 Structural functionalist theory

Structural functionalism is a sociological philosophy that describes why society works the way it does by focusing on the different interactions between the social structures that comprise society. Structural functionalism is a social theory that considers social structures as collective means to meet social needs (Ogunbameru, 2008). For society to survive and have good structures in terms of development, activities must be involved to ensure that certain values and some norms are fulfilled. The structural functionalist model is expected to produce services by some individuals among various social institutions and roles in line with the societal norms and values. This framework sees society to be a complex system and thus expects that the various parts must work harmoniously together in order to promote solidarity and stability.

Talcott Parsons used heuristic scheme in analyzing the systems and subsystem which is known as the “AGIL Paradigm” or the “AGIL Scheme”. The A which is (Adaptation) deals with how to maintain stability and equilibrium within a particular environment, (any system must be able to adapt to its environment); and on how to attain its goals (Goal Attainment), also the

integration of different components (Integration) and the way to have or maintain its latent pattern (Latency Pattern Maintenance) which is described as a kind of cultural and value template. The foregoing is shortened as AGIL; this is otherwise known as functional system. The main idea of Parsons' AGIL model is the analysis of theoretical production of "good and service".

Applied to this study, teachers are expected to be adequately rewarded (financially and non-financially). This will enable them to adapt to the enabling and conducive environment of teaching (adaptation), thereby prompting them to be committed to job /work and leading to achievement of goals and objectives as prescribed in the job description (goal attainment). With this, teachers will succeed in not only enhancing their job performance but also imparting knowledge and morals, and influencing students to a higher performance in the society at large (integration), so as to ensure that a cultural template is maintained, and that the social structure and social life of both teachers and students (latency pattern) are upheld.

2.7.2 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 behavioural acts and on the outcome of such behaviour. 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 describes the behavioral mechanism by which workers choose one choice over another. The philosophy also explains how to make choices in order to produce a positive result. Vroom, on the other hand, has defined three variables: Expectancy: Effort – Outcome (E – P); Performance – Outcome (P – O); Valence V (R).

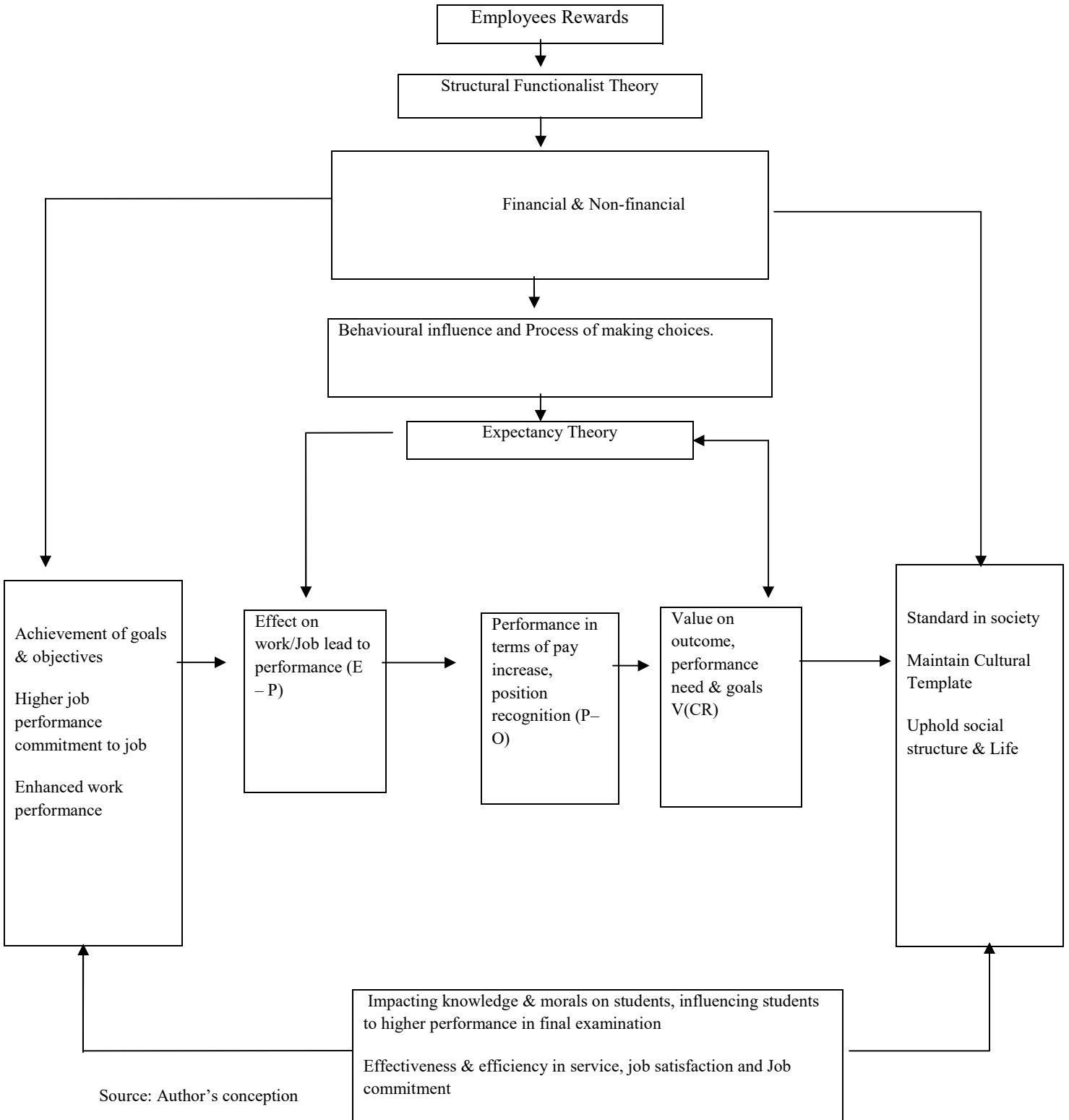
Expectancy: This is defined as the belief that an employee's efforts will lead to actualization of the desired performance. This is usually based on past experience of the employee. For instance, when I work harder, the work will be better. This is premised on having the right available resources such 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.

Instrumentality: This 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 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”.

Valence: This 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 behaviour. The effort-performance ($E > P$ expectancy) while performance-outcome expectancy ($P > O$ expectancy).

Applied to this study, it could be seen that an individual or employee undergoes mental choices which prompt an employee to put in more efforts 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, the government should adopt the system that will tie rewards very closely to performance, most especially with students in terminal classes of SSS 3.

2.7.3 Conceptual Framework



The combination of structural functionalist and expectancy theories reveals the understanding that reward makes employees/teachers to be committed to job/work. Financial rewards (salaries, wages, profit sharing, bonuses) and non-financial rewards (job security, challenging work, recognition and so on), coupled with enabling environment of workplace, bring out the best in both employees/teachers and students. The expectation of employees/teachers is to be rewarded adequately to higher job performance, enhanced work performances as well as achievement of goals and objectives, whether it is organisational or governmental. The framework shows there is the need to eliminate the dissatisfaction that employees may be experiencing as well as the need to help employees find satisfaction at workplace. Employees or people want to perform or act in a particular manner because they are encouraged to choose one action over another based on what they perceive as a result of the chosen behavior. In other words, behavioral influence motivates one to exert commitment, which leads to the achievement of desired success (E – P); the effect of performance results in a pay raise, advancement, more demanding jobs, and so on. The value of the outcome on the reward depends on what an individual places on needs and goals accomplished. This, in turn, enhances and increases the job commitment of teachers/employees to higher performance of both the teachers and students in society.

In synthesizing the two theories, it is revealed that in structural functionalist perspectives to this study, there are different stakeholders in the educational sector; the government, unions, teachers, and students that represent different structures of institutions in the educational sector as a result of malfunction among the educational stakeholders, most especially when teachers embark on strike action for some reasons best known to them like pressing for some demands (most especially on salaries and wages of teachers) from state government, this invariably tends to affect the whole structure. As a result of this, the expectancy theory comes into play that there is the need for government to reward teachers adequately so as not to affect students or alter the school calendar.

The theory lay much emphasis on how to motivate an individual in the workplace. It is said to be of three variables that gear workers to perform very well. In all, this study on the influence of reward management on job commitment among public secondary school teachers validates the theoretical framework.

2.8 Appraisal of Reviewed Literature

Summary of Cogent Area Reviewed: Rewards and job commitment are the variables in this study; literatures were reviewed along this line. On the aspect of rewards, rewards were of two types in terms of financial and non-financial. The financial rewards as identified by Armstrong (2009) include the following: wages, time rates, allowances piece rates, salaries, commission, profit-sharing, bonus and fees. Non-monetary incentives include career stability, demanding tasks/work, appreciation, better designations, and promotion prospects, inclusion in decision making, completion, and job rotation. There are three types of work obligations: affective, normative, and continuing commitments (Allen and Meyer, 2007). Affective commitment could be described as commitments that are associated with employees having an attachment and emotional ties with organisation which are based on positive experiences; the normative is based on employees relation to the perceived obligations towards the organisation while in the continuance commitment, employees consider the perceived cost in terms of economic and social cost of quitting an organisation.

The attributes, roles and categories of teachers were also reviewed. This included categories of teachers in terms of professional, non-professional and auxiliary teachers as well as the economic functions of teachers' unions on the development of the nation as related to welfare activities, education, schemes and procedures for re-addressing their grievances and so on.

The influence of rewards as it affects job commitment in the workplace was also reviewed as this is related to the competence, skills and knowledge that employees possess which has to do with one's behaviour. It is to be noted that the motivation and satisfaction of teachers to work is key and fundamental to the working environment for teachers. Different motivational theories that influence job commitment were also reviewed and these include: Maslow hierarchy of needs, equity theory, human motivation theory, Herzberg two-factor theory. Also the teacher education and teaching profession in the 21st century were critically looked into and the non-effective teaching in public secondary school, the need for proper supervision of public secondary school, the falling standard and declining quality of education in Nigeria and, more importantly, moonlighting in workplace in Nigeria.

Evaluation of Coverage Area of Empirical Study: Most of the empirical study reviewed has revealed that effective reward practices are major motivational tools for enhancing job performances and commitment of employees in the workplaces. Rewards are key and act as a

powerful tool that drives employees in an organization. The outcomes of most studies were conducted in the organization, industries, manufacturing on how to increase performance and productivity and more importantly to increase the profit margin of the organization. Victor (2008) came up with some empirical study on employees' motivating factors which include: appreciation and recognition of good work done; getting to know more on company matters; understanding the attitude of management; provision of job security; support from the management; good wages and salaries; interesting work and challenging task; career advancement opportunities for employees; tactful discipline; favorable work environment/work condition.

Appraisal of Methodology Adopted in Reviewed Literature: On the evaluation of study, various literatures on job commitment, incentives, workers' compensation and welfare packages, job satisfactions, organizational commitment reviewed were quantitative studies. The sample size were adequately represented and justified with calculation, the study population and sampling techniques procedures were equally justified. Also, not many used mixed method; the researcher used cross-sectional mixed method. Results revealed that developed nations are motivated mostly by non-financial rewards such as promotion, recognition and job security than financial rewards while in developing nations like Nigeria, financial rewards in terms of pay and allowance, motivate employees in workplace. This depicts the fact that the poverty level in developing nations is more than the developed nations.

Evaluation of Study Area: The researcher considered both local and foreign studies in reviewing literature; the need for this was to know what is obtainable globally and appraise international approach to the concept of rewards and job commitment in the workplace. Literature reviewed covered different settings, both foreign and local, for instance the work environment and set up in organization, employees ideology, reward management system, condition of work, workplace culture etc.

The Need for the current Study: The need for the current study paved way for the identification of gap. Previous studies on teachers' job commitment have largely focused on poor working environment, government policies and inadequate monitoring and supervision with little attention paid to the contribution of reward system to teachers' job commitment, especially among public secondary school teachers in Ogun State, Nigeria.

CHAPTER THREE

METHODOLOGY

3.1 Research design

This section focuses on the methodology for the study. For this study, cross sectional mixed method survey was adopted. The study was descriptive, combining both the qualitative and quantitative techniques. Quantitative techniques excel at studying large groups of people and extrapolating generalizations from the sample under study to larger groups beyond that sample. Qualitative methods, on the other hand, excel at gaining a deep and detailed understanding of a specific group or sample at the expense of generality. Each method has its own set of advantages and disadvantages, and each is valuable, depending on the purpose of the research (Holton and Burnett, 1997). The adoption of both methods for this study was to enable the research tap the advantages of both and to use the strength of one to support the weakness of the other.

3.2 Study area

The study was carried out across the three senatorial districts in Ogun State, Nigeria. The capital of the state is Abeokuta, which is known as the ‘rock city’. The state is usually referred to as the Gateway State. The state comprises 20 local governments and is divided into 3 senatorial districts, namely Ogun Central, Ogun East and Ogun West. Ogun East has the highest number of local government (9), namely: Ijebu North East LGA, Ijebu North LGA, Ijebu ode LGA, Ijebu East LGA, Ikenne LGA, Odogbolu LGA, Remo North LGA, Sagamu LGA and Ogun Waterside LGA. Ogun Central (6) includes: Abeokuta North LGA, Abeokuta South LGA, Ewekoro LGA, Ifo LGA, Obafemi Owode LGA and Odeda LGA; Ogun West (5) includes: Ado Odo/Ota LGA, Imeko Afon LGA, Ipokia LGA, Yewa North LGA, Yewa South LGA. Ogun State occupies an area of 6,556.23 sq m1 with an estimated population of 3,751,140, according to the 2006 population Census.

The secondary schools in Ogun State are divided into three categories: 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 1 principal and 3 vice principals. There are 181 senior secondary schools, 196 junior secondary and 115 combined junior and secondary schools. However, the total number of public secondary schools in Ogun state is 492 and the number of

teachers is 13,426 (Department Research, Planning & Statistic, Ministry of Education, Ogun State). The State was selected in view of incessant conflict that has been occurring between the State government and its teachers.

3.3 Study population

This study's target population included both male and female teachers in public secondary schools in Ogun State's three senatorial districts. They were established and found using the Nigeria Union of Teachers, Ogun State Chapter membership documents. The community surveyed also included representatives from the Ogun State Teaching Service Commission, the Ogun State Ministry of Education, the Nigeria Union of Teachers, Ogun State Chapter, and the Academic Staff Union of Secondary Schools, Ogun State Chapter.

3.4 Sample size determination

The determination of sample size for this work follows the recommendation of Cochran (1977) on sample size determination for proportion.

$$n = \frac{Z^2 pq}{E^2}$$

where

Z= confidence level

n= sample size

E= sampling error

P= the estimated true proportion of success

q=1-p

We define p as the proportion of teachers that disapproves of the reward management. It has been observed that a large proportion of teachers are not satisfied with the reward system. Therefore, from the literature reviewed it was assumed that the numerical value for p (proportion of success is 0.8)

Z=0.95 i.e. 1.96 from statistical table

E= sampling error= 0.03

P= 0.8

q= 0.2

$$n = \frac{1.96^2(0.8 \times 0.2)}{0.03^2}$$

$$= 682$$

Additional ten percent (10%) was added for non-response $682 + 68 = \text{Total sample size } 750$

The sample size generated above was drawn from the three senatorial districts using the relative frequency of each district. The relative frequency of a district is the number of teachers in the district relative to the total number of teachers in Ogun State. For example:

Let $N_1 = 5178$ (Population Size of teachers in Ogun Central)

$N_2 = 4990$ (Population Size of teachers in Ogun East)

$N_3 = 3159$ (Population Size of teachers in Ogun West)

$N = N_1 + N_2 + N_3 = 13327$ (Population Size of Teachers in Ogun State)

The relative frequency F of any district is the population size of that district as a ratio of total population.

$$RF_1 = \frac{5178}{13327} = 0.39$$

$$RF_2 = \frac{4990}{13327} = 0.37$$

$$RF_3 = \frac{3159}{13327} = 0.24$$

Sample sizes drawn from each district were generated as follows:

$$n_1 = RF_1 \times n = 292.5 \approx 292$$

$$n_2 = RF_2 \times n = 277.5 \approx 278$$

$$n_3 = RF_3 \times n = 180 \approx 180$$

n_1 = sample size to be drawn from Ogun Central.

n_2 = sample size to be drawn from Ogun East.

n_3 = sample size to be drawn from Ogun West.

$n = 750$ (total sample size generated above)

These samples were drawn from secondary schools in each senatorial district using the simple random sampling technique. The sample size obtained through the Cochran (1977) sample size formula was adopted. This means that 750 respondents were randomly selected

across the three senatorial districts for the study. The senatorial districts were not of the same size and composition as shown in the calculation above and in Table 1. Copies of questionnaires were then administered based on this population proportion of each of the senatorial districts. The table below shows the distribution of questionnaires according to the selected senatorial districts. Out of the 750 copies of the questionnaire distributed, 677 were retrieved.

Table 3.1 Distribution of the Target Teachers by Selected Districts

Districts	Population of Teachers	Sample size
Ogun Central	5,178	292
Ogun East	4,990	278
Ogun West	3,159	180
Total	13,327	750

3.5 Sampling technique

The study covered all the three senatorial districts in 18 local governments out of the 20 local governments. With regard to survey data, multi-stage sampling 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 3 senatorial districts. The selection of these 30 schools was according to the sample size of teachers earlier selected in each district. Ten schools were selected from each senatorial district: Ogun Central- 146, Ogun East- 190 and Ogun West- 156. However, systematic sampling was used to select the sample from each senatorial district independently. In each senatorial district, secondary schools were randomly assigned numbers from 1 to N_i , where N_i is the total number of schools in each district and the sample size $n_i = 10$. The researcher picked 10 schools in each senatorial district so as to have equal number of schools' representatives across the senatorial district in Ogun State.

$$\text{Let } k = \frac{N_i}{n_i} \quad i=1-3$$

$$\text{Ogun Central} \quad k = \frac{146}{10} = 14.6 \approx 14$$

$$\text{Ogun East} \quad k = \frac{190}{10} = 19 \approx 19$$

$$\text{Ogun West} \quad k = \frac{156}{10} = 15.6 \approx 15$$

From the random numbering above, every k school corresponding to each district was selected. For example, in Ogun East, the schools were randomly assigned numbers, from 1 to 190, and the first sample to be picked was the school randomly assigned 19; the second school to be selected was the school randomly assigned 38 and so on until we had 10 schools from that district. This process was repeated in the other two districts to get the sample size of 30 public secondary schools in Ogun State.

Having determined the sample size in each senatorial district, the total numbers of schools in each senatorial district were used to get the number of respondents from each school. For example, the sample size from the three districts is as follows:

$$\text{Ogun Central} = 292/10 = 29$$

Ogun East = $278/10 = 27$

Ogun West = $180/10 = 18$

However, simple random technique was used to select public secondary school teachers in each school of the senatorial districts.

Table 3.2: Selection of Thirty (30) Secondary Schools according to Senatorial Districts and Local Government Area (LGA)

S/N	Districts	Public Secondary Schools Selected	LGA
1	Ogun Central	Ilugun High School, Ilugun, Abeokuta	Abeokuta North
		Abeokuta Girls Grammer school, Abeokuta	Abeokuta South
		St Leo's College, Abeokuta	Abeokuta South
		Methodist High School, Abeokuta	Abeokuta South
		Papalanto High School, Ewekoro	Ewekoro
		N.U.D Grammer School, Ifo	Ifo
		Pakoto High School, Ifo	Ifo
		Community High School, Ofada	Obafemi Owode
		Oba Community Comp. High School,Oba	Obafemi Owode
		Orile Kemta Comprehensive High School, Olugbo	Odeda
2	Ogun East	Abusi Odumare Academy, Ijebu Igbo	Ijebu North
		Ago Iwoye Secondary School, Ago Iwoye	Ijebu North
		Isonyin Grammer School, Isonyin	Ijebu North East
		Muslim Girls High School, Ijebu Ode	Ijebu Ode
		Ositelu Memorial College, Ikenne	Ikenne
		Multilateral Grammar School, Odogbolu	Odogbolu
		Ijebu Southern District Grammar School, Ala	Odogbolu
		Batoro Community Grammar School, Sagamu	Sagamu
		St. John's Anglican Grammar School, Sagamu	Sagamu
		Ode-Omi Community High School, Ode Omi	Ogunwaterside
3	Ogun West	Sango Ota High School, Sango ota	Ado-Odo Ota
		Igbesa High School, Igbesa	Ado- Odo Ota
		Agbara Grammar school, Agbara	Ado-Odo Ota
		Community High School, Iwoye	Imeko Afon
		Igiri High School, Ijofin	Ipokia
		Imotu Community Comprehensive Academy, Ifonyintedo	Ipokia
		Oluaso High School, Imasayi	Yewa North
		Eyinni Comprehensive High School, Ibooro	Yewa North
		Iyewa High School, Ajilete	Yewa South
		Iwoye Area Community High School, Iwoye	Yewa South

Source: Staff Data Analysis of Ogun State Public Secondary Schools (Teaching Staff) *Source: Department Research, Planning & Statistic, Ministry of Education, Ogun State*

3.6 Instruments for data collection

The researcher made use of three instruments for the purpose of data collection. These instruments were questionnaire, key informant interview and in-depth interview.

(a) Questionnaire

This feature was intended to collect primary data for the analysis. The questionnaire was divided into several sections: Part A contained questions about the defendants' socioeconomic status. Other subsequent questions included both open-ended and closed-ended questions on different areas of the research, in the order of the study's goals. Seven hundred and fifty copies of the questionnaire were distributed to public secondary school teachers in Ogun State who are members of the Teachers Union (NUT and ASSUS) through the three senatorial districts. One major advantage of the questionnaire is that it allows easy categorization of responses and it is believed to be the best method where it is necessary to examine users' motives, opinions, and satisfaction.

(b) In-depth interview

This was also designed for gathering primary data needed for the study. There were eleven (11) in-depth interviews (IDI). They involved face-to-face interactions between the researcher and respondents with predetermined unstructured questions. The inclusion of retired Nigeria Union of Teachers past executives' member was to investigate the perceived decline of teachers' job commitment as compared to the past (pre-1990s). The interactions were recorded with the aid of a tape recorder. The IDIs gave room for flexibility and provided the opportunity to probe deeper into some aspects which the questionnaire could not cover.

The interviewees included:

1. Four Nigeria Union of Teachers (NUT) officials
2. Four Academic Staff Union of Secondary Schools (ASUUS)
3. Three Retired Nigeria Union of Teachers past Executives Member
4. Seven Principals and Teachers

Further analysis is given on the table below:

Table 3.3: Sample size for quantitative and qualitative data

Target Participants	Sample Size	Method	Instrument
1. Teachers & Principals	750	Quantitative	Questionnaire
2. Nigeria Union of Teachers (NUT)	4	Qualitative	IDI
3. Academic Union of Secondary School (ASUSS)	4	Qualitative	IDI
4. Retired NUT Executive in the pre-1990s	3		IDI
5. Ogun State Teaching Service Commission officials	3	Qualitative	KII
6. Ogun State Ministry of Education, Science & Technology officials	3	Qualitative	KII
7. Retired education officers in the pre-1990s	3		KII
Total	770		

(c) Key Informant Interview

To further enrich this study, a total of nine (9) key informants' interviews (KIIs) were conducted to gather rich and experience-based information for this study. The KIIs involved face-to-face interactions between the researcher and the respondents with pre-determined structured and unstructured questions. The interactions were recorded with the aid of tape recorder.

3.6.1: Matrix of Research Instrument for Data Collection Based on Study Objectives

S/N	OBJECTIV E 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5	OBJECTIVE 6
QUESTIONAIRES	√		√			
IDI	√	√		√		√
KII				√	√	

3.6.2 Reliability of Research Instrument

Cronbach's Alpha reliability correlation was used to measure the instrument's credibility. Overall Cronbach's Alpha coefficient values for each construct range from 0.634 to 0.858, indicating a sufficient degree of construct durability and accuracy. The coefficients oscillate about 0.6, which meets Jolibert and Jourdan's reliability criterion (2006).

Table 3.4: Reliability of Measurement

Constructs/Variables	No. of Items	Chronbach's Alpha
		Ogun State Public Secondary Schools
Financial rewards	8	0.634
Non-financial rewards	8	0.639
Affective job commitment	6	0.693
Continuance job commitment	6	0.689
Normative job commitment	5	0.759

Source: Field work, 2017

3.7 Procedure for data collection

For primary data collection, a semi-structured questionnaire was used to collect quantitative data, while an interview guide was used to collect qualitative data (KII and IDI), which supplemented observations from completed questionnaire copies. Prior to administration, permission was obtained from the Ministry of Education, Science and Technology, and the Teaching Service Commission (TESCOM), as well as the Teachers Union, and respondents were briefed on the intent of the report. Their consent was sought and thereafter the administration of the questionnaire on the respondents commenced. At the commencement of the interview, the purpose of the study was made known to the participants and their approval to conduct the study on them was also sought. Assurances on confidentiality of data and persons were guaranteed to the participants and the place of the interviews was made free of interference as much as possible. Additional permission was sought before the interviews were recorded.

3.8 Data Management

Copies of questionnaire administered were serially numbered to ensure that all copies were tracked for the purpose of retrieval. Data from quantitative source were managed through the process of collation, storing and processing. Upon return from the field, data were cleaned, coded, and imputed using statistical package software before analysis. Interviews were recorded and discussions were transcribed, sorted and the content described and narrated qualitatively.

3.9 Methods of data analyses

Two methods of data analysis were adopted for this study. These were quantitative and qualitative method. Quantitative data were collected through questionnaire; this necessitated statistical analysis at univariate and bivariate levels. An adapted and modified methodology for classifying job commitment by Allen and Meyer (2007) was also used in this study.

3.9.1 Quantitative method

The researcher carried out analysis of the primary data at two levels; univariate and bivariate levels. The quantitative data obtained through the questionnaire were analysed with the aid of Statistical Package for Social Science (SPSS) and the results were presented in tables and simple percentages i.e., data were subjected to univariate analysis to present and discuss the variables. At the bivariate analysis, chi square test was used to know the relationship between employees (financial and non-financial rewards) and teachers' job commitment. There was also

test correlation between employees' rewards and teachers' job commitment. Chi square test is a non-parametric statistical method that deals with the difference between observed simple expected frequencies obtained from the distribution.

3.9.2 Qualitative method

The qualitative information obtained through the IDIs and KIIs was analyzed using content analysis. The qualitative details were transcribed and sorted, and the contents were qualitatively represented and narrated. Wherever possible, verbatim quotes were used during the study. Using qualitative data content analysis, major patterns were identified, corroborating and contradictory phrases were identified, and answers were grouped separately. However, it is pertinent to note that throughout the analysis, triangulation of qualitative and quantitative data was adopted.

3.9.3. Measurement of level of Employees Rewards and job commitment

In measuring the level of teachers' job commitment in public secondary schools in Ogun State, this study adopted the approach of Allen and Meyer (2007), who classified the level of job commitment into three: low, moderate and high.

(a) Affective, continuance and normative commitment were the three constructs used to measure the level of teachers' commitment. The maximum score obtainable was 85 while the minimum score was 15 (questions ranges from 1 to 17). Higher scores, which range from 56-85, indicate respondents with high level of job commitment to teaching; average scores of 26 to 55, indicate respondents with moderate level of commitment to teaching while lower scores which range from 1 to 26, indicate respondents with low level of commitment to teaching. The justification for this classification is to the level of teachers' job commitment whether it is high, moderate or low. Also, the mean value of teachers' job commitment on employees' rewards will be presented on the table in the data presentation and analysis in the next chapter, which reveals respondents' views on teachers with high commitment (mean score of 4 above), moderate commitment (2.5 to 3.99), and teachers with low commitment (1 to 2.49).

(b) Employees' 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 reward management (financial and non-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 fall between 46 and 80 are categorized as high, 26 and 45 as average while 26 and below are low. The justification for this classification was to know the category of employees who see rewards to be good, employees that consider rewards to be moderate in terms of adequate and inadequate rewards and the category of employees who consider rewards to be poor. Also, the mean value on the perceived components of employees' reward were presented on the table which reveals respondents views on full rewards, partial rewards and no rewards.

3.10 Ethical consideration

The ethical consideration as specified Babbie (1998), which include principles of ethics, voluntary consideration of the participants in terms of anonymity and confidentiality of the respondents, the researcher ensured that all the principles were strictly complied to by protecting the dignity and privacy of every individuals who participated in the research work. The principles were adhered to in the following aspects:

Informed Consent: The consent of the respondents was sought before the instruments were administered. This was preceded by a careful introduction and explanation of the purpose of the research to the participants who eventually gave their consent before the data collection.

Voluntary Participation: Respondents' participation in the study was totally voluntary. They had the opportunity right from the outset to voluntarily participate or to withdraw from the participation at any point in time. On no occasion was pressure exerted on any respondents before and during the process of data collection.

Non-maleficance of Participation: Participants in the study were not subjected or exposed to any harm or danger. Their identity was kept strictly confidential so as not to expose them to any harm.

Beneficence to Participants: The general objective of the study was to investigate the influence of reward management on job commitment among public secondary school teachers in Ogun State. This was with a view to coming up with policy recommendations that will assist in formulating policies for teachers that will aid their operational effectiveness and efficiency in schools. This will, in the long run, benefit the respondents in the course of their performance functions in their respective public schools and societies.

Confidentiality of Information: Information obtained from the respondents was treated with

utmost confidentiality. This was done by ensuring that respondents remained anonymous. Names and any other means of identification were not divulged to anybody. Responses were coded to erase any link to individual respondents. The data collected was sorted and used strictly for the intended purposes. Publications from the study will present aggregate data, not in personalized and recognizable form.

3.11 Field research experience

In every research, there is bound to be challenges and unexpected problems. This research encountered lots of problems emanating from the state government officials (civil servants) who were really afraid to divulge information useful for this study. Many of the civil servants were very skeptical granting an interview because of fear of losing their job. However, those interviewed were assured that the study is strictly for research and nothing more.

One of the major challenges encountered on the field was the delay in retrieving the copies of the administered questionnaire. The teachers delayed filling the questionnaire. This eventually led to the extension of time frame initially allocated for data collection. At the end of the exercise, over 90% of copies of the questionnaire were retrieved. This led to the extension of my field assistants' contract and consequently led to extra cost on the part of the researcher.

The in-depth interview with the selected respondents, especially the past NUT executive members and the retired directors in the Ministry of Education, Science and Technology in the late 1980s was not easy. Their schedules caused a lot of delay and the initial appointments for the interviews had to be cancelled and re-scheduled for about four times before they were eventually conducted. Also, covering 18 out of 20 local government areas in all the three senatorial districts, especially when there was need to meet specific targets for each in terms of administering the questionnaire and conduct of designed in-depth interviews for school principal, was not easy. However, some of the school principals and vice principals were of immense assistance to the researcher and the research assistants in locating some of the teachers who really responded promptly.

The challenges were, nonetheless, overcome through the persistence and endurance of the researcher. The Zonal Inspectorate Officers in each local government area who were the top officers in the Ministry of Education, Science and Technology greatly contributed to the eventual retrieval of some copies of questionnaires.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSES

The study's overarching goal was to look into the impact of incentives on job commitment among public secondary school teachers in Ogun State. The data collection is broken down into parts. Section one addresses the respondents' socio-demographic profiles, while following parts analyze the data gathered in accordance with the study's basic objectives.

4.1 Socio demographic characteristics of the respondents

This section dwells on the socio-demographic characteristics of the respondents. These include age, sex, and marital status, highest level of education attained, religion, grade level, and length of service, senatorial district and salary range per month. Questions 1-9 of the questionnaire were raised to address the socio-economic and demographic variables of the respondents. These characteristics helped to differentiate the respondents, to provide basis for comparison of responses and explain issues that may account for similarities or differences in the responses.

Table 4.1: Frequency distribution of the respondents by age, sex, marital status and highest level of education

Age	Frequency (N=677)	Percentage (%)
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	43.0
Female	386	57.0
Marital Status		
Single	85	12.6
Married	579	85.5
Divorced/Separated	3	0.4
Widow/Widower	10	1.5
Highest Level of Education		
OND/NCE	48	7.1
First Degree/HND	421	62.2
Postgraduates	148	21.9
Others	60	8.9

Religion		
Christianity	521	77.0
Islam	156	23.0
Grade Level		
Level 06 to 09	207	30.6
Level 10 to 13	211	31.2
Level 14 to 17	259	38.3
Length of Service		
0 to 5	98	14.5
6 to 10	201	29.7
11 to 15	104	15.4
16 to 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		
Less than 50,000	58	8.6
50,001 to 75,000	230	34.0
75,001 to 100,000	98	14.5
100,001 to 125,000	61	9.0
125,001 to 150,000	49	7.2
150,000 above	140	20.7
No response	41	6.1

Table 4.1 above presents the socio-demographic characteristics of the respondents. In terms of age, the respondents in the age range of '25 to 35' years were 42%, those in the group '36 to 45' were (24%); those in the group '46 to 55' were (23%); and those in the group of '56 and above' were (11%). According to the State Civil Service Rule, the retirement age for state public servants is 60 years.

The majority of the respondents (55.5%) were females while their male counterparts were 43.0%. This result was expected considering the fact that females dominate the teaching profession both in federal and state public primary/secondary schools in Nigeria. Adesulu (2012) asserts that, in the past the teaching job was seen as a feminine profession, this is still the perception of Teaching Service Commission (TESCOM) in Ogun State. The staff analysis of the state public secondary schools, as at 2012, revealed that the teaching profession was dominated by females, with 7,724, while their male counterparts were 5,702, totalling 13, 426 teachers in the state. This finding supports the existing statistics on female dominance in the teaching profession in Ogun State public secondary schools, as given by the Department of Planning, Research and Statistics in the Ministry of Education Science and Technology, Ogun State (2012).

In terms of marital status, the majority of respondents (85.5%) were married, while others were single (12.6%), divorced (0.4%), unmarried, or widowed (1.5%). This demonstrated that the respondents were mature in terms of life outlook, work-life balance, teaching experience, and willingness to shoulder organizational obligations.

In terms of educational qualification, 21.9% of the respondents possessed additional qualifications. Few teachers (7.1%) possess OND/NCE while those with other qualifications were 8.9%. Also, 62.2% of the respondents had first degree/HND. This is expected because, as professionals, teachers are expected to possess university degree/HND; this is a criterion for teachers to reach the peak of their career in Ogun State Teaching Service Commission. This high level of educational qualification would also enhance their performance in the discharge of their duties.

In terms of religious faith, the majority of respondents (77%) were Christians, while 23 percent were Muslims. This suggests that there were a large number of Christians in Ogun State's public high schools.

With regard to the grade level of the respondents, (38.3%) were within the range of Level 14 and Level 17. This signifies that there were more superior and qualified teachers awaiting duty posts (Vice Principal and Principal) in public secondary schools in the state. Also, 31.2% of them fell within the range of Level 10 and Level 13, while 30.6% were on Grade Levels 06 to 09. Most of the teachers in the last category are usually with the least requirement of teaching in state public service, that is, NCE and Grade 11.

In terms of their length of service, only 14.5% of the respondents had spent below five years while (29.7%) had been teachers of public secondary schools for about six to ten years. The respondents that fell within 11 to 15 years and 16 to 20 years were 15.4% and 15.1% respectively. The categories of public secondary school teachers that fell within the ranges of 11 to 15 and 16 - 20 years in service had spent a reasonable number of years in service. This might have influenced their status in their various public secondary schools. Besides, most of the teachers (39.3%) were in Ogun Central Senatorial District. This is due to the fact that the senatorial district falls within the state capital where there is massive development which accounts for the proliferation of secondary schools in the city (Department of Planning, Research & Statistics, Ministry of Education, Science and Technology, 2012). Also, 36.0% of the teachers were in Ogun East, while 24.7% were in Ogun West.

On the salary range of the respondents, the majority of them (34.0%) earned between ₦50,001 and ₦75,000 per month, while 20.7% of them earned above ₦150,000 monthly. Similarly, 14.5% earned ₦75,001- ₦100,000; 7.5% earned ₦125,001 - ₦150,000; and 9.0% earned ₦100,001 - ₦125,000. The public secondary school teachers that earned ₦50,001 - ₦75,000 were in Grade Levels 06 - 10 on the state government salary structure scale of year 2011. Those who earned above ₦150,000 were in Levels 14 and above.

4.2 Components of employees' rewards available to public secondary school teachers (a) (Financial rewards)

Table 4.2 below captures data on the components of employees' rewards that are available to public secondary school teachers in Ogun State.

Table 4.2: Frequency distribution of the respondents on components of employees' rewards (financial rewards)

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 (2017)

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 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 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 de-motivating 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 bonus 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 (2001), 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 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 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 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 to 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 to monthly pension and gratuity. The fact that few respondents disagreed suggests that these pension 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 provision of teachers' peculiar allowance (welfare), 75.1% of the respondents indicated "Yes" while 24.9% of them indicated "No". This 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 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 organisation 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 clamoured 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 on yearly basis 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, 2001; 2007; 2009)

A significant number of the respondents clamoured 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 owing to the fact that 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 so as 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 the need to motivate, enhance and give employees their demands as stipulated in reward management. The government accepted that it owed teachers cooperative deductions. This issue had degenerated to 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).

The respondents were also asked to comment on the financial rewards provided by the state government. Most of them were of the opinion 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.

Table 4.3: Frequency distribution of the respondents on components of employees rewards (non-financial rewards)

Table 4.3 presents data on the non-financial rewards enjoyed by the public secondary school teachers in Ogun State.

Categories of Non-Financial Rewards (Multiple responses)	Yes	
	Freq	%
Outstanding awards	473	69.9
Promotion	464	68.5
Career Progression/Development	372	55
Study Leave	162	24.1
Training on-the-job	253	37.4
Job Security	474	70
Decision Making Involvement	129	19.1
Recognition	239	35.7

Source: Field Survey (2017)

For “the awards to outstanding teachers”, 69.9% of the respondents indicated “Yes”, leaving 30.1% who responded in the negative. The implication of this is that teachers are commended and appreciated for the good work done on their job. Awards are rewards given to teachers for recognition of their excellence in service delivery (performance) in their profession. This finding supports Maicibi’s (2007), (Omolawal and Bawalla, 2017) view that non-monetary rewards, in terms of workers being praised and achievements recognized, are believed to affect job commitment either negatively or positively.

The study also sought to know the view of teachers on promotion exercise by their employer. The majority of the respondents (68.5%) were in agreement that outcomes on promotion exercise are being delayed for one reason or the other whenever teachers are due for promotion exercise. This affects teachers’ commitment to work, and, invariably, affects students’ performance. This result is analogous to Herzberg's (1987) claim that promotion is a driving force in reaching an organization's goal and intent. Furthermore, Ogunlade (2011) asserts that there has been a series of strikes and a schism between teachers and the government in Ogun State over delays in teacher promotion, as well as delays in salary and wage payment, an unfavorable environment for teachers in schools, non-remittance of cooperative deductions on the part of the state government, a lack of cooperation on the part of the parents, and inadequate facilities.

While responding to “whether the government provides opportunities for teachers to move through the hierarchy and career progression for public secondary schools in the state”, 55% of the respondents agreed that there exists career progression and development in the state public secondary schools, whereby teachers can move through the hierarchy as stipulated in the civil service commission rules. But 45% of the respondents disagreed. The majority view supports the existing literature that promotions enhance job satisfaction because pay and promotion are seen as social prestige tied to occupational level (Demaki, 2012). Also, Eze (2004) claims that promotion of staff aids and boosts the morale of teachers, thereby increasing their productivity and enhancing job satisfaction. When teachers experience stagnation, they are demoralized and dissatisfied with their job and seek greener pastures. One of the benefits of teachers is promotion, as it increases their salary and helps them in taking up more

responsibilities and be in positions of authority, leading to a boost in their social status. Promotion gives teachers higher purchasing strength and the opportunities to use their discretion in improving their competencies.

The data on teachers' study leave and sponsorship revealed that 75.9% of the respondents disagreed with the view that this is provided, while 24.1% affirmed such provision. It could be deduced that there is provision for study leave but it may only be available to just few people or perhaps for people who are fortunate to have their study leave approved. This supports Okonkwo's (2014) view that study leave is approved by the management for a worker to undertake an approved study within or outside the country with pay or no pay depending on the agreement reached.

The study also sought to know about the provision of on-the-job training in the state public secondary schools. The majority of the respondents (62.6%) disagreed with this while 37.4% affirmed its availability. On-the-job training is a type of training on job development within the workplace, where someone who knows how to do a task shows another how to perform it. This finding justifies Obanya's (2006) view that teachers who have on-the-job training and also attend seminars, conferences and workshops are better trained, and trained teachers understand the dynamics and approaches to teaching students. Adequate training enables teachers to make use of technology for teaching and thus help in problem-solving strategies and reflective practice from students.

On the perception of job security for teachers in public secondary schools in Ogun State, the study established the fact that there is job security among secondary school teachers in the state, evidenced by 70% of the respondents who agreed that most employees are on permanent employment with State government. The implication of this is that government is seen as an employer of labour in Nigeria in this context. The civil service job is seen as most secure owing to the provision of pension and gratuity for workers after retirement from the workforce. James (2012) argues that job security has been seen as the assurance of an employee's job continuity. Also, Adebayo and Lucky (2012) assert that it is concerned with the possibility or probability of an individual keeping his/her job.

The study also sought to establish whether government appointees consult teachers in decision-making on series of government policies and relevant issues on education. Only 19.1% of the respondents responded in the affirmative. This implies that political office holders do not consult school principals and other stakeholders on education in decision-making or perhaps government appointees might consult but decide not to yield to their suggestions on educational issues or policies towards the development of education in the state. Decision-making is seen as one of the factors that enhance and increase job commitment and satisfaction in the workplace. Chiang and Birtch (2008) note that teachers' participation in decision-making is one of the recommendations of school-based management and one of the key characteristics of an effective school. Teachers' participation in decision-making correlates with its affective outcome.

With regard to the recognition of work done by the teachers, 35.7% of the respondents affirmed that teachers are recognized. It is important that the employer recognizes the hard work done by employees. Recognition of employees by the employer does not only bring about effectiveness and efficiency in the workplace, but also increases the employees' job commitment and satisfaction in an organisation (Hussain, Khaliq, Nisar, Kamboh, & Ali 2019). Even, a word of appreciation from the employer or school principal would motivate employees to maintain the same level of performance or even better.

The respondents were asked to mention other rewards that motivate teachers to higher productivity. A significant number of them were in total support of, and clamoured for, attending seminars, conferences and workshops (career development) as and when due. Other respondents also mentioned effective communication from the Teaching Service Commission, and recognition from the state government. Some respondents asserted that granting of loans to public secondary school teachers would assist them in their service delivery. Kalaiselvan (2009) avers that it is important that the employer recognizes hard work done by employees in the workplace. This does not only bring about effectiveness and efficiency in the workplace, but also increases the employees' job commitment and satisfaction in an organisation.

The respondents were asked to comment briefly on the state of the infrastructural facilities in Ogun State public secondary schools. Most of the respondents admitted the fact that infrastructural facilities in the state secondary schools were not in good condition and that there were lots of dilapidated buildings that needed to be renovated, and even the ones in good condition were overcrowded. Many respondents also opined that there were no libraries and laboratories in their various schools. The schools lack facilities and other basic needs. Examples of school facilities are classrooms built with blocks, laboratories, plant and equipment, quality water supply, good power supply, public address system, playing field, stores and toilets. They are the physical tools required for effective teaching and learning processes. Sistus (2008) bemoans the dilapidation that afflicts primary and secondary school buildings in Nigeria. During classes, there are no seats for the students to sit in. Students in some areas sit under mango trees so school classrooms are no longer conducive to study.

Measurement of level of employees' reward

Employees' 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 reward management (financial and non-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, which ranges from 1 to 16. The maximum score is 80 while the minimum is 1. Those who fall within 46 to 80 are categorized as high, 26 to 45 as average, while 26 and below are low. The mean scores are classified thus: low (1 to 2.49), moderate (2.5 to 3.99), and high (4 and above). Also, the mean value on the perceived components of employees' reward are presented in the table below, which reveals respondents' views on full rewards, partial rewards and no rewards.

Table 4.4: An examination of perceived components of employees rewards available to public secondary school teachers (financial and non-financial)

Categories of Financial Rewards	Mean Score	Categories of Non-Financial Rewards	Mean Score
Teachers Peculiar Allowance (Welfare)	4.03	Recognition	2.43
Pension and Gratuity	3.61	Decision-making Involvement	2.39
Special Allowances	2.11	Job Security	3.51
Housing Allowances	2.41	Training on-the-job	2.04
Transport Allowances	4.02	Study Leave	1.88
Medical Allowances	2.46	Career Development	3.02
Leave Bonuses	2.26	Promotion	3.99
Adequate Salary	2.23	Outstanding Awards	4

Source: Field Survey (2017)

Table 4.4 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 implication on teachers' commitment to work.

On categories of non-financial rewards, it was observed that the recognition of work done by teachers (2.43), the involvement of teachers in the decision-making process (2.39), provision of on-the-job training (2.04) in the state public secondary schools and teachers' study leave (1.88) were very low. The provision of job security (3.51), career progression and development (3.02) for public secondary school teachers as well as the perception of teachers on promotion exercise (3.99) by their employer could be considered moderate. Only the provision of outstanding awards (4.00) for teachers was on the high side, as it was established that government usually makes announcement ahead of this award, thus giving good publicity during the time of giving awards to teachers in the state. The mean scores are classified thus: low (1 to 2.49), moderate (2.5 to 3.99), and high (4 and above).

4.3 Roles of the Nigeria Union of Teachers in the agitations for employees' rewards for public secondary school teachers in Ogun State and other related issues

One of the main goals of this thesis was to look at the roles of the Nigeria Union of Teachers in the fight for better pay for public secondary school teachers in Ogun State. It has already been established in this study that there have been strike actions and a schism between the state government and the Nigeria Union of Teachers in Ogun State over a variety of issues, including instability in net pay of teachers' salaries, promotional delays and non-adjustment of salaries after obtaining further qualifications, and the state government's failure to comply with the 27.5 percent Federal Government increment (NUT, 2013).

In September 2012, the Nigeria Union of Teachers called for a strike, citing the government's failure to pay the 27.5 percent Teachers' Salary Structure agreed upon by the

Governors Forum in 2008. (Taiwo, 2012). Furthermore, between 2009 and 2012, public high school teachers affiliated with the Nigeria Union of Teachers (NUT) went on strike in February 2009, October 2009, September 2012, and October 2012 (Adesulu, 2012), as well as January 2015. Many of these agitations result in absenteeism, tardiness, inability to evaluate students' jobs, a lack of a sense of identity, and job redundancy. Any of these are signs of a lack of career dedication. It was based on the foregoing that the study investigated the roles of union officials in their agitation for good reward practices and management of public secondary school teachers in the state.

Table 4.5: Roles of unions in employees' rewards for public secondary school teachers in Ogun State and other related issues

Role of Unions' officials in enhancing good employees' rewards for public school teachers in the state	NUT Officials	ASSUS Officials
Financial rewards (emphasis only on salaries)	M	M
No provision of non-financial rewards	M	
Increased teachers' rewards will improve teachers job commitment	M	M
Unions influencing good remuneration package for public school teachers	M	M
Delivery of teachers for effective performance to teaching despite lack government in motivating and financing schools	M	M
Unions' roles and response to students' explosion, 30% policy on promotion in secondary schools in the state	M	
Union' response to the woeful performance of students in terminal classes	M	
Union's views on the activities of TESCOM managed and directed by school principals or vice principals other than ordinary core civil servants without experience in teaching profession	M	

Source: Field Survey (2017) M-Mention

Further clarification on the role of the unions in enhancing good employees' rewards for public secondary school teachers in the state in terms of financial and non-financial rewards is presented in Box 4.1. The majority of the participants emphasized financial rewards, stating that their salaries were solely referred to as financial rewards. The union also claims that the Federal Government was the initiator of awarding teachers Federal Excellence Award in the state but, thereafter, the state government also responded by extending gratifications, in terms of gift or cash, to the awardees.

Table 4.5 above also reveals the roles of the unions in influencing good remuneration packages for public secondary school teachers in the state. Good remuneration package tends to motivate teachers to be committed to the teaching profession. The unions have also been active in engaging the government on students' explosion and the promotional policy of 30% for students which paves the way for unserious students. The participants also gave an insight on the role of unions in addressing the woeful performance of students in terminal class, which was attributed to government's inability to motivate public secondary school teachers and inadequate allocation of funds to secondary schools in the state.

Box 4.1: The role of union officials in enhancing good employees' rewards for public secondary school teachers in the state and other related issues

Facilitation of employees' rewards enjoyed	<p>Teachers have not been rewarded in this country, let alone in Ogun State. Even those people that have passion for teaching, by the time they get there, they will be de-motivated by the attitudes of government. Imagine government sending officials to inspect school and sending Level 8 officers from ministries to inspect Level 16 officers still teaching in the classroom. Not only that, imagine a student will be sent from the government offices to inspect a teacher that taught him while in school. Is it a crime to be a teacher? Teachers have not been rewarded and that is why we teachers do the little we can and leave the rest to their parents. Only when you are happy with the profession you are doing, that is when you deliver the best. We are not happy. (IDI, Male NUT Official, 2017)</p> <p>Teachers in Ogun State are not rewarded non-financially; the only non-financial award is organized by the Federal Government, which is Federal Excellence Award. When a teacher in the state won this award, the state government responds promptly by ensuring that such teacher is rewarded with either cash or car given to such awardees. This happened in 2013, 2014 and I think, in 2015 also. (IDI, Female NUT Official, 2017)</p>
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Source: Field Survey (2017)

Box 4.2: Role of union officials in enhancing good employees’ rewards for public school teachers in the state and other related issues

<p>Influencing of good remuneration packages for teachers</p>	<p>There had been problems in rewarding teachers adequately, the fact round pegs are inserted in square holes makes it cumbersome for government to reward teachers. Experience teachers such as principals, vice principals are needed to be in-charge of Teaching Service Commission and not core civil servants we have at moment. This is not what we have in Ministry of Justice and Hospitals. (IDI, Male ASUSS Official, 2017)</p>
<p>Unions role and response to students population explosion, 30% promotional policy in schools</p>	<p>The UNESCO says that student ratio in the primary school is a teacher to 35 students and in secondary school a teacher to 40 students. Because our government is running free education, we are witnessing a teacher to 150 students in our secondary schools. What meaningful academic studies will students get? There can’t be effective teaching in that atmosphere. This also limits or lessens the performance of teachers in our public schools. (IDI, Female ASUUSS Official, 2017)</p> <p>It is bad policy. Using 30% to promote students hinders the quality of students and this will, definitely, have an adverse effect on the students when they get to the terminal class of SS3, and the outcome of this is what we are witnessing now when WAEC releases students’ result. The policy is as a result of the free education that the state government is running. The standard of education in the state is falling and the state isn’t measuring up to standards. The 30% promotional exercise being used in our secondary schools in the state will affect our students in future, and by extension the state and the nation at large. My advice for the government is to immediately review the policy on promotion in the state. The government should realize that everything in the state can’t be totally free. (IDI, Female NUT Official, 2017)</p> <p>As Part of free education policy, students can no longer repeat class because they are not paying. If a student should repeat any class it’s an extra burden on the government. Even those students that are not interested in reading and writing, you compulsorily promote them to senior class and yet you say there are mass failures; why won’t there be. The state policy on promotion states that no students should repeat; all students should be promoted except when some parents now say they want their wards to repeat the class. If we decide to use what was in existence in the 80 and 90s of 5 credits with English and Mathematics, more than half of the class will repeat and the government policy will query why you repeat them. (IDI, Male ASUSS Official, 2017)</p>

Source: Field Survey (2017)

The study also sought the position of the union officials on why they oblige to the 30% for promotion of students in Ogun State public secondary schools knowing full well that teachers are always at the receiving end for any woeful performance of students in terminal classes. A male respondent averred thus:

You have forgotten the fact that he who pays for the pipe dictates the tune. It is government that is paying teachers' salary, we only advise and cannot force them. We are not keeping mute, we continue to write memo. If we have our own way, enough of all this free education, the principals and vice principals are all handicapped and cannot do anything. I want to tell you confidentially, for the past six terms, schools have not been given running cost and we are saying no students should pay any PTA levy. How do you intend to curb examination malpractices when government refuses to pay running cost? And schools principals are expected to buy chalk, registers and diary. Students cannot be sent back home because government is funning free education programme. Most parents continue to withdraw their wards to private schools, thus affecting public school. There suppose to be a good policy on ground to revatilise public schools. **(IDI, Male ASUSS Official, 2017)**

The foregoing is in line with the report from the Department of Research, Planning and Statistics in the Ministry of Education (2013) that the number of private secondary schools in Ogun State increased astronomically in the last decade. The Parent-Teacher Association, in 2013, argued that the level of education in the state has declined tremendously in the last fifteen years, unlike in the 1980s and 1990s, when the state was known to be excellent for academic performances in West Africa School Certificate Examinations. This accounts for the number of private secondary schools, which has continued to increase astronomically.

Box 4.3: Role of union officials in enhancing good employees’ rewards for public school teachers in the state and other related issues

<p>Unions’ response and role regarding the woeful performance of students in terminal classes</p>	<p>People do say that teachers’ performances are low but the issue is that there are lots of factors responsible for this. Government itself should make teachers happy, encourage and motivate teachers. There should be evaluation of students’ performance (external assessment), and coaching at home for students after school hours by their parents. Parents are the one insisting that their wards should be promoted at all cost. When this happens what do you expect in students terminal classes when they are about to write NECO/WASSCE (IDI, Female NUT Official, 2017)</p> <p>Some teachers are responsible for the mess and rot in the educational sector. The government also aids teachers for not performing effectively. For instance, look at the educational sector in our state, the running of free education by government makes it more problematic and cumbersome. There are two sets of students in our schools now; one set comprises students that are fully ready to read, learn and cooperate with teachers in line with educational training and listen to teachers’ instruction. Because of the free education, we have larger percentage of students who are only coming to school because of certificate. Go to our schools these days, we have mothers and fathers there as students. The standard of education is not falling; it is the performance of students that is diminishing as a result of running free education which paved the way for unserious students to come to school. (IDI, Female NUT Official, 2017)</p> <p>Society and some stakeholders are blaming teachers; teachers are not to be blamed here. It’s all government’s various policies on education. We talked earlier on 30% promotional exercise for students to move to the next class because of free education. A lot of factors are attributed to this. Parents do not care any longer. They assumed that government had already taken care of their wards at the secondary school, whereas it’s not like that. God knows when last the government gave school principals running cost for secondary schools. Where will school principals get money to buy chalk or maker to write for students on the board, school register is also there, and stationeries for running school and other sundry expenses. (IDI, Male ASUSS Officials, 2017)</p> <p>The frequent changes in school curriculum in recent times as well as the lackadaisical approach of students, government and the teachers also are all factors affecting students performance. Let me tell you, aside that we are short of teachers in public secondary schools, we also have unqualified teachers as well as those that call themselves teachers but have no passion for teaching. (IDI, Male ASUSS Officials, 2017)</p>
<p>Facilitating the non-payment of 27.5% special salary structure for teachers.</p>	<p>The government doesn’t have the intention to pay; but when there was pressure on the state government, they decided to opt in and pay just 15% of TSS and an agreement was reached then, that when the state is buoyant they will implement the full agreement. Meanwhile money is being spent on other irrelevancies; to us, we believe it’s a misplaced priority. It just shows that government is not taking the issues of education seriously in the state. Why did they not take us teachers serious on the issue of TSS; it’s really unfair that we found ourselves in this mess. (IDI, Male ASUSS Officials, 2017)</p>

Source: Field Survey (2017)

The statement “that any worker wants to be empowered for successful productivity” emphasizes the importance of employee incentives (financial). This is consistent with Ogomorach's (1994) definition of financial compensation as "incentives offered above and above employees' wages to inspire and stimulate their job interest in order for them to be committed to their jobs." If work dedication is to be increased, financial benefits such as housing expenses, transportation allowances, medical allowances, and health allowances should be provided. According to Kazeem (1999), teachers and other school staff are loyal to their teaching career as long as they are inspired and their salary and other emoluments are paid on time. One of the major issues confronting the teaching profession in Nigeria is irregular salary payment (Amadi, 1983). Teachers in active service, whether in public or private schools, are especially concerned with late pay and nonpayment of fringe benefits (Mbanefo, 1982). The majority of school principals believe that teachers are unable to serve when their wages are not paid on time (Ayeni, 2005). According to Ubom (2002), timely payment of wages has a positive effect on teacher engagement in Nigeria.

The reaction of the participants to the government, alleged to be sending lower-ranked officers to inspect high-grade teachers (principals and vice principals) in schools, could be seen as demoralizing and de-motivating and could contribute to teachers showing low commitment to work. Job commitment is so important that it is the only linkage towards the achievement of any organizational set goals (Spector, 1997; Fajana, 2002). The job commitment of teachers is the extent to which employees like their work. Essentially, it is the degree of “favorability or unfavorability from which employees regard their job” (Werther & Davis, 1999). According to Robbins and Coulter (2005), work loyalty is an employee's overall attitude toward his or her job. A individual with a high level of work satisfaction has a positive attitude toward his career, while one who is dissatisfied with his job may have a negative attitude.

On the unions' role of influencing good remuneration packages for teachers, the union asserted that as long as core civil servants continue to be in charge of TESCO activities, it will be a bit difficult for government to yield to the plight of teachers. The unions noted that for efficiency and effectiveness on teachers' welfare and good administration for educational development of the state, there is a need for the government to ensure that experienced school

principals or stakeholders in the teaching profession are in charge and direct the activities of TESCOM. This implies that policymakers and unions should work together to improve educational standards and the operation of TESCOM. According to Fredriksson, Fumador, and Nyoagbe (1999), there is a need for unions to defend their members, especially in terms of welfare packages, as well as to educate their members through seminars and workshops. It might be necessary for unions to focus on how they can change the situation for their members. In a way to achieve this, a long-term programme or approach may be required. This approach includes formulating policies geared towards development in the educational sector. The main theme for the programme will be to target education for all, by creating equal opportunities for populace as well as improving the quality of education.

The response of the unions to students' population explosion in secondary schools in Ogun State, as it affects public secondary school teachers, could be attributed to the policy of free education in the state. This implies that, students' explosion could make teachers not to be fully committed to the teaching profession. According to Kazeem (1999) and Akinwumi (2000), private school teachers are more inspired and well-enhanced than public school teachers. Consistent salary payments and much smaller pupil-teacher rates are important factors in this. According to Muheeb (2004), the situation and conditions for teaching in private secondary schools are better since the overall class size is just 30, as opposed to well over 80 in public schools. Students' enrolment and explosion in classrooms contributed to teachers' lack of enthusiasm. The perfect school, according to the National Policy on Education (NPE), has 40 students to one teacher, while UNESCO recommends a teacher-pupil ratio of 1:30. In government schools, classrooms are operated on the bases of ratio 1:90. Sofolahan (2000) asserts that schools situated in cities violate teacher/pupil ratio of 1:40, as building meant for 40 pupils are being used by 80 pupils. No meaningful learning and teaching will be achieved in this situation, as the classrooms are congested.

Also, government's free education policy paved the way for unserious students as a result of 30% promotional exercise for students in secondary schools which brings about poor performance of students in terminal classes in Ogun State. Ojedokun and Aladejana (2012) decry government's changing policy of education without consulting schools, teachers and principals

in matters relating to students, failure to put sufficient logistics in place, playing politics with the business of education, mismanagement of resources by education commissions, poor attitude of students to learning, poverty and attitude of society to education.

The findings also revealed the facilitation and negotiation reached between the unions and the state government on 27% teachers' special salary allowance. It revealed that Ogun State Government refused to comply with the agreement signed since August, 2008 on 27.5% Teachers Peculiar Allowance. This could be a contributing factor to teachers not being committed to academic work in their various secondary schools. The above findings are quite illuminating. Nigeria is the builder of its secondary education's low efficiency; not only are classrooms overcrowded, compromising educational excellence (Huber, 2008), but teachers are still underpaid. Since they are paying scraps, their remuneration is not competitive, and as a result, only those with no other options are left in the classroom. As a consequence, efficiency is poor (Nwokeoma, 2010).

Teachers' attitudes toward jobs, on the other hand, should not be taken for granted. Some teachers do not attend school on time, especially those in cities who may have one or more businesses. Experience has also demonstrated that most teachers assigned to rural areas go there at their leisure, only once or twice a week. As a result, their teaching practices are restricted, and the students under their care are subjected to the same exams as students in urban areas and private schools.

Furthermore, the respondents were asked to comment on the mission to rebuild the educational sector, as stated in the Five-point Agenda of the government (2011) on quality and affordable education for secondary school students in Ogun State. They were also asked to comment on whether there had been positive impact on teachers' job commitment in the state public secondary schools as well as better performance of students in various secondary schools across the state. A respondent explained thus:

I have not seen any mission to rebuild the state educational sector, probably at the tertiary level, definitely not in our secondary

schools. Teachers are not happy at all because we are owed several deductions. If the government claims that there is a policy to rebuild educational sector in the last 5 years and workers are starved by not remitting the teachers deductions, what do you call this? **(IDI, Male NUT Official, 2017)**

Another respondent had this to say:

No, there is no way this will be done without carrying along the real implementers of the policy. With the vast experience of the teachers and school principals, we should be an active player in any policy. The real implementers of policies are the teachers. When teachers are involved, it will enhance the job commitment of teachers. For instance, there is no fresh recruitment of teachers in the state since the last administration, currently there is shortage of teachers. The ones left are working tirelessly. This factor alone, affected teachers' job commitment. Why won't there be decline in teachers' job commitment, when governments employ engineers, lawyers and pharmacists to come and teach. By the time they eventually get their desired job, they will resign and leave, leaving the burden on the remaining teachers. Government needs to restructure those who need to be recruited. Most graduates used the teaching profession as a stepping stone, as well as to sustain their present needs of life for that short period while awaiting their desired job. **(IDI, Male ASUSS Official, 2017)**

Teaching is a noble profession which has to be well respected by educational stakeholders and society at large. Durosaro (2008) opines that the Federal Government has already taken a giant step in ensuring that the teaching profession is professionalized by implementing the policy of teachers' registration for all teachers in the country. Professionalization of education means that it can be treated in the same way as medicine, law, and other fields, where codes of ethics serve as governing rules that are strictly followed. This implies that anyone who wishes to practice the job must be professionally trained, certified, and licensed to do so. Professionalism is the most basic and essential requirement of any vocation that seeks to provide quality service to society while still seeing its members well known and compensated. Ajayi and Ekundayo (2010) opine that sticking to professionalization of teachers will only benefit teachers with teaching qualification while those without teaching qualification will lose out in the area of job security and teachers' salary structures. The teachers' status will be high and there will be fulfillment. It will also curb the brain drain syndrome in the profession, leading to high standards of education and recognition of teachers internationally. Teachers shall

not engage in any other job or profit-oriented work outside the school hours without informing the appropriate quarters for approval and anyone caught on this illegal action will be appropriately sanctioned. Teachers are expected to be involved in teaching and learning throughout the day.

The study also sought to know if the respondents representing the teachers in both Nigeria Union of Teachers (NUT) and Academic Staff Union of Secondary Schools (ASUSS) are proud to be union members. One of them commented thus:

Well, I am not only proud to be a member of this union, I am very proud to be a teacher, and I can't specifically count the number of students that I have imparted knowledge upon and are in places of authority at the moment. I am proud to be a union member because it gives me the opportunity to lead the cause of agitating demands for teachers. **(IDI, Male NUT Official, 2017)**

Another respondent also asserted that:

I am very proud to be a teacher. When I joined this profession in 1990, hardly will you see a teacher riding a car, and we only see principals riding rickety cars. Go to our schools these days. You see teachers riding cars; hardly will you see teachers living in a 2-bedroom apartment. Teachers are also living in duplex and mansions. I have no regrets as a teacher. Go to any offices, you will see your students around. We build an empire because we have students everywhere around in ministries and places of authority.
(IDI, Male ASUSS Official, 2017)

4.4 Effect of employees' rewards on teachers' job commitment

Table 4.6: Frequency distribution of respondents on effect of employees rewards on teachers' job commitment

Employees' Rewards on Job Commitment (multiple responses)	Yes	
	Freq	%
Career in teaching	92	13.2
Teaching profession	503	74.3
Teachers seen as part of family	514	75.1
Teachers emotionally attached	573	77.4
Government of great importance	169	24.9
Afraid of teaching profession	216	31.9

Source: Field Survey (2017)

Table 4.6 presents data on the effects of employees' reward on teachers' job commitment among public secondary school teachers in Ogun State. While responding to the item on "teachers being happy to spend the rest of their career life in the teaching profession", only 13.2% of the respondents responded in the affirmative while the majority (86.8%) of them indicated "No", meaning teachers are not happy to spend the rest of their career life in the teaching profession. This suggests that teachers may not be committed to academic work to enhance the performance of students and society at large. This finding supports Dick's (2011) submission that the employees' attitudes to work in terms of negative relationship between the work itself and the environment tends to bring down the morale of employees in an organisation.

Also, most of the respondents (74.3%) indicated that teachers enjoyed discussing their teaching profession with other people outside the teaching profession, while very few respondents did not like discussing their profession outside teaching. It is important to stress the fact that teachers play a crucial role in society and nation building. This depicts the fact that teaching is a noble profession that needs to be given special attention, in terms of rewarding teachers adequately, and not paying peanuts to them. Armstrong (2007) asserts that remuneration and incentives help to build employment relationship between the employer of labour and employees, and to achieve the desired goals and objectives in the workplace.

A greater portion of the respondents (75.1%) indicated "Yes" that teachers feel like part of the family in the teaching profession in the public secondary schools in Ogun State. This finding justifies the argument of Olulube (2008) that teachers are arguably the most important group of professionals with regards to having mutual relationships among various associations, cooperatives or groups that exist along their professional career path. Also, teaching has been seen to be a noble profession that produces great and mighty people for the actualization of the goals of any society.

Reacting to "whether the teachers are emotionally attached to the teaching profession," a total of 77.4% of the respondents were in agreement. This means that teachers demonstrate loyalty to the teaching profession by the affection they have formed with the government as a result of their experiences in the profession. In a related analysis, Mowday, Porter, and Steers

(2006) found that the concept of affective commitment, defined as employees' positive emotional connection to the organization, reflected commitment centered on the emotional connections the employees formed with the organization, mainly through positive work commitment. An emotionally engaged employee deeply agrees with the organization's priorities and expectations and wishes to be a part of it.

The study also sought to establish whether the state government is of great importance and meant well for public secondary school teachers. On this, majority of the respondents (75.1%) indicated “No”. This can be adduced to the fact that public secondary school teachers in the state had been at loggerheads with the state government (Ogunlade, 2011).

Responding to “whether teachers in the state are not afraid of what might happen if they quit their teaching job without having another one lined up,” 31.9% of the respondents indicated “Yes” while the majority (68.1%) of the respondents indicated “No”. This shows that the majority of the teachers have a carefree attitude to the teaching profession; many are not bothered to lose the job pending the time they find a better job and then quit the profession. Obanya (2006) claims that government needs to do the needful, by ensuring that teaching still remains a noble profession and teachers are well respected in the society and are paid promptly as and when due. When an organisation provides adequate welfare for its staff, employees tend to remain committed in discharging their duties.

Table 4.7: Frequency distribution of the respondents on effect of employees rewards on teachers' job commitment

Employees Rewards on Job Commitment (multiple responses)	Yes	
	Freq	%
Intention to quit	578	86.4
Consequence for quitting	385	56.9
Lateness to work	597	88.2
Offer for other job	355	67
Teachers not appreciated	503	74.3
Teaching better in the past	516	76.2
Low morale	530	79.2

Source: Field Survey (2017)

The table above presents further data in respect of effect of rewards on teacher's job commitment. Concerning the claim of teachers on intention to quit the teaching job, 86.4% of the respondents indicated "Yes". The commitment model of continuation represents commitment focused on the potential economic and social costs of quitting the organization. Several scholars have used this engagement model to forecast the value of employee outcomes such as attrition and citizenship behaviors, work results, absenteeism, and tardiness. Allen and Meyer (2007) affirm this finding by identifying a three-component model of employee work engagement in an organization.

On the issue of whether teachers having serious consequences of quitting the teaching profession would be due to scarcity of available options or not, 56.9% of the respondents indicated "Yes", 23.3% disagreed, while 19.5% had no comment. This justifies the report of the Federal Ministry of Education in 2002 that teachers of nowadays lack motivation or encouragement and that their output with respect to teaching, research and publication is understandably low, meaning that Nigerian teachers are largely a bunch of frustrated and depressed professionals who find themselves in the teaching profession as a result of increase in unemployment rates in the country.

With regard to whether teachers are guilty of coming late to work, most of the respondents responded in the affirmative. A total of 88.2% of the respondents indicated "Yes". This is in support of Ogunlade's (2011) claim that most public school teachers in Nigeria are disillusioned and not dedicated to teaching profession because many graduates get involved in the profession due to unavailability of job and more importantly the poor state of the nation's economy.

Regarding if a teacher would leave if they got another offer of a better job, 67% of the respondents affirmed that they would not quit the teaching job. This implies that there is job security in the public secondary school in the state. Simon (2011) argues that jobs which are not backed by indefinite contract or that cannot be guaranteed for a reasonable period are deemed to lack job security and employees are free from the fear of being dismissed from their present employment or job loss.

The study also sought to establish whether being a public secondary school teacher is not appreciated anymore. A total of 74.3% of the respondents were in agreement. Managements and organisations showing appreciation and recognition for good job done speaks volumes and tends to bring out the best in employees. This finding supports Arong and Ogbadu's (2010) view that teachers are not all that appreciated because of government's misplaced priorities. Aremu (2000) also argues that teachers are poorly remunerated and motivated by the government. Teachers' rewards are never forthcoming; they are denied their salaries and wages and even their promotion is subject to considerations.

Concerning the issue of whether teaching was better in the past when people stayed on government jobs for most of their career period, a total of 76.2% agreed. The implication of this is that teaching was better as a career in the past than in the present. In other words, most teachers now see teaching as a temporary job and not their desired job. However, the number of those that had a contrary view was insignificant enough to be mentioned. About 23.8% indicated "disagree" and "strongly disagree". The finding is in line with Victor's (2008) view on the indication of support from management; employers will have good career advancement opportunities and career progression in the workplace and organization.

On the aspect of teachers' low morale in the teaching job, 79.2% of the respondents were in agreement, indicating that there is low morale in teachers' commitment to work arising from the poor rewards they get. Wiener (2005) asserts that an individual commits himself/herself to and remains with an organization because of feelings of obligation of normative job commitment. The feelings of employees may be attached to having emotional ties with the organization. For instance, some organization invests heavily on their employees after joining them, there is a kind of moral obligation to be committed and stay with the organization. It may also be the organization policy or norm to bond employees having spent so much on staff development in terms of training, seminars and workshops.

Table 4.8: Frequency distribution of respondents on effect of employees' rewards on teachers' job commitment

Employee's Rewards on Job Commitment	Yes	
	Freq	%
Prompt writing of lesson notes	509	75.8
Teachers satisfied with promotion	141	20.8
Additional qualification for career	458	67.7
Duration of 3 years on a cadre	550	81.2

Source: Field Survey (2017)

Table 4.8 above presents further data in respect of the effects of rewards on teachers' job commitment among public secondary school teachers in Ogun State. On whether prompt writing and preparing of lesson notes are criteria for giving teachers awards, the study established that writing and preparing lesson notes are prerequisites to awards for public secondary school teachers; 75.8% of them indicated "Yes". This finding supports the view of Ssali (2011) that teachers' job commitment helps to realize the attainment of educational goals and objectives. And teachers, if committed, would dedicate all their efforts to the job. They would prepare lesson notes, teach and assess students' work on time.

Also, most of the respondents (79.2%) disagreed with the governments' process with regard to the way the promotional examination and interview are conducted by the officials of Ogun State Teaching Service Commission. Demaki (2012) emphasizes the advantages of advancement for employees. Promotion has a favorable relationship with workplace satisfaction and pay and promotion have social status that is linked to career rank. The more they are multiplied, the greater their potential to meet a growing amount of needs. According to Eze (2004), worker growth and promotion help to boost worker morale and improve their ability to perform their duties, thus increasing productivity and production. Teachers benefit from promotion because it increases their pay, allows them to take on additional duties, and raises their social standing.

On acquiring additional qualification in service in order to pave the way for promotion to the appropriate grade level, 67.7% of the respondents indicated their agreement. The implication of this is that teachers, after acquiring additional qualifications, are being promoted to the appropriate cadre or grade level. Durosaro (2006) observes that the type of teachers needed in Nigeria is clearly defined in the National Policy on Education Implementation Committee Blueprint.

The report also aimed to determine whether public secondary school teachers stayed on a cadre for longer than the necessary three years before taking a promotion test. A total of 81.2% of those polled approved, with just a handful disagreeing. The assumption is that public

secondary school teachers are dissatisfied, which would impair their dedication to teaching, timely writing of lesson notes, and split allegiance to their work.

Among the open-ended questions, the respondents were asked about their opinion as to whether government has been fair enough. The respondents were also asked to express their view on teachers' exercise of writing examination for promotion. An average number of them were in support of promotion examination because it will evaluate the competence of teachers, it will enhance performance, and it will awaken lazy teachers to be hard-working. Besides, it serves as a basis for assessment of teachers; it helps to improve the teachers' morale and sense of belonging. Also, it will enable teachers to strive and upgrade their capacity in teaching, and, most importantly it encourages teachers to improve on their skills. Similarly, a significant number of the respondents disagreed outright based on the fact that promotions are delayed extensively and the letter of promotion would not read the due date for the promotion and invariably no arrears would be paid for the delay.

Furthermore, respondents believe that promotions for teachers are often overdue, in contrast to those for core civil servants. However, some respondents praised the state government for being attentive to teachers' concerns. According to Eze (2004), staff promotion boosts teachers' confidence and motivates them to work, raising effectiveness and performance whilst also improving employee satisfaction.

Measurement of level of job commitment

Affective, continuance and normative forms of commitment were the three constructs used to measure the level of teachers' commitment. The maximum score obtainable was 85, while the minimum score was 15 (questionnaire ranges from 1 to 17). Higher scores, which range from 56 to 85, indicate respondents with high level of job commitment to teaching; average score of 26 to 55, indicate respondents with moderate level of commitment to teaching, while low scores, which range from 1 to 26, indicate respondents with low level of commitment to teaching. Also, the mean values of teachers' job commitment on employees' rewards are presented in the table below, which reveals respondents' views on teachers with high

commitment (that is mean score of 4 above), moderate commitment (2.5 to 3.99), and teachers with low commitment (1 to 2.49).

Table 4.9: An examination on level of teachers' job commitment on rewards

Employees Rewards on Job Commitment	Mean Score
Career in teaching	1.93
Teaching Profession	3.74
Teachers seen as part of family	3.75
Teachers Emotionally attached	4.20
Government of great importance	2.84
Afraid of Teaching profession	2.90
Intention to quit	4.12
Consequence for quitting	3.38
Lateness to work	4.24
Offer for other job	2.75
Teachers not appreciated	3.60
Teaching better in the past	3.81
Low morale	4.01
Prompt writing of lesson notes	3.76
Teachers satisfied with promotion	1.97
Additional qualification for career	3.43
Duration of 3 years on a cadre	3.80

Source: Field Survey (2017)

The table above presents the mean score on the effect of teachers' rewards on commitment to teaching in the state public secondary schools. The commitment of the public secondary school teachers was low in terms of their indication of not being happy to spend the rest of their career in the teaching profession (1.93), as well as the government policy on the way the promotional examination and interview (1.97) are conducted by the officials of Ogun State Teaching Service Commission. However, those enjoying the teaching profession (3.74), teachers seen as part of a family (3.75), those who perceived government as being of great importance and mean well for public secondary school teachers (2.84), and those showing willingness to quit and fear teaching profession (2.90), those open to offer for other jobs (2.75), who see teachers as not appreciated (3.60), and the teaching profession as better in the past (3.81), feeling obliged to remain in teaching (3.79), prompt writing of lessons notes (3.76), acquiring additional qualification for career (3.43) and spending more than the specified duration on a cadre (3.80) all fall under the moderate category of job commitment for teachers in the state. Conversely, teachers having emotional attachment to the teaching profession (4.20), intention to quit (4.12), low morale (4.01) and lateness to work (4.24) could be regarded as being on the high category. For the teachers on the moderate level of commitment, the implication is that public secondary school teachers' commitment to academic work is on the average level. This simply means that teachers are divided into two. This could account for the rift between the state government and the Nigeria Union of Teachers, the poor state of education and students' woeful performance in West Africa Senior School Certificate examination.

Table: 4.10: Cross tabulation of socio-demographic background and teachers' job commitment

Socio-demographic Background	Low	Moderate	High	X ² ;	Df;	P
Age						
26-35	198 (29%)	61 (9%)	23 (3%)	11.245;	1;	.684
36 – 45	84 (12%)	53 (8%)	29 (4%)			
46 -55	101 (15%)	37 (5%)	21 (3%)			
56 above	44 (6%)	18 (3%)	8 (2%)			
Total	427	169	81			
Gender						
Male	171 (25%)	86 (13%)	34 (5%)	.166;	1;	.684
Female	256 (38%)	90 (13%)	40 (6%)			
Total	427	169	81			
Level of Education						
Grade II/ND/NCE	31 (5%)	12 (2%)	5 (1%)	3.404;	3;	.333
First/ BS.c/BA	273 (40%)	96 (14%)	52 (8%)			
Postgraduate	84 (12%)	44 (6%)	20 (3%)			
Others	39 (6%)	17 (3%)	4 (1%)			
Total	427	169	81			
Grade Level						
L06-L09	132 (19%)	43 (6%)	32 (5%)	9.712;	2;	.008
L10-L13	139 (21%)	50 (7%)	22 (3%)			
L14-L17	156 (21%)	76 (11%)	27 (4%)			
Total	427	169	81			
Length of Service (Experience)						
0-5	67 (10%)	23 (3%)	8 (1%)	3.404;	3;	.333
6-10	131 (19%)	53 (8%)	17 (3%)			
11-15	41 (6%)	29 (4%)	34 (5%)			
16-20	79 (12%)	12 (2%)	11 (2%)			
21 above	109 (16%)	52 (8%)	11 (2%)			
Total	427	169	81			

Source: Field Survey (2017)

Further analysis showed the cross tabulation of socio demographic backgrounds of public secondary school teachers in relation to their job commitment. On age, there was a significant relationship between the level of teachers' commitment and their age group ($P < 0.05$). The implication of this is that just 4% of the teachers within the age group of 36-45 years recorded high performances to academic work in terms of being committed to work by discharging their schedule of duties appropriately, unlike those that fell within the age group of 26 -35 years (3%), 46-55 (3%) and 56 years above (2%), whose commitment revealed that their performance was also relatively high to work. Also, the findings indicated that the level of teachers' job commitment within all the age brackets was very low, but that of age group 26-35 was much lower (29%) than others. This supports Akande (2000), who claims that young graduates, most of whom fall within this age bracket of 25-35 years, take up teaching profession as a last resort. This also shows that those within this age-group have the greatest opportunity of moving or changing their jobs because they are still within the productive years.

The gender of the respondents revealed that there was no significant relationship between the levels of teachers' commitment and gender ($P > 0.05$). The implication of this is that gender does not affect the level of performance of teachers in Ogun State public secondary schools. The levels of commitment of male teachers in terms of low, moderate and high were 25%, 13% and 5%, while those of the female teachers were 38%, 13% and 6%, respectively. This supports the views of Kazeem (1999), Omolawal (2020) that irrespective of seniority and length of service, gender plays no significant role in determining the efficiency and effectiveness of men and women in the workplace. Rather, the findings revealed that teachers are motivated by financial rewards. This is because financial rewards are considered as the most appropriate motivation that gear teachers towards the actualization of high performance.

On education, there was no significant relationship between the level of teachers' commitment and educational qualification among the teachers ($P > 0.05$). The implication of this is that the teachers' educational qualification does not affect their level of performance. Teachers' levels of commitment to work were in terms of Grade 11, OND//NCE, first degree/BA, Postgraduate and others are 31 (5%), 273 (40%), 84 (12%) and 39 (6%), respectively. This supports Ogunlade's (2011) submission that most graduates in the teaching

profession had good qualifications, however, decided to engage in the teaching profession owing to socio-economic factors, like unemployment and economic recession, coupled with the lackadaisical approach of government in not rewarding teachers adequately in both (financial and non-financial rewards). These could be a major contribution to the poor state of education in Ogun State, which tends to affect the students as the public school teachers embarked on strike, making them unable to complete the syllabus.

There was a significant relationship between the level of dedication of teachers and their grade level ($P < 0.05$). As a result, the percentage of teachers in the grade levels L06-L9, L10-L13, and L14-L17 was 132 (19%), 139 (21%), and 156 (21%), respectively. This has an effect on teachers' willingness to serve. According to Kobojunkie (2011), Nigeria has begun to see a considerable deterioration in the academic performance of public schools, and this could proceed at a faster pace if the government's attitude toward school management does not improve.

The experience of public secondary school teachers revealed that there was a significant relationship between the level of teachers' commitment and the length of service of teachers ($P < 0.05$). The teachers within the length of service of 11-15 recorded relatively high performance (5%) in academic work, while the teachers with low level performance were within the length of service 0-5 (10%), 6-10 (19%), 16-20 (12%) and 21 above (16%). The large percentage of the lowly-performing teachers supports the opinion of Akande (2000) that most newly recruited teachers, especially in the state-owned schools, pick up the chalk as a choice of last resort, when all efforts to secure other jobs fail. This often ends in low performance, irrespective of the length of service, because they remain in teaching until they are able to find better jobs.

Table 4.11: Test of correlation between employees' rewards and job commitment

Variables		Job Commitment
Career in Teaching	Pearson Correlation	.132
	Sig. (2-tailed)	.009
	N	670
Teaching Profession	Pearson Correlation	.743**
	Sig. (2-tailed)	.002
	N	670
Teachers seen as part of family	Pearson Correlation	.751
	Sig. (2-tailed)	.026
	N	670
Teachers emotionally attached	Pearson Correlation	.774**
	Sig. (2-tailed)	.001
	N	670
Government of great importance	Pearson Correlation	.241
	Sig. (2-tailed)	.056
	N	670
Afraid of Teaching profession	Pearson Correlation	.319
	Sig. (2-tailed)	.008
	N	670
Intention to quit	Pearson Correlation	.734**
	Sig. (2-tailed)	.001
	N	670
Consequence of quitting	Pearson Correlation	.569
	Sig. (2-tailed)	.018
	N	670
Lateness to work	Pearson Correlation	.882**
	Sig. (2-tailed)	.002
	N	670
Offer for another job	Pearson Correlation	.67
	Sig. (2-tailed)	.019
	N	670
Teachers not appreciated	Pearson Correlation	.743
	Sig. (2-tailed)	.021
	N	670
Teaching better in the past	Pearson Correlation	.743
	Sig. (2-tailed)	.021
	N	670
Low morale	Pearson Correlation	.792**
	Sig. (2-tailed)	.001
	N	670
Prompt writing of lesson notes	Pearson Correlation	.758
	Sig. (2-tailed)	.006
	N	670
Teachers satisfied with promotion	Pearson Correlation	.201
	Sig. (2-tailed)	.072
	N	670
Additional qualification for career	Pearson Correlation	.677
	Sig. (2-tailed)	.091
	N	670
Duration of 3 years on cadre	Pearson Correlation	.812
	Sig. (2-tailed)	.872
	N	670

Source: Field Survey (2017) *- Significant

From the above table, the correlation on employees reward on job commitment variable shows that there is a strong relation between rewards and teachers emotionally attached ($r = .774, p < 0.05$), intention to quit ($r = .734, p < 0.05$), lateness to work ($r = .882, p < 0.002$), teaching in the past ($r = .762, p < 0.021$) and low morale ($r = .792, p < 0.001$). The result further reveals that the relationship is positive between rewards and job commitment of public secondary school teachers. The implication of this is that both rewards and commitment are important for service delivery of teachers in terms of efficiency and effectiveness for students' performance. However, the teachers' rewards has effects on their commitment in terms of teachers' lateness to work, intention to quit for any available opportunity that comes their way, and more importantly the issue of teachers' low morale which is a major determinant of their performance in the discharge of their duties. Omolawal and Akinwunmi (2020) assert that it is the duty of the employer to adequately reward their employees and also have a good reward management policy. They argue further that workers would put in their very best when they are adequately rewarded, and when human resources are maximally utilized, it leads to the attainment of organization's goal.

On the other hand, further analysis shows that there is no significant relationship between rewards and job commitment in terms of career in teaching ($r = .132, p > 0.05$), teachers seen as part of family ($r = .751, p > 0.05$), government of great importance ($r = .241, p > 0.05$), afraid of teaching profession ($r = .319, P > 0.05$), consequence of teaching ($r = .569, p > 0.05$), offer for another job ($r = .67, p > 0.05$), teachers not appreciated ($r = .743, p > 0.05$) and prompt writing of lesson notes ($r = .758, p > 0.05$). This result depicts that rewards had negative effects on teachers' job commitment. The implication of this is that even if teachers are adequately remunerated or perhaps have increment in their rewards, they will still have it in their mind that their rewards can never be sufficient to meet their demands, the teachers' level of commitment will still be low in respect of increased salary. This could probably be due to the fact that many teachers nowadays engage in teaching because of unemployment and other related socio-economic factors that have ravaged the Nigeria economy in recent time.

Table 4.12: Pearson product moment correlation showing relationship between the rewards (financial & non-financial) and teachers' job commitment

Variables		Financial Reward	Non-Financial Rewards
Job commitment	Pearson Correlation	.742**	.563**
	Sig. (2-tailed)	.000	.000
	N	670	670

Source: Field Survey (2017)

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 a need for government to reward teachers adequately. More importantly the teaching profession should be made lucrative with teachers having a good remuneration package, and a good reward management structure should also be put in place. Victor (2008) asserts that the employers of labour are expected to reward employees adequately so as to achieve the aims, goals and objectives of the organisation.

Also, there was significant relationship between non-financial rewards and teachers' job commitment. The results showed that $r = .563$, $p < 0.05$. The results further revealed that there was positive and moderate relationship between non-financial rewards and teachers' job commitment. The implication of this is that non-financial rewards are also a major determinant of employees' motivation towards achieving performance in the workplace. For instance, the government's non-financial rewards to public secondary school teachers may be low, in terms of recognition and appreciation of jobs well done. Teachers still benefit from such recognition from their old students from the schools, whom they come across along the journey of life, in banks, ministries, embassies or any other organizations. Such students appreciate the efforts of their teachers by immediately giving attention to their needs.

4.5 Perceived decline of teachers' job commitment as compared to the past (Pre-1990s)

In the 1980s and 1990s, public secondary schools in Ogun State were known for excellent academic performances, with one of the best results in West Africa Senior School Certificate Examinations in the country. The rate at which students in terminal classes fail in recent times is alarming. In view of the foregoing, it is pertinent to examine the perceived decline of teachers' job commitment as compared with what obtained in the 1980s and 1990s. Key informant interviews were conducted with retired Deputy Director/Director (of the Ministry of Education, Science and Technology). In-depth interviews were also conducted with retired NUT officials who were active union members in the late 1980s and the early 1990s.

Table 4.13: Perceived decline of teachers’ job commitment as compared to the past (pre-1990s)

Perceived decline of teachers’ job commitment compared to the past	Ex-NUT officials Pre-1990s	Retired Educationist Pre-1990s
Decline in commitment of teachers to teaching profession	M	M
Poor performance of students in WASSCE due to teachers’ poor attitude to teaching		M
Parent and government as cause of poor performance of students in terminal classes	M	
Decline in educational policy	M	M
Decline in quality of education		
The advice to government on improvement of students’ performance and teachers job commitment		M

Source: Field Survey (2017) M-Mention

Further clarification on the perceived decline of teachers' job commitment as compared to the past revealed that the orientation and attitude of the teachers in the 1970s and 1980s produced passion and the teachers were more dedicated to the teaching profession. Also, it was mentioned that the poor performance of students in WASSCE was due to some teachers' lack of job commitment and the government employing graduates in disciplines that are not relevant to the teaching profession, as well as the inability of parents to monitor their children appropriately.

Box 4.4: Perceived decline of teachers’ job commitment as compared to the past (pre-1990s)

<p>Commitment of teachers to teaching profession</p>	<p>The first thing here is the orientation of teachers. Early teachers in the 70s and 80s were not living a flamboyant life, but, today, look around and see teachers, majority of them are living large in the society, thereby giving other things attention than their work. Most teachers, these days, do have their own businesses and this led to divided loyalty. (IDI, Male Ex-NUT Official, 2017)</p> <p>It’s not all teachers that are not committed to work, though majority of them do not have flair for teaching but perhaps take the advantage of picking up any job that comes their way due to high rate of unemployment. People now see teaching as a dumping ground for jobs, when one has stayed home for some time or years after graduating, the next option parents or close allies will suggest is why not start with teaching as a stepping stone. Thereafter you get the desired job of your choice. This category of people dominates teaching profession in both our private and public schools. (KII, Female Retired Educationist, 2017)</p> <p>You cannot compare teachers in the 70s, 80s and some in early 90s to the present crop of teachers we have, the reason being that teachers in the 70s and 80s are committed and highly disciplined because they were taught and trained by the Whites and British teachers, and, during that time, we read all through from standard 1 to standard 6. The quality of teaching was highly commendable and those that ended up as teachers had passion and devotion, not what we are encountering now. (IDI, Male Ex-NUT Official, 2017)</p>
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Source: Field Survey (2017)

Box 4.5: Perceived decline of teachers' job commitment as compared to the past (pre-1990s)

<p>Poor performance of students in WASSCE is as a result of teachers poor attitude to teaching</p>	<p>The performance of students in WASSCE in recent times was very woeful, nothing to talk about at all. Lack of seriousness on the part of the students is enhanced by some teachers' non commitment to academic work. How can a student perform creditably well when the school environment is not conducive?(KII, Male Retired Educationist, 2017)</p> <p>Yes, the performance is no doubt a poor one. The parents, the teachers, government and students are all at fault. In the past, while I was in service then, Primary 6 is compulsory for all primary pupils, and hardly would you see double promotion for any students to move from primary 4 to 6. Today, parents even force proprietress or proprietors to give their wards double promotion. Parents are in a hurry these days. They want their wards to complete education in no time. In education, you don't rush. Our children are pushed around; this is a major problem on the parents' side. (KII, Female Retired Educationist, 2017)</p>
<p>Parent and Government as cause of poor performance of student in terminal classes</p>	<p>Though students are not also serious because of the attraction to recreational activities in the society, the government is not fair enough, they ought to make education attractive by giving awards to students who emerge as the best in quiz, debates etc. Students prefer to engage in recreational activities, like cultural dance, sports and entertainment, because they knew all these attract lots of instant benefits to students and parent will also be proud of them. For instance, our government pretends to promote best students; best students in our secondary schools were given a laptop worth of 50,000 each. Whereas our government, communities and multi-national companies give excellent awards to extracurricular activities, like playing football, dancing etc.(IDI, Male Ex-NUT Official, 2017)</p> <p>The attitude of some parents to academic is not encouraging at all. This can be witnessed among parents who are not enlightened or, perhaps, illiterate; all they care is for their wards to be through with SSCE, and enroll such wards to an apprentice's work. They do not care whether their wards read or not, no proper monitoring since the government is responsible for payment of their WASSCE in terminal class. Had it been the parents are responsible for this task, there will be an improvement in WASSCE result because parents will not only follow up on their wards but also ensure that they provide good lesson teachers and extra classes for their wards. (IDI, Male Ex-NUT Officials, 2017)</p>

Source: Field Survey (2017)

Box 4.6: Perceived decline of teacher’s job commitment as compared to the past (pre-1990s)

<p>Decline in educational policy</p>	<p>Education has declined tremendously compared to what we had in the eighties; for instance, the performance of students then was of good quality, by virtue of the facts that the teachers then were trained by experts (Whites) and those experts passed through standard six teaching policy, and were committed to work. The teachers now are half-baked teachers who found themselves in the teaching profession to make a living out of it and government assisted them to perform poorly by not paying and rewarding them promptly. (IDI, Male Ex-NUT Officials, 2017)</p> <p>Except they changed their policy they can’t achieve much. The idea of the parents forcing their children to go to a particular class in terms of Art, Commercial or Science classes is a factor, or parent violating government policies, ministry officials wanting to implement government policy and promotion yardstick which stipulate that no students should repeat anymore, contributed to poor performance of students in the terminal class.(KII, Male Retired Educationist, 2017)</p> <p>Usually, the National Policy on Education of 1981/1986 enhances teachers commitment to academic work compared to frequent changes in policies that we are experiencing in recent times because the policies are well articulated and implemented.(IDI, Male Ex-NUT Officials, 2017)</p> <p>A policy on education without appreciating or rewarding teachers is not a policy. The officials in charge of secondary school education place too much importance on discipline than rewarding. When teachers are rewarded, the best will come from them.(IDI, Male Ex-NUT Officials, 2017)</p> <p>Policy or no policy, the policies are still almost the same thing, just a slight modification, officials then are not as corrupt as compared to officers now, in this present country. The problem is not associated with the teachers or policy makers alone. It’s an institutional problem. Most government officials use these various policies to exploit money.(KII, Female, Retired Educationist, 2017)</p> <p>I can tell you that the present policy on education in Nigeria, as of today, is well developed and structured in such a way that the policy states that teachers will be highly motivated and rewarded, and demands efficient classrooms for our student, teachers attending workshops and seminars as and when due, government to produce intellectual and professional teachers and so on, but the problem is that our leaders do not have the political will, they defaulted in so many ways, leaving our teachers to leave in penury and agony.(KII, Male, Retired Educationist, 2017)</p>
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Box 4.7: Perceived decline of teacher’s job commitment as compared to the past (Pre-1990s)

<p>Decline in quality of education</p>	<p>It’s absolutely bad, not encouraging at all. Private schools are doing fine, government schools are far behind; most especially, schools in the South West are performing below expectation, unlike what we had in the eighties and nineties. And this decline is caused by the government policies on promotion exercise, free education policy, which paved the way for Tom, Dick and Harry to gain admission to secondary schools without good home background. (IDI, Male Ex-NUT Officials, 2017)</p> <p>Teachers, during our time, had passion for teaching; we were proud to be teachers and committed, not the kind of teachers we have now in teaching profession. The society and their students do not see them as their role model any longer. Today, teachers are relegated to the background because they see them as debtors. In the past, our students saw us as role models. (KII, Female Retired Educationist, 2017)</p> <p>The main reason for this is the fact that government is not giving special attention to the needs of teachers, no motivation, salaries are not regular, the welfare of teachers is not taken seriously by the officials concerned, the Teaching Service Commission (TESCOM) lays much emphasis on disciplining teachers than rewarding and appreciating the good work done by some of them. (KII, Male Retired Educationist, 2017)</p>
<p>The advice to government on improvement of students’ performance and teachers’ job commitment</p>	<p>My candid advice to the government on teachers’ commitment to academic work for better improvement on students’ performance; the government should do the needful by paying teachers’ salary regularly, promotion should not be delayed further, remuneration should be given to teachers as and when due to encourage further interest in the job, teachers should be motivated. IDI, Male Ex-NUT Officials, 2017)</p> <p>Rehabilitation of all public secondary schools in the state should be done. Government should value teachers because where they are today, teachers play a significant role; all leaders pass through teachers. So why do they deny teachers payments, promotions and allowances?(IDI, Male Ex-NUT Official, 2017)</p> <p>The monitoring and inspectorate unit from the ministries should be committed and devoted by discharging their duties diligently, not corrupt officials who inspect schools around and take bribes from school principals. These inspectors should also be assessing the performance of schools. (KII, Male, Retired Educationist, 2017)</p> <p>Government should adhere to UNESCO’s policy/specification by devoting 26% of the budget to education. With that, there will be a massive development in our schools and students’ performance will increase tremendously. (KII, Male, Retired Educationist, 2017)</p>

Source: Field Survey (2017)

The excerpts on the decline in the commitment of teachers to the teaching profession showed that the present state of teachers' attitude to academic work is below expectation. Akande (2000) notes that teachers are the least remunerated workers in Nigeria, and over the years, Nigerian teachers have been seen as prone to poverty such that the profession does not really attract first-class graduates. Many young graduates of today no longer wish to take up a career in teaching; many of them pick up chalk when their desired job is not forthcoming and decide to remain in the teaching profession till they find the job of their choice. Graduates with good qualification such as Ph.D in English or Chemistry sometimes decide to pick up job in oil and gas sector than jobs in university or colleges of education. Also, holders of M.Sc in Sociology prefer to take up job in the banking industry. The present Nigeria society rates a newly employed clerical officer in the oil and gas sector above school principals with experience of over thirty years.

There was a woeful performance from students in recent times owing to a number of factors. The factors include: over-population of students in the class, unsuitable learning environment in schools, parent's attitude, constant change in school curriculum and, most importantly, government e prioritizing extracurricular activities rather than education. In addition to this, the facilities in most schools are dilapidated and inadequate. Nigeria Primary Education Commission (1998) also argues that teachers' working environment in Nigeria is the most impoverished of all sectors of the labour force. Kazeem (1999) advocated that greater attention be paid to improving teachers' working conditions in order to increase educational efficiency. To enhance students' learning, the availability of teaching and learning resources, as well as the general classroom setting, should be improved. On the aspect of respondents reacting to the frequent change in schools curriculum, According to Ogunlade (2011), the secondary education program is of very high level, but in order to get the highest content out of the curriculum, the classroom teacher should not be overlooked. This is due to the fact that the instruction is implemented in the classroom with the supervision of the teacher (Akinsolu, 2004).

The decline of educational policy indicates that government does not fully implement the provisions of National Policy on Education (NPE). Section 6(b) of the policies suggests that today's policies are to provide highly motivated, conscientious, and efficient classroom teachers; to encourage a greater spirit of inquiry and creativity in teachers; to assist teachers in fitting into

the social life of the community and society at large; to produce teachers with intellectual and professional backgrounds adequate for their assignment; and to improve teacher performance. According to Afe (2002), the accomplishment of the NPE goals and the teacher education curriculum has been inadequate in supplying teachers with academic and technical backgrounds suitable for their societal task.

On the assessment of education at the secondary level compared to the past, education in the past was viewed to be better since teachers then were highly committed and dedicated. The Parent-Teachers Association in *NUT Journal (2013)* argues that the level of education in the state has declined tremendously in the last fifteen years, unlike in the 1980s and 1990s when the state was known to be excellent for academic excellence. This no doubt accounts for the large number of private secondary schools in the state. According to the Department of Research, Planning and Statistics in the Ministry of Education (2013), the number of private secondary schools in Ogun State has increased astronomically in the last decade.

Concerning the decrease in educational standard in the state's public secondary schools, the findings support Muheeb (2004), who claims that teaching conditions are better in Nigeria's private secondary schools, especially since the maximum class size in private schools is between 30 and 40, compared to well over 150 in public schools. These findings support the views of Ademujimi (2002), Bankole (2002), and Akinduro (2003), who believe that students receive a lower level of education due to a lack of expertise caused by a shortage of trained teachers in schools. Producing trained teachers is one of the most pressing issues confronting the educational system (Pelumo, 2007). According to the National Economic Empowerment and Development Strategy (NEEDS, 2005) educational study in Nigeria, more than 49% of teachers in Nigeria are unqualified. It is, therefore, of paramount importance to examine the impact of teachers' qualifications on students' achievement on a regular basis. Poor academic achievement among students limits their potential abilities to compete effectively in an ever-competitive global village. Academic disappointment is not only frustrating for students and parents, but it also has serious societal consequences, such as a lack of workers in all sectors of the economy and government (Aremu, 2000).

According to Ayodele (2002), cited in Ekundayo (2010), the heads of departments are the internal supervisors; principals, vice principals and officials of the Ministry of Education are said to be the external supervisors and are saddled with responsibilities to ensure high standards are assured and maintained, and more importantly ensure schools are run in accordance with stipulated rules and regulations. Most heads are no more committed to ensuring that teachers discharge their duties appropriately. Teachers' lackadaisical attitude to work; in the forms of lateness, absenteeism, negligence of duty and many others, affects the performance of students, most especially students in terminal classes. Also, on the part of the Ministry of Education, their officials make matters worse as their visits to schools are not effective as such; they arrive late and are always concerned about the benefits they can get from the treasury of the government or the schools they visit. Hence, it is difficult to scold erring school teachers or principals and the end result of this is a decline in the educational system.

4.6 The challenges faced by Ogun State Government in enhancing good reward for public secondary school teachers

The Ogun State Government has been embroiled in a string of crises with the National Union of Teachers on a variety of problems. The report looked at the obstacles that the Ogun State Government encountered in improving the pay and benefits plan for public secondary school teachers.

Table 4.14: Challenges faced by Ogun State in rewarding public secondary school teachers

The challenges that the Ogun State Government faces in increasing good rewards for secondary school teachers	TESCOM officials	Officials of Ministry of Education Science & Technology
Performance of secondary school teachers	M	M
Changes in teachers' rewards in this present administration	M	
No changes in rewarding teachers appropriately except for salaries		M
The poor monthly allocation as a result of the state of the economy	M	
Government doing little on rewarding teachers	M	M
Causes of incessant strikes of teachers due to the poor financial position of the state	M	
The challenge of non-implementation of 27.5% special salary structure for teachers as agreed with the government	M	M
The challenges that the state government is facing in order to retain a decent reward for teachers in the state	M	M

Source: Field Survey (2017) M-Mention

As evident on the table, some of the challenges that government faces in enhancing good rewards for public secondary school teachers in the state could be attributed to the poor monthly allocation from the Federal Government due to the state of the Nigerian economy as well as the low level of internally generated revenue in the state. This implies that teachers' commitment level will drop, and this will affect students' performance, most especially, students in terminal classes.

Box 4.8: Challenges faced by the Ogun State Government in enhancing good reward for public secondary school teachers

<p>Performance of secondary school teachers</p>	<p>The degree of academic performances of teachers in Ogun State is highly motivating and averagely improving. (Male TESCO Official, 2017)</p> <p>Well, the performance of teachers in the public secondary schools has been outstanding because the present government ensured that teachers are up and doing by effectively monitoring the quality of education in the state. (KII, Female, TESCO Official, 2017)</p> <p>The issue of assessment of teachers in Ogun State is like when we compare a fowl that works vigorously but you cannot see any sweat on its body because of its feathers. An English teacher who is supposed to take JSS 1, 2 and 3, with JSS 1 having up to 6 arms and students are about 95 in a class, JSS 2 is also about 100 students, how can such teacher give a comprehension passage or mark an essay every week for the students. In this situation, a teacher will not be able to know all his students in JSS 1 talk less of JSS 2. With this illustration, one surely knows that teachers' performance here will surely be below average. (KII, Male, Min. of Education Official, 2017)</p>
<p>Changes in teachers' rewards in this present administration</p>	<p>The government is doing its utmost to honor teachers; the current administration has given awards to the best teachers in both primary and secondary schools in the state, and stakeholders have commended and praised the state government's efforts. KII, Female TESCO Official, 2017)</p>
<p>No changes in rewarding teachers appropriately, except for salaries</p>	<p>Salaries are the only benefits I have seen and learned, and although they are paid on schedule, refunds are not. The deductions are more important to civil servants. Teachers do not care about awards or whatsoever but we are concern about getting our full salaries than the having half salaries. (KII, Male, Min. of Education Official, 2017)</p>

Source: Field Survey (2017)

Box 4.9: Challenges faced by Ogun State Government in enhancing good reward for public secondary school teachers

<p>The poor monthly allocation as a result of the state of the economy</p>	<p>The State internal generated revenue (IGR) is low, coupled with sharp decline in monthly federal allocation to the state are the main reason for not rewarding teachers adequately as well as having financial challenges in funding public schools.</p>
<p>Government doing the little on rewarding teachers</p>	<p>Teachers are being rewarded in all ramifications. Significant is the presidential Teachers/School Excellence Award. Here, best school teachers, administrators and schools are rewarded with cars and cash. For instance in 2013, one Mr Joseph Obalenge of Iganmode Grammar School, Ota in Ado Odo LGA was given Best Teacher in secondary school in Ogun State and was rewarded with a split-air-conditioner (LG product) and the current one was the one of last year, 2015, one Mrs Arogundade M. S of NUD Junior Grammar School, Solu in Ifo LGA was awarded best administrator and was given the sum of ₦500, 000. I can continue to mention a lot. (KII, Male, Min. of Education Official, 2017)</p> <p>To the best of my knowledge, teachers in Ogun State are rewarded adequately and those that merit or deserve an award are rewarded especially on the teachers anniversary; and to add to this, teachers' salaries are paid as and when due and government is not owing them.(KII, Female, TESCOM Official, 2017)</p> <p>I have witnessed and noticed financial supports to teachers in the last 3 to 4 years, where some teachers won Best Teacher Award and the government has also done a lot. Regularly in the state, there was an award given to Best Primary School Teachers, Best Secondary School and Principal in Nigeria.(KII, Male, TESCOM Official, 2017)</p>

Source: Field Survey (2017)

The study also sought to establish whether the mission to rebuild the educational sector by government has any positive impact on teachers' job commitment or their attitude to reward system. Here are the comments of some of the respondents:

Yes. Distribution of free bags, notebooks and textbooks, among others, to students has been a complementing effort to aid teachers' activities in imparting knowledge. This, you will agree, is an aspect of His Excellency's mission to rebuild Ogun State in the area of affordable education. **(KII, Male TESCOF Official, 2017)**

The government's mission to rebuild education has contributed meaningfully to the lives of some average and poor parents who never felt that their wards will pass through school. The government provides free education to all students in not only our primary school but also public secondary schools in the state. This is a justification that government wants every student to be educated and enlightened. **(KII, Female TESCOF Official, 2017)**

It has to some extent. If one compares the last government with the present government, one will see clearly that the present government devotes a lot of money to the educational sector and makes teachers to be more committed to their teaching profession. **(KII, Male, Min. of Education Official, 2017)**

Contrary to the views above, a respondent from the Ministry of Education, Science and Technology argued thus:

The way the present government runs its administration is personal to the government. The mission to rebuild the education system is personal in the sense that the government does not listen to the so called education advisers. An educationist should man the affairs of the Ministry of Education. **(KII, Male, Min. of Education Official, 2017)**

Box 4.10: Challenges faced by Ogun State Government in enhancing good reward for public secondary school teachers

<p>Incessant strike of teachers due to the poor financial position of the state.</p>	<p>Without equivocation, schools are not financially profitable, and hence the NUT/incessant ASSUS's strike over the last five years can be traced to the state's financial situation. (KII, Male, TESCOF Official, 2017)</p> <p>The strikes is not only restricted to Ogun State alone but rather across the country. All sectors have one time or the other experienced strikes, the dwindling in crude oil price as well as paucity of funds affects Ogun State also. But our strikes don't last long, we see into it immediately and get it resolved. (KII, Female, TESCOF Official, 2017)</p> <p>The financial position of the state is not okay due to economic downturn in the country and it is not peculiar to Ogun State alone.(KII, Male, TESCOF Official, 2017)</p>
<p>The challenge of non-implementation of 27.5% special salary structure for teachers as agreed with the government</p>	<p>The governor, who is pro-teachers, has put much of the deal into action (that is 15%). The state is required to balance the instructor as soon as possible. The State will surely overcome all its financial burdens as our IGR pickup.(KII, Female, TESCOF Official, 2017)</p>

Source: Field Survey (2017)

Concerning the performances of public secondary school teachers in the state, the participants' views expressed above contradict the report of Nigeria Union of Teachers in 2013 about the plight of public secondary school teachers in the state. The government and NUT had been at loggerheads over various issues that concern teachers' welfare. Afisulu (2013) notes that student's enrolment in Ogun State public primary and secondary schools rose from 292,324 in 2010/2011 to 387,915 in the 2011/2012 academic session in secondary schools, and from 406,890 in 2012/2013 to 506,002 in the 2012/2013 academic session. He attributes the increase to the recent overhauling of the education sector in the state by the present state government. There has also been the rehabilitation of classrooms in 100 schools across the three senatorial districts of the state. The free education policy in the state also contributed to this.

As regards the aspect of whether the officials of Teaching Service Commission have seen any changes in teachers' rewarding process since the inception of this present administration, The findings back up the Ministry of Education, Science, and Technology's Research, Planning, and Statistics (2014) report, which claimed that the state government wanted quality and affordable education for its citizens by making it a point of obligation to better reward teachers year after year. According to the TESCOM (2014) report, the new government has implemented 15% of the 27.5 percent of Teachers' Peculiar Allowance agreed by the National Union of Teachers in Ogun State, and the state has also promised to begin full payment of Teachers' Peculiar Allowance as soon as the state revenue increases. This also lends support to Kazeem's (1999) contention that teachers and other school employees are contented and fairly encouraged as long as their wages are paid on time and they are promoted on a regular basis. Furthermore, Ubom (2002) claims that timely salary payment causes greater dedication to teaching. However, the deductions are still part of the teacher's wage. The deductions are important, according to the respondents, since they are saving a portion of their wages for potential uses.

On the monthly subventions received from the Federal Government, , the results back up Taylor (2016), who claims that Ogun State's allocation has plummeted and that the state has lost more than 60% of its constitutional allocation as a result of the country's financial meltdown. The state used to collect between N3.5 billion and N4.8 billion per month, but with the recent decline in the foreign price of oil, the money has reduced to around N1.3 billion, and the state

wage bill is more than N7 billion per month. As a result, the state has been unable to proceed on any substantial undertaking. The reports from the Department of Research, Planning, and Statistics in the Ministry of Education, Science and Technology (2014) confirmed and supported the findings above. The state government has been discharging its duties effectively and efficiently. It rewards both primary and secondary school teachers in the state by giving awards to teachers and also complementing the effort of the Federal Government in Federal Excellence Awards for teachers in Nigeria.

It was also revealed that the state is doing the little it can, despite having the challenge of poor internally generated revenue, as it could be seen that the present administration has been able to make positive impact on teachers' commitment to work. The Permanent Secretary in the Ministry of Education, Science and Technology (2013) reported that the state government distributed 143, 034 textbooks to junior secondary school students and 120, 857 textbooks to those in the senior category. Ogunbare (2013) asserts that the state distributed about 2 million textbooks on various subjects and other instructional materials to students in all public primary and secondary schools under its free education programme, and that these efforts by the state government have greatly improved academic performance of beneficiaries at different levels.

The study also inquired from the respondents whether the rewards for secondary school teachers could be improved or developed further. Two of the respondents argued thus:

Yes, the teachers' rewards could be improved with more involvement of non-governmental organizations and philanthropists. Monthly evaluation of teachers to measure their degree of performances should also be encouraged. This would enable putting the round peg in the round hole. **(KII, Male, Min. of Education Official, 2017)**

Yes, it can be improved upon. By the time the state generates more IGR and the monthly allocation from Abuja increased, I'm of the opinion that the state government will surely improve further on teachers' welfare in general. **(KII, Female, TESCO Official, 2017)**

4.7 The strategies employed by the public secondary school teachers against the challenges facing them

According to the literature, Nigerian teachers are dissatisfied, and many of them complain about their remuneration/pay plan, as well as the state of education in the region, which has resulted in incessant strike actions at both the national and state levels. During these strikes actions, there has to be a way out for many of these teachers (Ejiogun, 2000). It is, therefore, necessary to know the strategies employed by the teachers to augment their little earnings especially, during the period of the strike.

Table 4.15: Coping strategies employed by teachers

S/N	Coping Strategy Employed by Public Secondary School Teachers in Ogun State
1	Extra lessons for students during the break time, after school hours and home lesson
2	Petty trade business (such as ruler, pencil, eraser, exercise books and big notes, sharpener and so on)
3	Retail traders (selling of building materials, provisions, frozen foods, catering and confectionaries, etc.)
4	Master of Ceremonies (MC) in social ceremonies like engagement, weddings, birthdays, funeral, launching programme, dinner and awards ceremony, community festival and carnivals and fund raising events
5	Interior and exterior decorators in social events
6	Loans from friends, associates and families
7	Loans from cooperative societies, credit and thrift
8	Involvement and engagement of family members in subsistence farming, especially teachers in the rural areas

Source: Field Survey (2017)

In-depth interviews were conducted for the officials of Nigeria Union of Teachers and Academic Staff Union of Secondary Schools (ASUSS), Ogun State Chapter, to find out the strategies being employed to handle the challenges they are facing. Below are the responses of some of them:

Most teachers are involved in extra lessons and home lessons with a small group of parents who are interested in extra lessons for their children. Some teachers often engage in petty trade in their various homes to supplement their salaries, and some of our teachers, especially in Yoruba and English, participate in various programs such as being MCs at social activities such as engagement ceremonies or weddings. **(Female, NUT Official, 2017)**

Teachers were able to cope during the strike because there would be announcements and advance warning to that effect, allowing them to properly plan by ensuring that food products were kept in different homes; however, feeding during that time would be limited because the government would later implement the concept of 'no job, no pay.' **(Male, ASUSS Official, 2017)**

Most of us teachers have adjusted to the poor rewarding process. We are used to half salary. So, definitely we have to tailor our spending towards the half salaries. And, at times, teachers engage or participate in extra lessons for students in which some parents do appreciate and give token for that. **(Female, NUT Official, 2017)**

Since the teachers are of the belief that they are paid little earnings, it is expected that these teachers are into series of activities to make their living comfortable. Many teachers, most especially teachers that specialise in core subjects like Mathematics and English Language often engage in extra school or home lessons for students, and, at times, the schools help other teachers by ensuring that school lessons are made compulsory for students in terminal classes (JSS 3 and SSS 3 students). This is done to assist their colleagues to earn extra income.

These excerpts support Saxon's (2015) argument that, due to increase in cost of living, lots of workers searched for more financial opportunities. The additional income gotten from the proceeds of moonlighting goes a long in solving the financial debt of the employees. Employees with more than one job have are more committed to work and they are also productive for their

organization (Vermeeren, 2016). Another merit of moonlighting is that employees who engage in moonlighting receive additional structural incentive/payment to their pay package.

The study also sought to establish the coping strategies employed by the teachers with the failure of government to remit teachers' deductions to their cooperative societies as and when due. The respondents' reactions are:

It is difficult for us to cope; many of us do borrow from friends, relatives and associates. Widows among us are mostly affected because they hardly find someone to assist. The scenario is more serious when both parents are teachers. We can't cope any longer; the suffering and hardship is too much to bear. It has been God all this while. **(Female, NUT Official, 2017)**

It has not been easy at all, for instance most of us kept the larger percentage of our salary goes to cooperative for a project. Only for the government to spend part of our money and owing us over two years cooperative deductions, the suffering is too much for us to bear. **Female, ASUSS Official, 2017)**

On the aspect of how the teachers have been coping with the state of school infrastructural facilities in the various secondary schools in the state, some respondents commented thus:

The states of infrastructural facilities in almost all public schools are not in good conditions, most are not conducive for students and students, a situation where students receive lectures under the tree or perhaps sit on the floor. The same also apply to sensitive schools that parents prefer to put their wards, most facilities are obsolete and also witness students explosion in class. **(Female, NUT Official, 2017)**

Most principals find it difficult to run schools effectively as a result of monthly running cost for public school as well as the poor state of facilities in schools. There has not been running cost for public schools in the last six terms just imagine, and the government is running free education policy. The PTA levy had been cancelled. And the principals are expected to provide chalk, register and diary for students without demanding any students to pay PTA levy. The burdens are too enormous on the school principals. **(Male, ASUSS Official, 2017)**

The above views support Adeboyeje (2000) and Emetarom (2004) who posit that school facilities and the physical structures aid teaching and learning, and enhance the performance of teachers and students. The school facilities promote successful teaching and learning by acting as foundations of support. School buildings, according to Arong and Ogbadu (2010), include both permanent and semi-permanent systems, such as machinery, classroom equipment, the blackboard, teacher's instruments, and other equipment, as well as consumables. The provision, adequacy, and maintenance of educational facilities have a significant impact on the quality of a student. According to Akinsolu (2004), an instructional program cannot be sound and well-run if school services are inadequate and poorly managed.

4.8 Theoretical discussion of findings

Two theories were adopted as the framework to guide this study. These are Structural Functionalist Theory and Expectancy Theory. With respect to the components of rewards management available to public secondary school teachers in the state, as well as the challenges of the Nigeria Union of Teachers in the struggle towards reward management, the study established that teachers prefer financial rewards to non-financial rewards. In most cases, they are often denied the financial rewards; their salaries can be seen as the only financial reward apportioned to them. The study noted dissatisfaction between the union and the state government on various issues relating to the educational development of the state. The factors that often led to crisis in the state secondary schools are issues of gross net pay of staff, the non-adjustment of staff salaries after acquiring additional qualifications, government's non-response to 27.5% increase in teachers' salaries, and non-remittance of teachers' cooperative deductions and others.

Structural Functionalist Theory is a sociological theory that focuses on the interactions between the different social structures that comprise society to understand why society behaves the way it does. The administration, unions, teachers, students, and parents are all players in the state's educational system. Any malfunction with any of these tends to affect the overall educational sector in the state. When the teachers temporarily withdrew their services by embarking on strike, as a result of financial rewards, the students suffered a lot, most especially students writing the senior school certificate examinations. The outcome of this is the poor

performance of students in the senior school certificate examinations between 2008 and 2014, such that less than 20 % had five credits, including English and Mathematics.

However, the issue of Nigeria's political economy is of great importance most especially on distribution of national income and wealth in terms of how this income is adequately shared among various sectors that exist within the country (Brandt and Thomas, 2008). It is said to be the circumstances under which nation-states coordinated output or consumption under restricted parameters. Thus, political economy was intended to articulate the rules of wealth creation at both the state and national levels. The issue of teachers' rewards either financial or non-financial also comes into play here. The focus here will be on the role of government and/or on power relationships in resource allocation for each type of economic system at the state level, most especially in the educational sector.

Most public secondary school teachers in Ogun State are motivated by financial rewards rather than non-financial rewards. Teachers in the 1970s, 1980s and early 1990s prefer the non-financial rewards in terms of recognition, acknowledgment and, perhaps outstanding awards. In contemporary Nigeria, the teachers prefer financial rewards. This could be because of wage disparity between the teaching profession and other professions, like those in the health sector (nurses and doctors), the huge allowances allotted to politicians and officers that occupy public offices and, more importantly, teachers being often owed salaries leading to series of conflict between some state governments (Ogun State) and teachers' union. The most important is the inability of the government to implement the Teachers Peculiar Allowance (TSS) as agreed since 2008 by the Nigeria Governors' Forum.

The public secondary school teachers are not on a special salary scale and teachers are underpaid in the country. As a consequence, most workers would prefer monetary rewards to non-monetary rewards. The model of Nigeria's 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 evenly across various sectors in the economic system at the state level.

Teachers are expected to be rewarded (financially and non-financially) adequately. This will enable them to adapt to the environment of teaching (adaptation), prompting them to be committed to the job. This will lead to achievement of goals and objectives as prescribed in their job description (goal attainment). With this, teachers would have succeeded in enhancing their job performance, and imparting knowledge and morals and influencing students to a higher performance in society at large (integration), so as to ensure that a cultural template is maintained. They will then be able to uphold the social structure and social life of both teachers and students (latency pattern).

Also, the findings from this study showed that teachers are not rewarded adequately. The union claimed that teachers in the state are not motivated by their employer. Rather, they are being owed several months of deductions. Also, best performing students are not rewarded or recognized for good performance. Rather, the stakeholders prefer to reward students on extra-curricular activities like cultural dance, drama and sports. The unions were of the opinion that preference should be given to teachers since they contribute immensely to the development of any society and, the leaders in positions of authority had one time or the other passed through the teachers.

The findings provided justification for rewarding teachers, with reference to the Expectancy Theory. The theory asserts that an individual will decide to behave or act in a certain way because he/she is motivated to select a specific behaviour over other behaviour owing to what he/she expects the result of that selected behaviour to be. The Expectancy Theory only addresses how to motivate an individual or employee in the workplace. Victor Vroom constructed three variables: expectancy, the belief that one's effort will result in the attainment of desired performance; instrumentality, the belief that a person will receive a reward if the expectations are met; and valence, the importance that an individual places upon the outcome. In relation to these findings, the teachers' effort of teaching should be in tandem with students' performance. With this, teachers will achieve their desired goals toward the great performance of students in the schools and the government or employer would ensure that the teachers receive their rewards if the performance expectation is met. However, it could be seen that teachers in public secondary schools undergo mental choices, which prompt them to put in more effort for

better job performance. To this end, in order to enhance the performance outcome of both teachers and students, most especially students in terminal classes, government should adopt the system that will tie rewards closely to performance.

The study also revealed the lackadaisical approach and nonchalant attitude of the present-day teachers to the teaching profession. Most teachers accidentally found themselves in the teaching job. The present-day teachers cannot be compared to the teachers of the 1970s and 1980s, who were committed and disciplined. The quality of teaching and education was commendable and not like the present state of education in Nigeria. Going by the Structural Functionalist Model, individuals produce necessary goods and services in various institutions and roles that correlate with the norms of society. It is a framework that sees society as a complex system whose parts work together to promote solidarity and stability. In relation to this study, competent, dedicated and committed teachers are to be recruited or employed to ensure development and growth in the educational sector of the state. This will bring about progress. Thus in all, the findings from the study validated the theoretical framework of structural and expectancy theories adopted for the study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study was designed to investigate the perceived effects of rewards on job commitment among public secondary school teachers in Ogun State. The specific objectives were to investigate the components of rewards available to public secondary school teachers in Ogun State; to investigate the roles of the Nigeria Union of Teachers in their struggle for reward for public secondary school teachers in Ogun State and other related issues; to investigate the perceived effects of rewards on teachers' job commitment in Ogun State; and to investigate the penetrating effects of rewards on teachers' job commitment in Ogun State and to investigate the coping strategies employed by the teachers against challenges facing them in Ogun State.

Literature was reviewed in line with the objectives of the study under various study headings. The study was anchored in two theories, namely: the Structural Functionalist Theory and Expectancy Theory. The study was conducted among 677 public secondary school teachers across the three senatorial districts in Ogun State. Random sampling was adopted to identify and locate public secondary school teachers. The primary data were collected with the aid of a structured questionnaire, in-depth-interview and key informant interview. The data generated were analyzed using both the quantitative and qualitative techniques. Measurement of level of job commitment was carried out through the Allen and Meyer's (2007) model, which classifies the level of job commitment as affective commitment, continuance commitment and normative commitment.

On the types of rewards available to public secondary school teachers in the state, there was provision for financial rewards which included (medical allowance; 26.2%; 2.46; leave bonuses; 22.9%; 2.26; transport allowance; 77.1%; 4.01 and Teachers Peculiar Allowance; 75.1%; 4.03) and non-financial rewards- (recognition; 35.4%; 2.43 and on-the-job training; 37.4%; 2.39). The public secondary school teachers prefer financial to non-financial rewards. However, there was a positive but weak relationship between financial rewards and teachers' job commitment ($r = .56$). Non-financial rewards ($r = .72$) had negative effects on teachers' job commitment. Also, on the effects of employees' rewards on teachers' job commitment, there was

strong correlation between rewards and job commitment in terms of intention to quit ($r = .86$), lateness to work ($r = .88$), and low morale ($r = .79$). On the challenges of the state government in rewarding teachers adequately, the state government is faced with financial challenges due to drastic fall in federal allocations and paucity of funds in the state. It was also revealed that unemployment and economic recession were the major reasons why some teachers engaged in teaching, which resulted in low job commitment and decline in quality of public secondary education. The teachers' union often mobilised its members to embark on strike actions to press home their demands for improved condition of service. The study identified the coping strategy employed by the public secondary school teachers during strike. Among the palliative measures for survival were: conducting extra and home lessons for interested students, loans from friends, families, relatives and cooperative societies; adjustment of spending to the little salary (management); and MCs in social events.

5.2 Conclusion

According to the findings of the survey, a large number of respondents in Ogun State public secondary schools were dissatisfied with their government remuneration and the fact that the government was in charge of managing their monthly cooperative deductions. It has been identified that financial incentives are preferred over non-financial rewards by public secondary school teachers because they increase motivation and happiness to function efficiently and effectively. The study concludes that low rewards (financial and non-financial) tend to lead to low job commitment among public secondary school teachers in Ogun State.

Furthermore, the study found discontent between the Nigeria Union of Teachers, Academic Staff Union of Secondary Schools, and the state government on issues related to teachers' health, increased education standards in the state, and the state government's education strategy. It was agreed that public high school administrators, chosen school principals and vice principals, and experienced teachers should be included in the development of any educational policy, as their feedback is often essential.

The study deduced that the state education performance declined tremendously, owing to the government's policy of 30% promotion criterion for students. The reasons for this are:

government's position on free education, which encouraged poor academic performance and, more importantly, the lackadaisical approach of the government with respect to the implementation of UNESCO's recommendation on allocating 26% of the budget to education, and also the ratio of students to teachers in the secondary schools. On the part of the parents, it was established that most parents had a carefree attitude to monitoring their children.

The study also concluded that most teachers supplement their income by providing extra and home lessons to interested students after school or during breaks, soliciting support or loans from friends and families, relatives, and cooperative societies, and acting as MCs at social activities. Based on all the foregoing, the study concluded that there is need for all stakeholders in the education sector; the government, teachers, parents and students to play their roles effectively and efficiently.

5.3 Policy recommendations

5.3.1 Policy recommendations for the government

1. Government should desist from sending officers low in rank in the Ministry of Education, Science and Technology to check and inspect the activities of school principals, vice principals and experienced teachers in public secondary schools. Rather, a senior civil servant in the rank of either Deputy Director or Assistant Director should be on visit to inspect public secondary schools, as in most cases students taught by these teachers come around for inspection in their schools (like Levels 08, 09 and 10 going round schools to inspect Level 15 and 16 officers in schools).
2. Government also needs to provide 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 package, like their counterparts in medical/health, telecommunications, oil and gas sector and other professions
3. Government is enjoined to ensure that principals, vice principals and experienced teachers are also incorporated into the decision making process in Ogun State Teaching Service Commission. Perhaps, if need be government can emulate other professions, like the judiciary headed by lawyers, medical hospital centres headed by medical directors, office of

the State Accountant General headed by an experienced accountant etc. This ensures that senior school principals and qualified teachers should be able to direct affairs (as Permanent Secretaries, Commissioners, and Chairmen) in the state's Ministry of Education and the Teaching Service Commission in order to ensure proper policy enforcement, supervision, and assessment.

4. Government should abolish the free running of education or re-introduce the Parent-Teachers' Association (PTA) to the public secondary schools. It is to be noted that the free education by the government is somehow problematic and cumbersome for teachers, as schools witness explosion of students in classes. Some set of students are not ready to learn, as they are only interested in the school certificate that will qualify them to become either the chairman of ACOMORAN or a councillor.
5. Government should abolish the policy that students can no longer repeat classes due to the free education policy, and the 30% promotion policy. Also important is the abolition of hundred per cent transitions of pupils from primary to secondary schools, as well as junior secondary schools to senior secondary schools. There are some who are not interested in formal education, yet government compulsorily promotes them to the senior class. For the students that failed in junior classes, there is high possibility that they might fit in the Government Technical School, where courses like catering, and electronics are taught.
6. Government is challenged to ensure that, henceforth, those employed as teachers in public secondary schools across the state are professional teachers with teaching qualification, holders of NCE or equivalent qualification. It was observed that massive recruitment of non-professional teachers into the teaching profession results in a tremendous decline in the academic performance of students in the state.

5.3.2 Policy recommendations for unions/teachers

1. The unions and the teachers are challenged to be more committed and dedicated to the teaching profession by ensuring the state regains its lost glory of academic excellence that it was known for.
2. There is a need for the teachers to engage students in rigorous teaching, monitoring them and organising extra lessons either early in the morning or after school hours for core subjects, like it is mostly done in the private secondary schools. Even if government does

not reward them, the students will be proud of them later.

3. Teachers should care about some students' unruly behaviour, and bad character in the school should be discouraged by the unions.

5.4 Contributions to knowledge

The study added to the existing body of knowledge on factors that influence reward management on job commitment of public secondary school teachers in Ogun State. It also sheds light on the various types of remuneration enjoyed by teachers in the state.

The study added to knowledge on various factors that militate against effective performance of both public secondary school teachers and the students in the state. As noted in this study, among the factors affecting teachers' performance is the lack of motivation for effective productivity owing to lack of financial rewards.

The study contributed to knowledge in the aspect of decline in public secondary school teachers in the 1980s and 1990s as compared to the modern day teachers in the state. The study also identified certain areas of government challenges, including paucity of funds.

The study also added to knowledge in terms of supervisory role and authority structure in the Teaching Service Commission (TESCOM) whereby lower cadre officers (level 08, 09 and 10) inspect and supervise the affairs of school principals and vice principals who are on Levels 17 and 16 respectively.

5.5 Suggestions for further study

A similar study can be conducted in the Ogun State Civil Service on workers' rewards and job commitment in Ogun State Ministries/Departments/Agencies (MDA). Also, similar study can be carried out in other geo-political zones or states in Nigeria.

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Department of Sociology
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Serial No:

Date:

RESEARCH QUESTIONNAIRE

Dear Respondents,

I am a post graduate of the above named institution. This study intends to investigate **Perception on Employees' Rewards and Job Commitment among Public Secondary School Teachers in Ogun State**. The research is in partial fulfillment for the award of Ph.D. degree in Sociology. Therefore, your assistance is sought to fill this questionnaire. Please be assured that all data obtained will be used for purely academic purpose and will also be held with utmost confidentiality. You have been randomly selected. I will therefore appreciate your cooperation in completing it. You do not need to write your name on it. I assure you that it is purely for an academic purpose and it has no effect on your employment. Please tick or answer under the response column as appropriate.

Thanks in anticipation of your cooperation.

Bawalla Oluwatoyin Gbenga (Researcher)

SECTION A: Socio-Demographic Characteristics of Respondents

Please tick/explain as appropriate

S/N	QUESTIONS	RESPONSES	Code
001	Age	Specify Please	
002	Sex	Male () Female ()	
	Marital status	Single () Married () Divorced\Separated () Widow\Widower () Others specify	1 2 3 4
004	Highest level of Education attained	Grade 11/NCE/OND () First Degree/HND () Postgraduate () Others specify	1 2 3
005	Religion	Christianity () Islam () Traditional () Others specify	1 2 3
006	Grade level	L06 – L09 () L10-L13 () L14-L17 ()	1 2 3
007	Length of service	0 – 5 () 6 -10 11– 15 () 16-20 () 20 above ()	1 2 3 4
008	Senatorial District/Zone	Ogun Central () Ogun East () Ogun West ()	1 2 3
009	Salary range Per month	Less than 50,000 () 50,001 – 75,000 () 75,001 – 100,000 () 100,001 – 125,000 () 125,001- 150,000 () 150,001 above ()	1 2 3 4 5 6

SECTION B: The type of financial rewards available to teachers in Ogun State.

N/S	QUESTIONS/ STATEMENTS	SA	A	UN	D	SD
009	My monthly salary is adequate and regular					
010	My leave bonus is adequate and regular					
011	There is provision of medical allowances					
012	There is provision of transportation allowances					
013	There is provision of housing allowances					
014	There is provision of special allowances like overtime payment & 13 months Christmas bonus					
015	Project held in my school are useful towards uplifting teachers welfare					
016	There is provision of pension and gratuities					

What type of financial remuneration do teachers prefer most? And why?

.....

.....

Do you think this reward has influence or increased teachers' commitment?

.....

In general, how would you comment on the reward management provided by the state government?

.....

The type of non-financial rewards available to teachers in Ogun State

S/N	Questions/Statements	SA	A	UN	D	SD
017	There is provision of long awards and wards to teachers					
018	There is provision of teachers promotion at the due time but outcome delayed					
019	There is provision of opportunities for career development plan					
020	There is provision of study leave with pay and sponsorship					
021	There is provision of on-job training					
022	Do you think there is job security for you in this teaching Profession					
023	Does the government consult on teachers in decision making Process					
024	Government recognised the good work done					

Aside from the above, which other ways do you think Teachers can be motivated?

.....

What is your feeling as regard promotion exercise of teachers in Ogun State?

.....

What is your view as regard the state of infrastructural facilities in your school?

.....

SECTION C: The effect of reward on teachers’ job commitment

S/N	Questions/Statements	SA	A	UN	D	SD
025	I would be very happy to spend the rest of my career in teaching profession					
026	I enjoy discussing about teaching with people outside teaching profession					
027	I feel like ‘part of the family’ in teaching profession					
028	I feel ‘emotionally attached’ to teaching profession					
029	The government has a great deal of personal meaning for me.					
030	I am not afraid of what might happen if I quit my job without having another one lined up					
031	I feel that I have very few options to consider leaving this job					
032	One of the few serious consequences of leaving this organisation would be the scarcity of available alternatives					
033	At times I do come late to work					
034	If I got another offer for a better job elsewhere I would not feel it was right to leave my job					
035	I do think that to be a government worker is sensible anymore					
036	Things were better when in the days when people stayed in government job for most of their careers					
037	Teachers morale dropped drastically due to insensitivity of government to our plight					
038	Prompt writing & preparing of lessons not is a good criteria for awarding teachers					
039	Assessment of performance appraisal is a welcome development for determination exercise					
040	I am satisfied with government process on the way promotional/examination is being conducted					
041	One reason i continue to work in government in government is that after acquiring additional qualification, am entitle for promotion to move to the appropriate cadre					
042	I stayed more than the specified mandatory (3					

	years) on a cadre before been called upon for promotional exercise					
--	--	--	--	--	--	--

Do you think the government has done fairly enough with teachers?

Do you think teachers' writing promotional examination is good exercise? Why or Why not?

Comment briefly on the prompt release of government promotional/interview examination? How long?

.....

In-depth-Interview and Key Informant Interview Guide

Introduction: I am Bawalla Oluwatoyin Gbenga . I am conducting a research on Employees' Rewards and Job Commitment among Secondary School Teachers in Ogun State. This interview with you is therefore to gather information that will be used for this research.

Toyin Bawalla (Researcher)

Confidentiality and Informed Consent: Please note that all information generated from this discussion is purely for academic purposes and will be treated with utmost confidentiality. Do I have your permission to continue? Yes () No ()

In-Dept Interview Guide for Retired Teachers and School Principals

- Do teachers receive salaries on time?
- Which reward do you believe teachers prefer? Why?
- Are there any other rewards that motivate teachers? Why or why not?
- Do you believe these rewards have increase teachers job commitment? Why or why not/
- Are teachers rewarded non-financially on their job?
- How can you access the secondary school teachers commitment to work at present
- What is your view as regard the government policy of 30% promotion of students to the next class
- How do you access the performance of students in WASSCE in recent time?
- Do you believe or of the opinion that education at the secondary level as decline compared to during your time in the late eighties and nineties.
- What do you think in your own thought are the challenges faced by the state officials to maintain a good reward system /management for teachers in the state?
- In general, do you think government deals fairly with teachers?
- Are you proud of this teaching profession? Why or why not?
- Do you think NUT officials have been able to influence state government in enhancing a good remuneration package for teachers?

APPENDIX C

In-Dept Interview Guide for ASUSS and NUT Officials

The roles of NUT in their struggle towards reward management for public secondary school teachers

- Which reward do you believe teachers prefer? Why?
- Are there any other rewards that motivate teachers? Why or why not?
- Do you believe these rewards have increase teachers job commitment? Why or why not
- Are teachers rewarded non-financially on their job?
- Have you seen any changes in teachers reward management in recent times?

- Do you think ASSUS/NUT officials have been able to influence state government in enhancing a good remuneration package for teachers?
- How can you access the performance of secondary school teachers in Ogun State
- Have you seen any changes in teachers rewarding process since inception of this administration
- Has the mission to rebuild educational sector by government had any positive impact on teacher's job commitment or their attitude to reward system? Why or why not?
- How would you access the financial position of the state in relation to the incessant strikes embarked upon by the ASUSS/NUT officials in the last 5 years
- What do you think is delaying the state government in implementing the 27.5% special salary structure for teachers as agreed?
- What do you think in your own thought are the challenges faced by the state officials to maintain a good reward system /management for teachers in the state?
- Could the reward system be improved or developed further?
- So far, how would you access the role of state government in rewarding teachers in the state
- Are you proud to be a member of this union?
- How do you access the performance of students in WASCE in recent time?
- In general, how would you access the role of ASSUS/NUT in enhancing teachers remuneration package

APPENDIX D

Key Informant Interview Guide for Retired Deputy Director or Director of Government Officials in (Ministry of Education) in Pre nineties

- How can you access the secondary school teachers commitment to work at present
- How do you access the performance of students in WASCE in recent time?
- Do you believe or of the opinion that education at the secondary level as decline compared to during your time in the late eighties
- What do you think is lacking in teachers commitment to academic work compared to your time when student performance seems to be okay
- In general, do you think the National Policy on Education of (1981/1986) enhance teachers commitment to academic work compared to frequent changes in policies we experiencing in recent time?
- In general, what is your advice to government on teachers' commitment to academic work for improvement on student performance?

In-Dept Interview Guide for Retired NUT officials in Pre nineties

- How can you access the secondary school teachers commitment to work at present

- How do you access the performance of students in WASCE in recent time?
- Do you believe or of the opinion that education at the secondary level as decline compared to during your time in the late eighties
- What do you think that the NUT officials did distinctly during your time or regime that teachers get committed to academic work and perhaps no mass failure of student in WASCE compared to what we experienced in recent time
- Some stakeholders do argue that the revised National Policy of Education of (1981/1986) contributed immensely to teachers' commitment to academic? Do you also support that?
- In general, what is your advice to government on teachers' commitment to academic work for improvement on student performance?

APPENDIX E

Key Informant Interview Guide for Government Officials (Ministry of Education and Ogun State Teaching Service Commission Officials

The challenges faced by the Ogun State in enhancing good reward management system

- How can you access the performance of secondary school teachers in Ogun State
- Have you seen any changes in teachers rewarding process since inception of this administration
- Has the mission to rebuild educational sector by government had any positive impact on teacher's job commitment or their attitude to reward system? Why or why not?
- Do you think the subvention from the federal government (Monthly allocation) is sufficient enough to sustain the education sector in Ogun state
- Comment on how financial rewards are administered to teachers?
- How would you access the financial position of the state in relation to the incessant strikes embarked upon by the ASUSS/NUT officials in the last 5 years
- What do you think is delaying the state government in implementing the 27.5% special salary structure for teachers as agreed?
- What are the challenges faced by the state officials to maintain a good reward system /management for teachers in the state?
- Could the reward system be improved or developed further?
- So far, how would you access the role of state government in rewarding teachers in the state

APPENDIX F

Interview Guide for ASSUS/NUT officials, Principal and Teachers

The scoping strategy employed by teachers against the challenges facing them

- How have you been able to cope as a result of poor rewarding process (**Probe**)

- As a result of delay in monthly salary
- Failure to remit deductions in respect of cooperative as at when due
- Staff welfare in terms of housing and car loans and 27.5% increments in (TSS)

How do you cope during the strike period?