

**COMPENSATION MANAGEMENT AND TEACHERS' ATTITUDE
TOWARDS WORK IN PRIVATE SECONDARY SCHOOLS IN
CROSS RIVER STATE, NIGERIA**

BY

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DECLARATION

I, Ogbuli, Juliet Uju with Reg. No: EDM/Ph.D/19/012 hereby declare that this doctoral thesis entitled “Compensation management and teachers’ attitude towards work in private secondary schools in Cross River State, Nigeria” is original, and has been written by me. It is a record of my research work and has not been presented before in any previous publication.

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CERTIFICATION

We certified that this thesis entitled “Compensation management and teachers’ attitude towards work in private secondary schools in Cross River State, Nigeria” By Ogbuli, Juliet Uju with Reg. No: EDM/Ph.D/19/012 carried out under our supervision, has been found to have met the regulations of University of Calabar. We, therefore, recommend the work for the award of the Doctor of Philosophy Degree (Ph.D) in Educational Management (Administration and Planning).

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ABSTRACT

This study examined the relationship between compensation management and teachers' attitude towards work in private secondary schools in Cross River State, Nigeria. Seven research questions were raised to direct the study, and seven hypotheses formulated to guide it. The correlational research design was adopted for the study. The population of the study comprised 4,713 teachers in private secondary schools in Cross River State. The sample of the study comprised 471 teachers selected from private secondary schools across the three Education Zones in Cross River State using stratified sampling technique. Two instruments tagged "Compensation Management Questionnaire (CMQ)" and "Teachers' Attitude towards Work Rating Scale (TAWRS)" were used for data collection. The instruments were face-validated by experts in Educational Administration and Measurement and Evaluation. The instruments were also trial-tested to determine their internal consistency using the Cronbach Alpha method. The reliability coefficients ranged from .75 to .90. These figures indicated that the instruments were reliable to be used for the study. Simple Linear Regression Analysis, Hierarchical Multiple Linear Regression analysis and Multiple Linear Regression analysis were used for data analysis. The results of the analysis revealed that salary management, recognition management, promotion management, fringe benefits management, staff development management, staff welfare management individually and jointly predicted teachers' attitude towards work in private secondary schools in Cross River State. Based on this result, it was concluded that in order to improve the level of teachers' commitment to effective instructional delivery in the classroom, induce them to positive behaviour towards students' assessment in the schools, improve their level of commitment to records keeping duties, and improve their attitude towards students' discipline in private secondary schools in Cross River State, proper management of their compensation is needed. It was recommended that government should set a motivating salary structure for private schools, ensure that it is fully implemented by proprietors/proprietress, and ensure full and proper implementation of teachers' fringe benefits as enshrined in teachers' conditions of service by private secondary school owners. It was also recommended that private secondary school owners should ensure teachers who are due for promotion are promoted on time, as well as collaborate with principals to organize staff development programmes for all categories of teachers in their schools. These measures will boost the morale of teachers towards positive and goal-directed behaviour aimed at effective teaching and learning in the schools.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Any school system's ability to function effectively depends on how well its educators carry out their designated responsibilities. Teachers have a major role in ensuring that the intended educational outcomes are as closely achieved as possible since they translate educational policy into actual school activities and engage with students on a regular basis. The Federal Republic of Nigeria (2014) explains that instructors' duties include instructing, guiding students, encouraging the pursuit of scientific knowledge, conducting frequent assessments, and ensuring that students receive a high-quality education. The obligation of carrying out the school curriculum rests on teachers whose exclusive responsibilities are to develop the whole child by teaching the child, managing and attending to school records, taking care of child's general welfare, improving the school environment, etc. (Uche & Enukoha, 2014). This underscores the position of teachers as vital role players for a successful school system and the fact that for a school to attain its stated goals and objectives, all efforts must be put in place to ensure that tutors carry out their day-to-day activities effectively; prepare notes of lessons according to their scheme of work, teach students using accurate methods and procedures, committed to improving their instructional approaches at constant basis, and use instructional material properly.

Schools may not be able to sustain efficient teaching and learning procedures when teachers are not positively disposed to their duties in the system. This is because the attitude of teachers can influence them positively or negatively and thus, determines how they perform their instructional roles in the school organization. Teachers' good attitude is an ingredient of a successful school system (Araromi & Salman, 2020). It is clear that teachers

who have a positive attitude are happy in their professions, dedicated to teaching, and always willing to go above and beyond to support the successful achievement of school objectives. Teachers' poor attitude to work manifests itself in all kinds of unprofessional behaviour, ranging from absenteeism, poor commitment to assigned tasks, lateness to school, poor instructional delivery (Yariv, 2011). It implies teachers' attitude to work is a critical factor that must be adequately addressed if any school system must maximize its capacity in attaining the pre-determined goals of the system.

Issues associated with teachers' attitude to work appear to be prevalently reoccurring in secondary schools in Nigeria. Adetula (2005), for example, made note of the fact that attention has been focused on the situation in Nigerian secondary schools, where a host of unprofessional and unhealthy teacher behaviours, including tardiness, trading, absenteeism, and general low commitment to teaching duties, seem to be indicators of the system's bad performance. Furthermore, Oghuvbu (2007) noted that secondary teachers in Nigeria engaged in unethical behaviour such as drinking, using drugs, engaging in sexual immorality, and missing classes and school altogether. In addition, they did not finish lesson plans, annotate students' workbooks, finish student scores, or finish school documents like diaries and registers. Also, these teachers participated in examination malpractice. The same trend is still dominating the secondary school system in Nigeria as Nnorom and Ezenwagu (2020) observed issues of absenteeism, child abuse, and lateness to school, exam malpractice, fighting with students, not marking assignment on time, poor attitude to students' assessment and giving students bulky notes without explanation, amongst Enugu State's secondary school instructors.

According to Arop, Owan, and Ekpang (2018), the most of the tutors in Cross River State have an unprofessional attitude towards their jobs especially in the areas of absenteeism,

time management, students' discipline, classroom communication, and application of best teaching method instructional delivery. Another finding by Arop, Owan, and Madukwe (2019) is that secondary school teachers in Cross River State exhibit truant behavior, which is evidenced by their poor attitudes toward their instructional responsibilities, tardiness, irregular attendance at school or in groups, inadequate attitudes, and inadequate characters. This behaviour suggests that a large number of teachers perform their jobs ineffectively. Teachers in Cross River State are not meeting expectations when it comes to timeliness, maintaining records, delivering teaching, acting professionally, managing time, influencing students' behavior, and building connections with them, according to Arop, Mbon, Ekanem, and Ukpabio (2020). These observations are indications of the fact that there a problem of teachers' poor attitude to work in Cross River State that needs to be addressed.

In secondary schools across every zone of the state, this circumstance is also typical. Teachers in Cross River State are not meeting expectations when it comes to timeliness, maintaining records, delivering teaching, acting professionally, managing time, influencing students' behavior, and building connections with them, according to Arop, Mbon, Ekanem, and Ukpabio (2020). Studies have shown that a tiny percentage of individuals in the Ikom region have intimate relationships with some secondary school instructors. Additionally, a large number of teachers seldom return to class during the first week of classes after the break and display other unprofessional behaviours like poorly written notes, tardiness, inappropriate attire, and a reluctance or laziness to complete assigned tasks (Arop, Ekpang & Owan, 2018). Teachers at private secondary schools in the Zone are also affected by this issue; it is not limited to public secondary schools. According to reports, for example, there are issues with teachers' attitudes towards classroom

management, student discipline, and co-curricular activity supervision in both Government owned and privately owned schools in the three education region of the state (Bassey, Bisong, Isangedighi & Ubi, 2011).

Furthermore, the researcher emphasises that several teachers in the majority of Cross River State's private secondary schools work at more than two schools, which leaves them with small period to focus on their students in the classroom. In some schools, teachers give unexplained notes to students to copy just to cover their scheme of work but do not take pains to explain basic concepts of the lesson to the students. The researcher observes with dismay, a high level of engagement of tutors in examination malpractice in the State. In some schools, teachers collect kickback from rich parents to help their children maintain certain positions in the class, while some allow students to have access to examination questions before the actual examination. In several Cross River State private secondary institutions, teachers are hired to help students during external examinations. In many private areas in the State, tutors are not committed to students' discipline, do not follow acceptable standards in students' assessment, and sometimes teach without using appropriate instructional materials. This seem to be responsible for high level of indiscipline among private secondary schools and a situation where students who performed well in external examinations in their schools have difficulties gaining access to university education due to failures in JAMB and UTME examinations. There must be adequate measure to address this problem because the students turned out from private schools in Cross River are part of society and thus their poor preparation can pose a problem to the growth and progress of the State.

The mental preparedness of educators towards students in a classroom environment to improve the efficacious teaching-learning process is referred to as their job attitude. It is

their predisposition to their duties in the school system. Nwogbo and Ugwuoke (2021) stated that an individual's inclination to respond a specific manner to a specific category of stimuli is their attitude. They go on to say that attitude is a mental and neurological state of readiness that directs and influences a person's reaction to everything and anything that it is associated with. Fehintola (2014) defines attitude as the underlying convictions that drive one's behaviour and are acquired obliquely through exposure and experience. The researcher further claims that among the attitudes instructors have towards teaching are the value they place on their work, their sense of self-worth, their level of self-efficacy, their expectations, their commitment, etc. Teachers' attitude in a school system is a latent psychological construct that can only manifests in their level of commitment to their instructional roles such as instructional delivery, lesson preparation, involvement in school activities, class attendance, students' assessment, records keeping, and students' discipline. In this study, teachers' attitude to instructional delivery, students' assessment, records keeping and their attitude to students' discipline are used as measures of tutors character to job. Their character to instructional delivery involves their disposition to effective lesson presentation, proper use of instructional materials, and their willingness to ask and entertain questions during lesson delivery. Also, their attitude to students' assessment is the commitment to using appropriate assessment tools such as tests, assignments, homework and classwork to evaluate students' learning. Attitude to record keeping denotes how they are inclined to filling school diaries, marking attendance registers, writing their notes of lesson and keeping accurate assessment scores of students. Consequently, their approach to student discipline involves their readiness to regulate students' conduct and guarantee that they adopt behaviours that can facilitate efficient educational experiences within the classroom.

Management of compensation packages seem to be a key factor that can influence teachers' attitude in contemporary school systems. It means that poor management of staff salary, poor management of staff recognition, irregularly promotion, unfair payment of fringe benefits, inadequate staff development opportunities, and poor management of staff welfare can trigger dissatisfaction and negative behavior among workers. It is common that when teachers are not satisfied with the way their compensation is being managed of their schools, they tend to put up negative attitude towards their roles in the school system. It means that issues of irregular payment of teachers' salary, poor salary structure for teachers, irregular promotion, non-payment of promotion areas, poor training programs for teachers' professional development and non-payment of allowances due to teachers on time, which are prevalent in private schools in Calabar Education zone may contribute to the inadequacies observed among teachers in private schools in the Zone.

It is the mechanism of ensuring that staff are well remunerated, adequately incentivized and properly rewarded for professional and personal efforts exerted in the school organization. Researcher have indicated that compensation management practices such as salary management, recognition management, promotion management, fringe benefits management, staff development management and staff welfare management can shape employees work behaviour in organizations including school systems (Adejare, Olaore, Udofia & Emola, 2020; Daniel, 2019; Moulik & Mazumdar, 2012). It is common to see teachers get demotivated and dissatisfied, and displaying all manners of negative attitude when they feel that their salaries are not adequate and the salary structure does not reflect their efforts and skills. Similarly, when staff are not properly recognized, appreciated, acknowledged or praised for outstanding performance, they tend not to be committed to their jobs (Andrews, 2011).

Also, irregular promotion, poor payment of promotion arrears and promotion with corresponding status differential can influence teachers' work behaviour in schools. Perceptions of fairness in promotion decisions, according to Wan, Sulaiman, and Omar (2012), are related with greater rates of employee commitment, career satisfaction, improved performance, and a decreased intention to quit the company. Once more, it has been argued that rewards for high performance include shift allowances, hospitalization costs, commissions or bonuses based on performance, overtime, holiday premiums, and indirect fringe benefits like medical coverage, housing allowances, meal allowances, utility allowances, incentive bonuses, and yearly leave allowances. Teachers can be dissatisfied and become negatively disposed to their work in schools when they are given adequate opportunities for professional and personal growth through staff development programs. According to some, employees should be treated with respect and given the proper rewards and incentives as they are crucial to the efficiency of their companies (Poi, 2020). This implies that poor teachers' welfare management can affect their work behaviour in schools.

From the foregoing, it is glaring that salary management, recognition management, promotion management, fringe benefits management, staff development management, and staff welfare management can have implications for the observed poor attitude of privately owned secondary school teachers in the state Cross River State. The state administration has implemented a number of initiatives, such as monitoring instruction in private schools and creating guidelines to regulate the calibre of its personnel. Despite these initiatives, there are still problems with instructors' unprofessional attitudes towards their jobs at Cross River State's private secondary schools, and they have gotten worse recently. Given that compensation can boost the morale and motivation of teachers for high commitment to their work in schools, the researcher was prompted to find out whether the attitude of

instructors towards their work in Cross River State's privately owned secondary schools and compensation management were related in any way.

1.2 Statement of the problem

Teachers are crucial instruments to the effective performance and success of any education enterprise. Their attitude to work in a school system has the capacity to boost the efficiency of the system or impede the propensity of the system attaining its predetermined goals. When teachers have positive disposition to their work in schools, they tend to display result-oriented behavior such as commitment to assigned responsibilities, being punctual to work, teaching the students as and when due, giving assignments and marking them on time, leading to high performance and productivity. On the other hand, they may exhibit all manners of negative behavior in schools when they are disinclined to their tasks. The work behaviour of teachers in private secondary schools has raised concerns among stakeholders in Cross River State. Some of them think private secondary school teachers are not leaving up to expectation in discharging their pedagogical duties according to professional standards especially in the areas of students' assessment, students' discipline, and lesson delivery, among others.

Observation by the researcher indicates that the majority of Cross River State's private secondary school instructors are contract educators who work at many institutions and thus do not have time to pay attention to students and guide them properly in the classroom. The researcher also notes that teachers give unexplained notes to students to copy just to cover their scheme of work but do not take pains to explain basic concepts of the lesson to the students in some of the schools. A significant number of privately owned secondary schools in the State have high rates of examination malpractice committed by their instructors. The most discouraging is the fact that teachers collect kickback from rich

parents in some of the schools to help their children maintain certain positions in the class. In several privately owned secondary schools located inside the State, teachers are hired to help students during external examinations. The researcher discovers in several areas in the State that teachers are not committed to students' discipline, do not follow acceptable standards in students' assessment, and sometimes teach without using appropriate instructional materials.

The State's privately owned secondary school students exhibit a significant degree of indiscipline, which seems to be caused by these shortcomings and a situation where students who performed well in external examinations in their schools have difficulties gaining access to university education due to failures in JAMB and UTME examinations. In spite of efforts made by Cross River State government to improve the staff quality and promote efficient tutoring in private schools, including close monitoring of the process of instruction and learning in private schools and designing policies to control their staff quality, teachers' poor attitude towards work still persists in privately owned schools in the state and the researcher is worried about this trend because students turn out by privately owned schools are part of society and their poor preparation exacerbates social problems.

Given the fact that the way staff compensation packages are managed in schools can determine the behaviour of teachers towards their work, the researcher was prompted to raise the question: What relationship exists between the management of remuneration and the attitudes of instructors towards their jobs in Cross River State's privately owned secondary schools?

1.3 Purpose of the study

The purpose of the research was to assess the connection within compensation management and instructors' perceptions about their jobs in the state schools. The research specifically aimed to determine whether;

1. Salary management predicts the mindset of tutors towards their job in privately owned secondary schools in Cross River State generally, and specifically in terms of instructional delivery, students' assessment, records' keeping and students' discipline.
2. Recognition management predicts the mindset of tutors towards their job in privately owned secondary schools in Cross River State generally, and specifically in terms of instructional delivery, students' assessment, records' keeping and students' discipline.
3. Promotion management predicts the mindset of tutors towards their job in privately owned schools in the state generally, and specifically in terms of instructional delivery, students' assessment, records' keeping and students' discipline.
4. Fringe benefits management predicts the mindset of tutors towards their job in privately owned schools in the state generally, and specifically in terms of instructional delivery, students' assessment, records' keeping and students' discipline.
5. Staff development management predicts the mindset of tutors towards their job in privately owned schools in the state generally, and specifically in terms of instructional delivery, students' assessment, records' keeping and students' discipline.
6. Staff welfare management predicts the mindset of tutors towards their job in privately owned schools in the state generally, and specifically in terms of

instructional delivery, students' assessment, records' keeping and students' discipline

7. Salary management, recognition management, promotion management, fringe benefits management, staff development management, staff welfare management jointly predict the mindset of teachers towards work in privately owned schools in the state.

1.4 Research questions

The following questions directed the research

1. To what extent does salary management predict the mindset of tutors towards their job in privately owned schools in the state generally, and specifically in terms of instructional delivery, students' assessment, records' keeping and students' discipline?
2. To what extent does recognition management predict the mindset of tutorstowardstheir job in privately owned schools in the state generally, and specifically in terms of instructional delivery, students' assessment, records' keeping and students' discipline?
3. To what extent does promotion management predict the mindset of tutorstowardstheir job in privately owned schools in the state generally, and specifically in terms of instructional delivery, students' assessment, records' keeping and students' discipline?
4. To what extent does fringe benefits management predict the mindset of tutorstowardstheir job in privately owned schools in the state generally, and specifically in terms of instructional delivery, students' assessment, records' keeping and students' discipline?

5. To what extent does staff development management predict the mindset of tutorstowardstheir job in privately owned schools in the state generally, and specifically in terms of instructional delivery, students' assessment, records' keeping and students' discipline?
6. To what extent does staff welfare management predict the mindset of tutorstowardstheir job in privately owned schools in Calabar region of the state and particularly in terms of guiding delivery, individuals examination, records' keeping and students' discipline?
7. What are the relative and cumulative contributions of salary management, recognition management, promotion management, fringe benefits management, staff development management, staff welfare management to the mindset of tutorstowardstheir job in privately owned secondary schools in the state

1.5 Statement of hypotheses

The following hypotheses guided the research:

1. Salary management has little influence onthe mindset of tutorstowardstheir job in privately owned schools in the state generally, and specifically in terms of attitude to instructional deliver, students' assessment, records keeping and attitude to students' discipline.
2. Recognition management has little influence on the mindset of tutorstowardstheir job in privately owned schools in the state generally, and specifically in terms of attitude to instructional deliver, students' assessment, records keeping and attitude to students' discipline.

3. Promotion management has little influence on the mindset of tutors towards their job in privately owned schools in the state generally, and specifically in terms of attitude to instructional delivery, students' assessment, records keeping and attitude to students' discipline.
4. Fringe benefits management has little influence on the mindset of tutors towards their job in privately owned schools in the state generally, and specifically in terms of attitude to instructional delivery, students' assessment, records keeping and attitude to students' discipline.
5. Staff development management has little influence on the mindset of tutors towards their job in privately owned schools in the state generally, and specifically in terms of attitude to instructional delivery, students' assessment, records keeping and attitude to students' discipline.
6. Staff welfare management has little influence on the mindset of tutors towards their job in privately owned schools in the state generally, and specifically in terms of attitude to instructional delivery, students' assessment, records keeping and attitude to students' discipline.
7. Salary management, recognition management, promotion management, fringe benefits management, staff development management, staff welfare management do not jointly predict the attitude of tutors towards their job in privately owned secondary schools in the state

1.6 Significance of the study

The discoveries of this research might be helpful to other researchers, the government, administrators, private school owners, instructors, and students.

The observations of this research might be of great advantage to authority by providing information that would enable it to understand how private school manage staff compensation and measures that be taken to ensure that appropriate and necessary compensation packages are implemented to improve performance in the system. It may also inform the need for the training of private school principals on how to apply the non-monetary incentive measures in schools to arouse teachers' morale for positive disposition to their work in the school system.

The observations of this research may be of significant benefit to private school heads by creating awareness on the factors that can boost or inhibit teachers' readiness to give in their best, thereby helping them to align policies and measures to arouse teachers' disposition for productive behaviour and high performance in the system. The result of the study may also create the need for principals of privately owned secondary schools to advice their proprietors/proprietress on appropriate compensation packages that can have possible influence of teachers' behaviour.

Private school owners may find the finding rewarding as it may help them to understand how their teachers feel about their compensation packages and how they can improve upon the packages to secure the genuine commitment of teachers to their work in the schools. The finding may also create the need for private school owners to seek better ways of implementing non-monetary compensation models to support the monetary compensation packages to boost teachers' morale for high performance.

To the teachers, the findings may provide a platform for job satisfaction and fulfillment in that when appropriate compensation measures are enforced in a school system, teachers become happy with their job, thereby ensuring their high performance in schools. The result of the study may create awareness on the various compensation

packages that are meant for teachers in the schools and how to secure them through high performance.

The society may benefit from the findings of this study, because a motivated teacher would produce outstanding students who may in turn contribute their knowledge and skills to improving the economy of the State in specific and country in general. The research may inform the society of the various factors that may be responsible for the unsatisfactory effectiveness of secondary school system, and which can guide in advising government and private school owners on possible remedies.

1.7 Assumptions of the study

The following assumptions formed the basis of the study;

1. Variables in this research are quantifiable
2. The study's sample accurately reflects the parent population.
3. The respondents (teachers) will be psychologically balanced to respond to the items in the questionnaire without bias.

1.9 Scope of the study

The research assessed the interaction within compensation management and tutors character towards work in privately owned schools in the state. Compensation management was limited to the following sub-variables: salary management, recognition management, promotion management, fringe benefits management, staff development management, staff welfare management. Teachers' attitude to work was measured in terms of attitude to instructional deliver, students' assessment, records keeping and attitude to students' discipline. The study covered all privately owned schools in the state in 2020/2021 academic session.

1.8 Limitation of the study

The main limitation of this research was the researcher's inability to ascertain the psychological states of the participants during the administration of the instruments. They must have been driven by wild exaggeration in their responses. Another limitation was the difficulty in retrieving all the questionnaires from the respondents, especially those in rural schools where some teachers hardly stay till the closing time. This made the researcher not to retrieve all the instruments that were administered on respondents. The spatial separation of the schools, particularly those in the state's rural districts constituted another limitation to study. The researcher had difficulties accessing respondents in these areas because of the terrain. Sometimes, the researcher had to employ the services of Motor Cyclists, but before getting to the schools, the respondents had already gone. As a result, they researcher could not use all the schools for the study. Notwithstanding the limitations, the findings remain reliable having applied adequate methodology in carrying out the study.

CHAPTER TWO

LITERATURE REVIEW

This chapter focused on the conceptual framework and theoretical background of the study, as well as the review of available empirical and theoretical literature related to compensation management and teachers' attitude to work. The chapter was organized into the subsequent subheadings:

- 2.1 Conceptual framework
- 2.2 Theoretical background
- 2.3 Empirical review
 - 2.3.1 Salary management and teachers' attitude towards work
 - 2.3.2 Recognition management and teacher attitude towards work
 - 2.3.3 Promotion management and teacher attitude towards work
 - 2.3.4 Fringe benefits management and teacher attitude towards work
 - 2.3.5 Staff development management and teacher attitude towards work
 - 2.3.6 Staff welfare management and teacher attitude towards work
- 2.4 Appraisal of the literature reviewed

2.1 Conceptual framework

The major concepts in this study are compensation management and teachers' attitude to work. Compensation management involves all practices aimed at ensuring that it is the mechanism of setting up and regulating a satisfying and motivating wage, incentives and salary structure that can enhance the performance and productivity of workers in a school organization. It involves maintaining equitable and commensurate salary policy for staff, designing effective recognition packages that can boost staff moral for high performance, maintaining effective and satisfying promotion policy, ensuring that staff get their accurate and adequate fringe benefits for efforts exerted, maintaining effective staff development practices and establishing and maintaining a motivating staff welfare policies and practices to arouse the morale of staff for effective performance in the school system. Similarly, tutor character to job is the predisposition of teachers to their roles in the school system. It is their inclination or disposition to carry out their statutory or assigned duties in their schools. Teachers' attitude to a latent psychological construct that is manifested in work-related behaviour such as their commitment to instructional delivery in the classroom, their disposition to carry out effective students' assessment, their commitment to ensuring adequate records keeping, and their commitment to maintaining effective students' discipline in schools.

The independent variable in the study is compensation management which is assumed to determine the variations or changes in teachers' attitude to work (dependent variable) in the school system. The relationship between compensation management (salary management, recognition management, promotion management, fringe benefits management, staff development management, staff welfare management) and teachers'

attitude to work (attitude to instructional delivery, students' assessment, records keeping, and attitude to students' discipline) is conceptualized diagrammatically as shown in Fig. 1. The conceptual framework explains the structure of the research and how each of the materials relates with each of the substances. Compensation management has six sub-variables (salary management, recognition management, promotion management, fringe benefits management, staff development management, staff welfare management) and teachers' attitude to work has four sub-scales (attitude to instructional delivery, students' assessment, records keeping, and attitude to students' discipline). In the conceptual framework, each of the dependent sub-scales observed in the study is measured relatively against the six independent sub-variables. Similarly, in the conceptual model, the six sub-variables of compensation management are measured holistically against teachers' attitude to work generally in the schools. These concepts as explained as follows:

Compensation management: Compensation management involves all practices aimed at ensuring that staff are given their due both fund and prizes. It is the mechanism of setting up and regulating a satisfying and motivating wage, incentives and salary structure that can enhance the performance and productivity of workers in a school organization. Practically, compensation management is the process of ensuring that staff are well remunerated, adequately incentivized and properly rewarded for professional and personal efforts exerted in the school organization.

This includes in this study, salary management which involves actions taken by the school management to ensure that staff salary structure is constantly improved to reflect the prevailing economic realities, as well as ensure that staff are paid salaries that are commensurate with their labour and qualification and on time. It is also measured by recognition management which involves the process of ensuring that staff who are

hardworking get rewards that are commensurate with their effort in the system through appreciation, praise, acknowledgement, and best teacher awards, among other recognition packages.

Compensation management is measured by promotion management which is full implementation, and periodic improvement of staff promotion policies including payment of promotion arrears and improving office conditions to reflect new status. Fringe benefits management is also a measure of compensation management and involves constant or periodic improvement of staff leave conditions and allowances such as house allowance, commuter allowance, leave allowance, medical allowance, hardship allowance, holiday allowance, and so on, in the schools. The concept of compensation is assessed by staff development management which involves full implementation of staff development policies in schools, such as sponsoring staff to conferences, organizing workshops and seminars for staff, organizing mentorship programmes and given staff opportunities for higher learning through in-service education programmes. Staff welfare management is also an indicator of compensation and involves adequate provision of additional packages meant to enhance the social, economic and psychological life of staff in the school system. This may involve such packages as health insurance, contributory pension scheme, school welfare programmes, union welfare packages, co-operative loan and so on.

Teachers' attitude to work: It is conceptualized as the predisposition of teachers to their roles in the school system. It is their inclination or disposition to carry out their statutory or assigned duties in their schools. Teachers' attitude to a latent psychological construct that is manifested in work-related behaviour such as their commitment to instructional delivery in the classroom, their disposition to carry out effective students' assessment, their commitment to ensuring adequate records keeping, and their commitment to maintaining

effective students' discipline in schools. Fehintola (2014) argued that teachers' attitude to is an expression of their work value, self-esteem, self-efficacy, expectations, and commitment, and submitted that teachers' attitude in a school system can manifests in their level of commitment to assigned tasks, instructional delivery, lesson preparation, involvement in school activities, assessment of students' learning, records keeping, students' discipline and their class attendance. As a result, the concept of teachers' attitudes toward their jobs in this study is gauged by how they feel about the delivery of instruction, which encompasses how they feel about every aspect of running a classroom, including lesson preparation, presenting, managing, and communicating with students. It is measured by teachers' attitude towards students' assessment which involves their predisposition to giving students class assignment, homework, and test appropriately and mark them on time with objectivity. The concept of teachers' attitude to work is assessed by their attitude towards to records keeping which is their disposition to writing their lesson notes on time, filling school diary appropriately, marking attendance register properly and maintaining accurate records of students' learning progress through continuous assessment records. Teachers' attitude towards students' discipline is also a measure of the concept of teachers' attitude to work in the study and it is their behaviour towards ensuring that students imbibe acceptable pattern of behaviour in the school system.

**COMPENSATION
MANAGEMENT**

**TEACHERS' ATTITUDE
TOWARDS WORK**

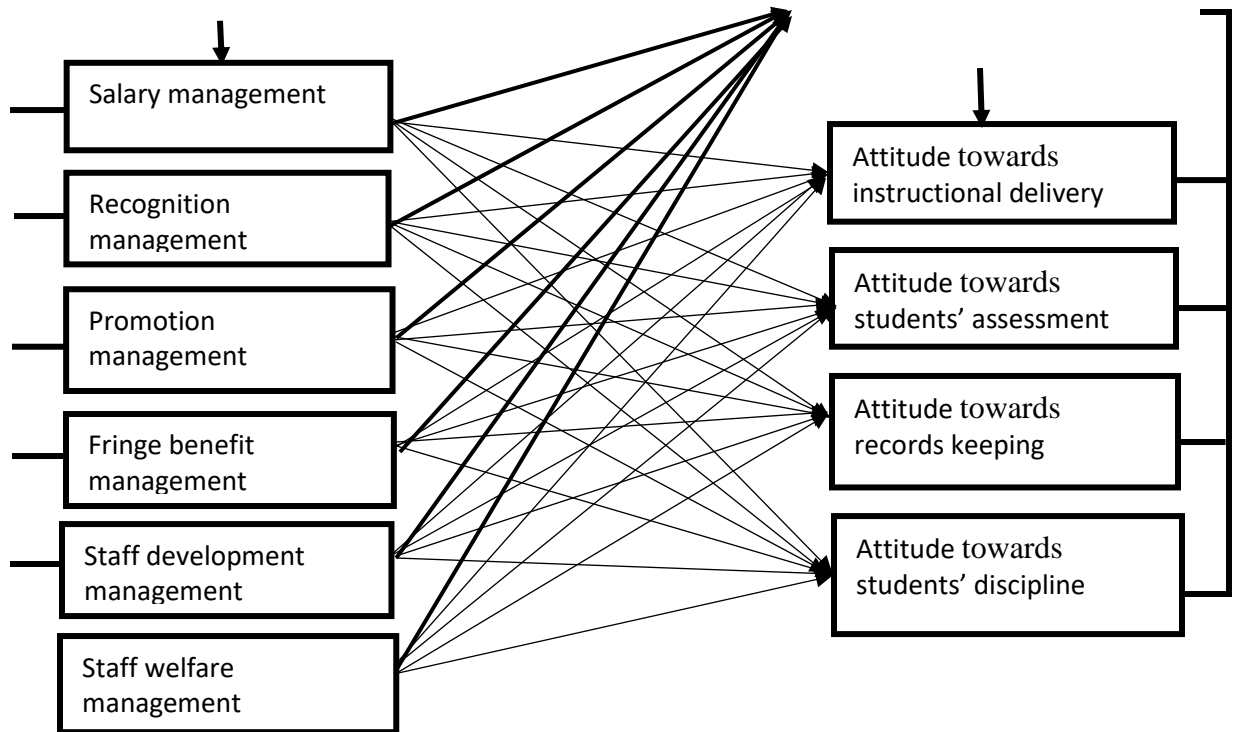


Fig.1:A conceptual framework of the connection existing between compensation management and teachers' attitude to work

2.2 Theoretical framework

The following theories form the basis of the study.

2.2.1 Equity theory by John Adams (1965)

2.2.2 Herzberg's Two-Factor Theory (1959)

2.2.3 Vroom's Expectancy Theory (1964)

2.2.1 Equity theory by John Adams (1965)

John Stacey Adams developed the equity theory in 1965 to explain how the perception of staff about the prize they have for their contributions to the institution in relation to others, affects their motivation and work behavior. According to the theory, incentives such as salary and benefits do not determine motivation on their own, and rewarding one individual with a raise or promotion may demotivate others (Adams, 1965). The theory posits that workers aim to preserve parity between their contributions and the results they obtain from their work, in comparison to the perceived contributions and results of their peers.

Equity theory is based in the principle that person are stimulated by equality in their pay as compared efforts and what others are being paid, and if they locate imbalance in the input or result proportion of themselves and their set, they will look to alter their input to attain their fairness. Another fundamental principle of equity theory is that a person's belief in regard to what is fair and what is unfair affects his motivation, attitudes, and behaviors at work in the organization.

Equity theory is relevant to the research because it provides significant and important insights that help school administrators understand and link teachers' work-related attitudes to incentives offered by the school system as a whole. The theory is essential here because it stipulates that salary, recognition, promotion, fringe benefits, staff development, staff welfare and other rewards should be commensurate with teachers' inputs in terms of time, education and job performance. The theory's implication to this work is that teachers'

perception about their reward or incentive in relation to their effort in the school system may determine their attitude or behaviour towards their job in the schools.

2.2.2 Herzberg's Two Factor Theory (1959)

The Two-factor or motivation-hygiene theory was published by Frederick Herzberg in 1959 to explain factors that can influence workers' motivation, job satisfaction and behaviour in organizations. According to the theory, their motivation factors are intrinsic to the work and have the capacity to induce workers to result-oriented behavior, maximum rate of stimulation and work accomplishment, whereas the dissatisfiers or motivational factors are extrinsic or environmental to the job carried out by workers and have the capacity to cause demotivation, negative behavior and employees' job dissatisfaction.

These factors are extrinsic to the work itself and can cause dissatisfaction if not well designed. Management may increase satisfaction on the job, secure good behavior when opportunities are given to workers for gaining status, assuming responsibility, and for achieving self-realization. These factors offer optimistic contentment, resulting from the inherent circumstances of the job itself which can inspire high job satisfaction and employees' good attitude to work.

The theory is pertinent to the study because it explains the factors at work places that can naturally boost employees' satisfaction and morale towards effective performance and other factors which can reduce employees' satisfaction and morale towards high performance, thereby causing all manners of poor behaviour at work. It means that to ensure high job satisfaction and positive attitude of teachers towards their assigned tasks in school, effort should be made to remove those factors that can give employees (teachers) dissatisfaction or engender intrapersonal conflicts and promote those that can enhance teachers' satisfaction and positive attitude towards their assigned tasks in the school system for maximum performance. This implies that factors such as recognition, regular

promotion, conducive working environment, good pay, good allowance etc may boost teachers' positive attitude in the school system.

2.2.3 Vroom's Expectancy Theory (1964)

The main recognized discussion of it have been stated by Victor Vroom in his expectancy theory published in 1960's as an alternative to the content models. His model is usually termed as expectancy theory. It explains that a worker may be encouraged to function massive if they accept that their improved work will outcome in a good activity assessment and the accomplishment of an individual goal in the pattern of prizes in the prospect.

An individual's expectation is their examination of the manner that job associated exertion will develop a particular degree of activity. According to the theory, a worker's perception of the relationship between his effort and performance will determine his commitment to exerting more effort for higher performance. As a result, instrumentality refers to an employee's estimation of the manner that a particular rate of risk activity or effort will result in a particular job outcome or reward. It is the employees' expectation that their effort will yield some rewards. These factors act together to determine the behavior of workers in an organization (Vroom, 1964)

Vroom's expectancy theory is relevant to the study since it clarifies why individuals act in certain ways at workplaces and how workers can be induced to high performance and positive behaviour in an organization. According to the proponent, people will exert much effort if they perceive that their effort will bring them much reward, otherwise they will reduce their effort. It also stressed that different incentive structures motivate different people at workplaces, hence what is attractive to "A" may not be attractive or motivating to "B". It implies that the application of the right approach to manage teachers'

compensation packages based on their professional and personal differences would ensure positive attitude of all categories of teachers, thereby increasing their productivity in the school system. The theory tackles problems with teacher attitudes toward their job in schools and with remuneration management.

2.3 Empirical review

2.3.1 Salary management and teachers' attitude towards work

Monetary compensation in form of salary is the one of the pertinent factors that tend to shape the work behaviour of worker in formal organization in educational organizations. Since salaries have a strong motivating tendency, Alonge, Onnoh, Olusegun, Ojo, and Nathaniel (2020) contended that one of the main reasons people work is to earn money. They further stated that this income is required to meet certain private as well as family necessities, such as apparel, meals, paying for housing, paying for educational expenses, and so forth. These scholars went on to say that timely and consistent payment of wages and salary increases is more important than salary increases. According to Yaseen (2013), one of the extrinsic variables contributing to job discontent is lower compensation relative to labor performed, hence income serves as a motivating element for employees. The scholar noted further that when people working in an organization are not well paid for effort exerted on their jobs, it triggers intrapersonal conflict which may manifest in all kinds of negative behaviour at workplaces. Scholars have contended that insufficient and inadequate compensation can lead to a number of negative outcomes, including low work fulfilment, high absenteeism and staff turnover rate, and moonlighting (Khan, Aslam & Lodhi, 2011; Majumder, 2012; Alam, 2012). This implies that salary management can have an ensuring impact on teachers' job behaviour in the school system.

Wages are remuneration provided on an hourly, daily, or weekly basis; salaries are a set sum that is given to a worker by an entity or an individual acting as an employer and are often specified in a work contract (Nwanneke, 2012; Okpa, 2015).

There is no doubt that salary management can affect teachers' attitude to work in the school system. According to research, salaries are a key factor in human resource management in today's businesses, and how they are handled tells workers what the company values highly and considers to be worthwhile (Muguongo, Muguna, & Muriithi, 2015). Additionally, Udofia and Iton (2014) noted that instructors require appropriate incentives, a favorable teaching and learning atmosphere, a suitable pay structure and allowances, and teaching and learning tools. These observations buttress the fact that poor management of salary can arouse poor work habit from teachers in any school system. According to Alonge, Onnoh, Olusesan, Ojo, and Nathaniel (2020), it is also mentioned that when the tutors' emolument are not paid promptly and consistently, it may lead to absurd behaviors like cheating on exams in order to obtain extra money to deal with life's challenges, such as strike actions, and so on, which will lower their productivity.

Katete and Nyangarika (2020) looked at the consequences of teachers' wages and perks being paid late or not at all on the secondary public school learning process. The study looked at the relationship between the learning process in the areas in the Coast Region and the late or nonexistent payment of teachers' wages and benefits. The Kibaha Town Council and Kibaha Rural District's four public secondary schools were included in the Coast Region research area. Data was gathered through focus groups, interviews, documentary reviews, and questionnaires. Even though the study was carried out in Tanzania which is different from Cross River State where the present research is

domesticated, it has established the link between salary management and teachers' work behaviour in schools.

The link between the reviewed study and the present research is, employees' performance in an organization depends on their work attitude. This implies that salary administration affected the work behaviour of staff which can also be applicable to teachers in privately owned secondary schools in the state.

At the same manner, Udofia and Iton (2014) examined how pay and allowances were managed as well as the attitudes of teachers toward their jobs at Nigeria's publicly owned area located in the state. The research concentrated on the management of pay and benefits as well as the attitudes of teachers toward their jobs at Nigeria's publicly owned secondary schools in Akwa Ibom State. A descriptive survey research design of the ex post factor type was employed for the purpose of research. 800 educators from a total number of 2,128 were chosen using a stratified random sample approach from 376 publicly owned secondary schools spread throughout 31 local regions in the state. The study found that instructors were more likely to have a good attitude about their employment if their salary and benefits were higher. It was suggested, based on the finding, that the government pay sufficient attention to matters of human resource management procedures, particularly the efficient administration of employee compensation. This situation is unknown to privately owned schools because the study was conducted in public schools. This illustrates why the current study is necessary.

Yaseen (2013) also looked into Punjabi doctors' discontent while examining the impact of reward elements on workers satisfaction. The research found that offering doctors a decent compensation plan that includes meaningful work, advancement opportunities, recognition, and a fair salary will boost their job satisfaction. The researcher emphasized

that these variables positively correlate with doctors' work satisfaction. The study's purpose was to investigate the many difficulties surrounding the administration of doctors' remuneration in civil hospitals and to determine whether or not doctors' satisfaction levels are directly impacted by compensation. The study was preliminary in nature, with surveys carried out at reputable civil hospitals located in Punjab's major towns, including Lahore, Faisalabad, Rawalpindi, Multan, and Bahawalpur. Research papers were employed to gather secondary data, while a questionnaire was used to compile primary data. The outcome displayed that elements related to compensation management, such as remuneration, recognition, possibilities for advancement, and meaningful work, had a direct impact on doctors' job satisfaction. When workers are not pleased with their work, the resultant effect is poor attitude to work. Even though the study has established the association between salary payment and employees' attitude to work, it was not conducted in a school system, thus making it different from the present study.

Schools, just as the civil service organizations are formal institutions which can only attain their goals when teachers (employees) perform their jobs with high commitment. The study's implications for the current work are as follows: when workers, in this case teachers, are well-paid and receive a good salary, they are more likely to behave positively in their workplaces, or schools, which in turn promotes high performance and a positive attitude toward work.

A total of 282 respondents were asked to provide information via a questionnaire. The data was analyzed for the study using the SPSS version 20 statistical software program and the Multiple Regression and Pearson Correlation techniques. It was discovered that employee performance and salary, bonuses and incentives, promotions, and recognition are significantly correlated. The research offered numerous helpful

suggestions, one of which was the necessity of a dynamic, fair, and reasonable pay incentive system that should take into account the current costs of living in society. Private secondary schools are also formal organizations with the purpose of achieving effective teaching and learning through effective performance of teachers. Teachers perform well when they carry out their work with enthusiasm. It means that poor salary package can inhibit staff satisfaction, which is a determinant of poor work attitude.

In his study, Calvin (2017) examined the impact of salary on the productivity of employees. The study collected data through the use of a standardized questionnaire. The independent variable in this study was compensation, which encompassed pay, wages, bonus, and incentives. On the other hand, the dependent variable was employee performance. The data underwent analysis through the utilization of multiple regression modeling and Pearson correlation, employing SPSS and E-views 9.0 software. The results revealed a robust and favorable correlation between compensation and efficiency, with salary, bonus, and incentive disbursements furthermore acting as a stimulus for workers. In addition to encouraging employee engagement in pay determination, the research suggested paying salaries, wages, and any other entitlements promptly. The study was not conducted in a school system and this makes it different from the present study. However, it has established the relationship between salary or wage management and employees' performance which can also be the case with teachers in secondary schools. This situation is not known in private schools and thus the need for the current research.

According to the study, in order for personnel to reach high production levels in the public service, proper pay and salary management was necessary. The study also discovered that the main reasons certain state governments, including Anambra State, could not fully execute the minimum wage legislation were weak leadership and a lack of political will..

This implies that poor salary management can discourage teachers from putting in their best in their assigned jobs in schools.

Olatunji and Sarat (2014) studied pay and salary administration as a strategy for incentive in Nigerian businesses, with a particular focus on Nestle Nigeria Plc. To analyze the data, chi-square technique was used. According to the report, pay and salaries are important motivators for employees in Nigerian organizations, and they also have a substantial effect on workers activity. The finding can be applicable to teachers in that schools are public organizations just as the Ministry of Transportation. However, the research was not conducted in privately owned schools, thus the need for the recent research to assess the situation in private schools in Cross River State.

Obiora (2012) carried out an empirical analysis on wages administration and civil services productivity in Anambra State. The population consisted of some government workers in Anambra. Simple percentage analysis and chi-square (X^2) were used to examine the generated data. The survey discovered no discernible difference in the views of Anambra State's senior and junior public personnel about pay administration and worker productivity. The research suggests that the state government periodically examine the pay and benefits received by governmental personnel so as to ensure that it reflects the economic realities of the period it is being paid. This implies that teachers may be unwilling to work when their salaries cannot solve their problems.

In a same vein, Babagana and Dungus (2015) investigated employee compensation and Ramat Polytechnic Maiduguri students' performance between 1995 and 2011. The data was shown tabularly, with frequencies and percentages for each response category. Microsoft Excel was utilized to determine the correlation between Ramat Polytechnic Maiduguri's performance and compensation. The results of the investigation

into the relationship between Ramat Polytechnic Maiduguri students' performance and staff compensation showed a significant and favorable correlation. Similarly, a substantial and positive link was found when the motivation level of the faculty and the academic achievement of the students at Ramat Polytechnic Maiduguri were examined. Sule, Amuni, Obasan and Banjo (2015) examined pay and salaries as a means of encouraging employees and improving organizational performance in a sample of Nigerian workplaces. The study aimed to ascertain if the remuneration of an organization's human resources serves as a genuine incentive for enhancing organizational performance. To address the study's issues, two hypotheses and seven research questions were proposed. The sample size consisted of 120 employees from six different firms. The seven-section Wages and Salaries as a Motivational Tool Questionnaire 2 (WASAMOTOQ2), a self-designed tool, was utilized to gather data. The study's suppositions showed that the current cost of living in the country or nation, the labor market's state, and the organization's capacity to provide suitable compensation all worked against providing workers with a fair wage. This study demonstrated that providing individual incentives and acknowledging individual performance are important components of appropriate and well-compensated remuneration. The study, taken as a whole, demonstrated a high correlation between motivation and compensation. It also shown how low motivation and remuneration have a negative impact on organizational growth. This finding means that salary administration is associated with staff motivation, which is a significant factor of staff productivity, implying that proper management of staff salary can arouse their enthusiasm for improved performance.

Despite the fact that several educators felt that pay was a key factor in luring and keeping talent, salaries did not correlate with output. The researchers came to the

conclusion that teachers were happier when they had opportunities for acknowledgement, autonomy in taking decisions, work scheduling, and impact on productivity. In particular, instructors were happier when they received constructive criticism and direction from their supervisor. While it was clear that compensation practices and work satisfaction were substantially associated, job satisfaction was not significantly impacted by compensation practices alone. It implies that although compensation relates to job satisfaction, teachers were more satisfied with non-monetary motivational factors like recognition, decision power and so on, in schools in the area. This is contrary other findings which established that salary management has impact of teachers' satisfaction which is key to their work behaviour.

In a separate study, Pepra-Mensah, (2017) examined the impact of compensation on the work accomplishment of tutors in the Northern Zone of Ghana. The study was driven by the aim to investigate teacher perception of remuneration and its impact on teacher work satisfaction. The study included a sample of 100 elementary school instructors. The results indicated that the fundamental salary, incentives, and benefits were consistently linked to a decrease in teachers' job satisfaction, and that educators had a poor perception of the organization's compensation practices. The findings indicate that policy makers and management should implement efficient pay systems and involve teachers in significant compensation decisions that impact them. Although the present study did not investigate attitude to work, it is obvious that satisfaction brings about optimistic behaviour, thereby adequate pay may boost teachers' job satisfaction which may in turn, arouse positive disposition to their work in schools.

In a particular privately owned university in Ogun State, South-West Nigeria, Osibanjo, (2014) did a research on pay bundles as a planned tool for workers' activity and

retention. According to their claims, the frequency with which staff members at private colleges in Nigeria switch jobs is alarming and may be caused by remuneration packages offered by various institutions in an effort to draw in qualified workers. One hundred and eleven valid surveys filled out by university academics and non-academic workers were used to create and evaluate a model. The gathered information was meticulously examined, with the use of structural equation modeling and basic percentage analysis, in order to investigate any links and hypotheses between the variables. The findings demonstrated a robust correlation between pay packages and staff retention and performance. In order to ensure employee happiness and reduce excessive labor turnover among staff members, it was advised that management and decision makers analyze compensation packages at different levels..

The primary tool utilized for gathering data was the "Teachers Remuneration and Attitude Questionnaire" (TRAQ). Given these findings, suggestions were put out to increase teacher salaries. Consequently, the remuneration shown a lack of efficacy in predicting the instructors' work attitude.

Olutuase, Henney, and Olateju (2021) conducted a study to investigate the work attitude of teachers at publicly owned secondary schools in connection to financial incentives. The researchers emphasized the crucial role of human resources in the development of any company. The study further elucidated that the decline of the teaching profession in Nigeria may be directly ascribed to the lackluster work ethic of instructors, particularly in the public sector, which may be a result of inadequate salary arrangements.

This implies that salary did influence teachers' job satisfaction like working environment. The finding is contrary to other findings and thus the need to ascertain the situation in privately owned schools in Cross River State.

Obineli (2013) investigated the elements that instructors in Anambra's Ekwusigo Local Government Area believed affected their work satisfaction. The research is guided by four hypotheses. 361 teachers made up the study's population. There were 140 teachers in the sample. A self-created questionnaire functioned as the information collecting apparatus. The dependability coefficient was 0.83 for it. The questionnaire was circulated in a total of 140 copies, and an additional 120 were gathered. The hypotheses were evaluated using the z-test statistics at a significance level of 0.05. Furthermore, there was no noticeable disparity in the perception of promotion as a factor influencing work satisfaction amongst instructors with varying levels of experience. Teachers' perceptions of how in-service training affects work satisfaction in publicly and privately owned schools did not vary significantly from one another. However, the findings demonstrated an important distinction in the ways married and single teachers perceived the workplace as a determining factor in their degree of job satisfaction. This implies that all the teachers surveyed, including private schools, accepted that salary has implications for staff satisfaction which also means that salary affected staff attitude to work because unsatisfied staff is likely to put up negative work behaviour.

2.3.2 Recognition management and teacher attitude towards work

Recognition is the appreciation of work done or effort expended by teachers in order to motivate them for improved performance and commitment to assigned roles in the organization. Researchers have stated that in the school system recognition is one of the factors that can be adopted to induce teachers to high commitment and positive disposition to their work (Fernet, Trépanier, Austin & Levesque-Côté, 2016). Employees' efforts should be valued, and their contributions to the organizations or institution's success and

advancement should be respected, according to Hart (2011). This is the foundation of a meaningful and considerate employee appreciation program. It means that teachers in a school system may be recognized through praises, prizes, gift items or recommendation. Extrinsic rewards are support to the direct satisfaction of money needs while It has been observed that intrinsic rewards are beneficial for acknowledging staff, Thus, rewards serve as a source of motivation for workers to become more engaged at work (Ajmal, Bashir, Abrar, Khan & Saqib, 2015).Nyange (2013) emphasized that teachers' job happiness and motivation may be influenced by a variety of variables, recognition being only one of them. Reward and recognition are closely related, therefore giving employees a cash advantage in the absence of a clear demonstration of their gratitude and acknowledgment also becomes less significant (Ali & Ahmed, 2009).

Danish and Usman (2010) noted that staff morale is raised by acknowledgement, which in turn raises staff productivity inside organizations. Employees interpret recognition as a sign of worth and gratitude. In addition, Akafo and Boateng (2015) said that employees want fair treatment, respect, and compensation in addition to attractive perks and compensation. According to Dartey-Baah (2010), employee good actions are motivated by acknowledgment, which is the most commonly reported occurrence. A further point made by Akafo and Boateng (2015) is that receiving praise for one's work indicates that one has performed their duties accurately and in accordance with their supervisor's standards, which is a valuable function of recognition for work. These researchers believe that employees' shared needs for good self-concepts or self-esteem might be linked to their need for recognition.

These expressions buttress the fact that there is possibility that recognition can affect teachers' attitude when it is effectively managed in the school system. In order to

maintain employees' commitment, Danish and Usman (2010) stated that they need to feel valued and driven. The main goal of reward and recognition programs, according to reports, is to establish a system for paying staff members and let them know about it so they can link their compensation to their performance, which in turn increases work satisfaction. Akafo and According to Boateng (2015), employees who feel valued and acknowledged also perform at a very high level and have a higher capacity for work. In the modern workplace, recognition is crucial because a reward that only consists of money or other compensatory benefits is insufficient to drive employees' motivation and behavior at work. In order to encourage workers to achieve high performance and productivity, Amoatema and Kyeremeh (2016) noted that a growing number of organizations are using employee recognition. Additionally, they observed that successful acknowledgment occurs in companies with robust supporting cultures, a comprehension of the psychology behind commending employees for their diligent efforts, and an implementation of the tenets of employee recognition. It is obvious that recognition management may have an impact on educators' attitudes about their profession and their performance in the classroom.

It implies that when teachers are not appreciated or recognized for excellent performance, they develop negative workplace attitude that can reduce their level of productivity, performance and effectiveness in their instructional roles in schools. Academic literature has indicated that teachers may encounter work dissatisfaction, discomfort, poor morale, and burnout in the absence of acknowledgment (Pietarinen, Pyhäälto, Soini & Salmela-Aro, 2013; Willis & Varner, 2010). Furthermore, the absence of acknowledgment may cause instructors to quit their jobs early (OECD, 2012). Rewarding or praising teachers' accomplishments is a powerful and effective way to encourage them to continue providing high-level education, according to Zhang,

Aramburo, and sang (2021). It implies that teachers' attitudes on their job in schools can be influenced by acknowledgment.

In a higher learning organization in the country, Chikungwa and Chamisa (2013) assessed the motivational impression of performance acknowledgment. According to the study, the majority of African universities struggle to retain and inspire highly skilled employees, especially researchers and instructors. An Eastern Cape institution in South Africa carry out a research to scrutinize the influence of appreciation on activity as a motivating strategy. The research variables were measured using descriptive statistical techniques. Out of the 209 academic staff members at the university, 63 employees, or 30% of the total, were sampled. The findings showed that academic staff members were happiest and most motivated when their performance and accomplishments were acknowledged. In order to encourage performance, the research advised higher education establishments to treat the issue of performance recognition seriously. Simple strategies like saying "splendid work" and "thank you" should give way to more sophisticated ones like using research incentives and rewarding top employees on an annual or quarterly basis. That study, however, was conducted outside of a secondary school or private context, which is how it varies from the current study. It suggests that in order to comprehend the situation in the State, research in the private secondary school system is necessary.

In a similar vein, Zeb and Jamal (2016) investigated the effects of incentive and recognition on university instructors' motivation and level of satisfaction. From the study, recognition had the highest potency in shaping the behaviour and satisfaction of lecturers in the institution. Even though the study was not conducted in a secondary school system, it has established the link between recognition management and staff attitude to work which can also be applicable to teachers in privately owned schools in the state.

The scholars argued that for many years, employers and employees in a variety of organizations around the world have been concerned about rewards and job satisfaction. They also claimed that one of the main causes of employees' discontent and desire to leave their current organizations is a lack of reward factors, such as recognition and promotion. The research methodology employed was a survey. Therefore, in order to lower employee unhappiness, it was advised that management of these outsourced enterprises enhance recognition and advancement. Though the study was not conducted in a school system, it has established the fact that recognition when properly managed can enhance teachers' disposition to work in an organization which can also be applied to private schools.

In an Iringa District Council study, Lusega (2013) reported findings about the evaluation of head teachers' roles in acknowledging teachers' job commitment efforts in public primary schools. Making use of a sample of ninety-three responders from various schools. The research included a variety of techniques. Data was collected through interviews, questionnaires, and document searches. The research showed that head teachers in public primary schools used a variety of strategies and techniques to inspire teachers in these schools, including praising teachers' work output, involving teachers in decision-making, fostering transparency and accountability, adopting a democratic leadership style, and providing equal opportunities for training, seminars, and workshops. According to the study's findings, instructors who put in a lot of effort in the classroom were more motivated. According to the results, instructors at public primary schools were also driven by extrinsic factors as well as internal ones, depending on the management of the school and the resources available.

Danish and Usman (2010) also conducted research on how incentives and recognition affect employees' motivation and work satisfaction in Pakistan. The

researchers concluded that, of all the resources possessed by a business, its people are its most valuable asset and that keeping a skilled and competent personnel inside the firm is essential to its overall success. They said that motivated workers may contribute to an organization's increased profitability and value addition, giving it a competitive edge. The goal of the research was to determine the primary movers of workers activation as well as the connections between incentive, recognition, and motivation at work. The outcome of the statistical study demonstrated a considerable correlation between the various characteristics of job motivation and satisfaction, and that employee motivation was greatly impacted by rewards and recognition. While the current study focuses on private schools, the research was carried out in Pakistan in private enterprises. It differs from the current research, though, in that the research was not conducted in the state.

The primary focus of the study was to investigate how work satisfaction and motivation are affected by rewards and recognition. The individuals were decisively and effortlessly chosen from these seven private postsecondary schools. The study found that while awards and recognition had a favorable effect on employees' motivation at work, there was no discernible link between them and job satisfaction. Once more, incentives and recognition were seen by academic staff and university administration as equitable. The difficulties facing private postsecondary education were a shortage of money, influence exerted by labor unions and other interest organizations, the abundance of qualified applicants for awards at any given moment, and academic staff members' focus on the short-term financial rewards. The study indicates a positive association between recognition and motivation. Motivation is a key determinant of staff work behaviour. This implies that recognition has link with attitude to work even though the study was carried

out in a privately owned university system which is dissimilar from the privately owned secondary schools that the present study is focusing.

Olurotimi, Asad, and Abdulrauf (2015) looked at how motivational elements affected the dedication of instructors in Mbale Municipality's publicly owned secondary schools. In this study, a cross-sectional survey approach was employed. The selection strategy used was simple random sampling. A self-created questionnaire served as the information gathering tool. The promotion and incentive systems have a favorable and momentous effect on instructors, according to the study. It was suggested that instructors should get high compensation by rewarding those who saw improved student performance in a particular topic and by providing non-cash rewards such as gifts, recognition, and admiration for superior work. Commitment is the aftermath of positive disposition to work in any system. Teachers are more likely to be devoted to their duties in the educational system when they are satisfied with their work. The researchers' idea is that when teachers are rewarded with monetary and non-monetary incentives like recognition, their levels of motivation tend to increase and which will lead to high work commitment and positive work behaviour. It means that adequate recognition of teachers may influence their attitude positively in a school system. But unlike the current research, the research was not conducted at a privately owned school, which makes it distinct from the current study.

To elaborate, Baskar and Rajkumar (2015) looked into how employee motivation was affected by rewards and recognition. The responders remained a range of staff from the firms. The study shows that employee motivation and satisfaction were impacted by a number of factors. Research has demonstrated a robust and immediate relationship between work satisfaction and motivation, as well as incentives and recognition. The researchers came to the conclusion that changes to employee recognition and awards will also affect

workers' motivation and level of happiness at work. The finding suggests that a good attitude towards work can only be achieved when employees are driven to perform at their highest level of capability. Thus, poor recognition can cause staff in privately owned secondary schools not to perform their work effectively and this can hinder the performance of the system because staff are the only resource that can drive the effectiveness of any organization. It is also obvious that when employees are poor motivated, they display all manner of negative work behaviour in organization.

Hussain, Khaliq, and Nisar's (2019) study looked at how employees' workplace stress, incentives, and recognition affected their performance. The researchers observed that employee awards and recognition are critical in today's workplace and should be implemented by all firms. They also noticed that employee performance is impacted by these practices. The researchers pointed out that additional job stress is also very important for employee performance and that these aspects have been mostly overlooked or not taken into account in earlier study on employee performance. Therefore, this study set out to examine, at Pakistani contact centers located in Lahore, the connection between employee performance and factors such job-related stress, incentives, and recognition, with a focus on the mediating role of perceived organizational support. The questionnaire survey approach was used to assemble the data. This study employs a basic random sampling technique. According to the results, staff incentives and recognition significantly improved performance, but job stress significantly decreased it. Perceived organizational support acted as a strong and full mediator between employee incentives, recognition, job stress, and performance, according to the data. This suggests a relationship between employee performance and recognition. The link between the study and present research is,

employees can only perform better when they are positively disposed to their work in the organizations.

In a similar vein, Okoli, Okoli, and Nuel-Okoli (2020) looked at the employee performance and reward management procedures of public universities in the South-Eastern part of the country. The foundation of the research was Equity Theory. The study used a descriptive survey research approach. Using the Krejcie and Morgan (1970) methodology, stratified sampling procedures were employed to choose 365 individuals as a sample from the target population of 7411 people. Data was gathered using an organized questionnaire. The Split Half Exam was used to assess the questionnaire's dependability by looking at how consistently the questions were worded. The paper's content validity was assessed using the expert judgment approach. The findings indicated that distributive justice and employee commitment were significantly positively correlated, and acknowledgment of employees was also positively correlated with work happiness. Among other things, it was suggested that the public universities with a focus on this area make sure that their staff members receive just compensation and that they don't have to depend only on base pay. They should also incorporate various recognition programs into their reward systems to help staff members feel more positive about their assigned roles within the system. Even though this study was carried out in a university system, instructors at private secondary schools may find this useful.

A self-created survey with the title "Teachers' Motivation and Performance in Secondary Schools" was utilized in collecting the data. Split-half correlation coefficients were used to confirm the questionnaire's reliability, which came out to be 0.78. A Cronbach's alpha of 0.81 was achieved after the questionnaire had been verified. Only 187 out of 200 randomly selected educators from the four primary LGA administrative zones completed the study

questionnaires to an adequate level for evaluation. The researcher looked at motivation such as recognition, appreciation and so on, as the determinant of teachers' performance. The study relates to the present study in that when teachers are recognized and appreciated for hard work, they feel happy working and this would mean positive attitude to work, as well as high performance in the system. But unlike the recent research, the previous study was not conducted at a private secondary school, which makes it distinct from the current research.

Mbah, Mgbemena, and Ejike (2015) researched the connection between worker activity in the Anambra State Civil Service and efficient incentive management. The study's conclusions demonstrate a favorable and substantial relationship between employee performances in the civil service and pay awards, as well as other non-financial benefits like employee recognition and a pleasant work environment. Although the researchers' area of focus was employees' performance as a function of workers recognition in it, it is obvious that improved performance is determined by the commitment and attitude of employees in any organization. In the present study, teachers' recognition is viewed as a determinant of teachers' attitude which in turn may determine their level of performance in schools. It means teachers' recognition elicits positive attitude from them and hence, increased performance.

In a few firms in Lagos State, Nigeria, Olanye and Eyela (2017) investigated the impact of incentive systems on worker motivation. Full-time workers in Lagos State's public and private sectors made up the study's population. The research tool was a 25-item structured questionnaire that has been verified. Twenty randomly chosen groups provided a sample size of 500. Two of the analytical approaches used were multiple regression analysis and relative frequency. The observations displayed a robust interaction within

employee activation and elements of incentive systems, including employee recognition, bonus compensation, and development opportunities. The outcome of the research displayed that, in any business, a reward system is essential to the motivation and dedication of its workforce. In order to boost employee motivation and guarantee a favorable attitude toward work, it was advised that firms create a proper process of material, recognition, and advancement for their staff. Schools are formal organizations with teachers as employees who must be placed to job for the success of the system. Commitment is a positive attribute which may be sustained with adequate level of teachers' recognition. It implies that recognizing and appreciating teachers for improved performance may serve as a feasible model in sustaining their positive attitude and commitment to their work in educational institutions including private schools.

Roberts (2005) looked into how incentives, acknowledgment, and motivation related to work in a Western Cape insurance company. The researchers set out to find out whether employee motivation is impacted by awards and recognition. A questionnaire was utilized as the measurement tool, and a quantitative technique was applied. Respondents were given a personal sketch and a Work Motivation Questionnaire. Frequency tables and graphical depictions served as the foundation for the descriptive statistics that were used in this study to offer information on the important demographic factors. Subsequently, the inferential statistics derived from an analysis of each research hypothesis are presented. The study's findings suggested that motivation, incentives, and recognition were positively correlated. Although the study was carried out in an insurance company, private secondary schools are also formal organizations which can only succeed when staff as employees are motivated to put in their best in their assigned roles. From the study, recognition package

related to motivation, which may boost staff morale towards positive work behaviour and effective performance in the system.

Ndungu (2017) studied how employee work performance at Kenyatta University was affected by rewards and recognition. The research strategy used in the research was descriptive. Sampling design included the use of purposive and stratified random sampling. 360 Kenyatta University staff received questionnaires, which were utilized as research instruments. A total of 332 valid answers were obtained, and SPSS 20.0 was used for analysis. The findings indicated that employee performance and rewards and recognition had a strong beneficial association. In a company, attitude directly affects performance. When workers are enthusiastic about their work, they perform better. The effect of the study to the present work is that recognition determines performance of teachers, which is the after effect of their positive attitude to work in schools. It means that teacher may be induce to positive attitude and high performance with the application of adequate and proper recognition and appreciation packages.

The impact of benefits, salary, and recognition on employee job satisfaction was examined in this study. Survey replies from American, Malaysian, and Vietnamese university students were examined in this cross-sectional study. Staff appreciation, pay, and benefits significantly impacted work satisfaction regardless of national income level (high, medium, or poor) or cultural orientation (individualist vs. collectivist). But among American respondents, compared to those from Malaysia and Vietnam, the impact of perks on work satisfaction was noticeably more substantial. The study's findings indicate that work satisfaction, which in turn affects employee performance and attitude, is influenced by both monetary and non-monetary benefits. This is consistent with research by Baskar and Rajkumar (2014), who discovered a direct and constructive correlation between career

satisfaction, motivation, rewards and recognition. They also concluded that if the incentives and recognition programs offered to employees were to change, the resulting changes would impact employees' work-related motivation, satisfaction, and attitude.

The link between the incentive system, instructors' work attitudes, and productivity was investigated by Adetunji, Abari, and Mohammed (2020). Out of the 86 schools in the population, 30 selected schools provided a total of 1,500 responders. The tools utilized for this study were the Teacher Productivity Questionnaire (TPQ), the Teacher Attitude to Work Questionnaire (TAWQ), and the Reward System Questionnaire (RSQ). After settling on a threshold of 0.56, the Content Validity Ratio (CVR) was used to assess the expert judgment and ensure that the questionnaires were content valid. When the test-retest reliability method was used, the RSQ, TAWQ, and TPQ all generated reliability indices of 0.81, 0.79, and 0.85, respectively. Results: Essentially, the data indicated that there was no meaningful association between teachers' work attitudes and productivity and that reward systems, such as recognition programs, were connected to instructors' work attitudes. Administrator education and awareness of the benefits of incentive systems, particularly recognition, in improving teachers' work attitudes, was suggested. Staff recognition and instructors' work attitudes are related, according to the study. Despite not being done in the state, the observations may nonetheless be relevant to it in Cross River State.

The public schools provided a sample of 96 respondents. The compensation provided, bonuses, credit, recognition, advancement, working conditions, and substance of the job were among the independent variables used to examine the materials of the incentive system. With the exception of the wage offer, all six factors have been shown to be statistically significant in predicting teachers' motivation, according to the findings of regression and exploratory factor analyses. The largest influence on teachers' motivation

was found in the acknowledgement of their efforts, followed by their working circumstances. Therefore, in addition to praising the efforts of their faculty, public school administrators should focus on improving and modernizing their working environment in order to boost staff morale and work ethic.

2.3.3 Promotion management and teacher attitude towards work

Promotion is one of the most significant and most outstanding approaches of human resource management geared towards ensuring that hard working staff are rewarded according to their performance in the organization. It is a constructive method of showing appreciation for people's work and help. According to Wan, Sulaiman, and Omar (2012), employees who believe that choices about their promotions are fair are more likely to be devoted to the company, feel satisfied in their careers, perform better, and, as a result, be less likely to plan to quit the company. According to Mustapha (2013), the majority of studies base their measures of job satisfaction on employees' attitudes regarding their jobs, their relationships with coworkers, their supervisors, the policies and support of the firm, opportunities for advancement, and their salary. Additionally, according to Kostea (2011), workers who have either earned a promotion within the last two years or anticipate one within the next two, report greater levels of motivation and satisfaction, which results in a good attitude at work.

Chang, Tsai and Tsai (2011) noted that many employees devote themselves to work, and they hope that they gain the chance to be promoted, and that when employees pay much attention to it, they belong to job satisfaction employees. The fact is, no organization can succeed when staff are not happy with their jobs and that effective performance of staff is sacrosanct to the effectiveness of organizations including school

organization. This implies that private secondary schools may not attained its goal of effective teaching and learning when teachers are not happy with jobs.

There is no doubt that promotion management in private secondary schools can affect teachers' attitude to work. According to Siburian (2013), when people in an organization are denied opportunities for advancement, they may get disengaged, which increases employee turnover. This implies that poor promotion management which involves ensuring that staff who are due for promotion and promoted with commensurate pay rise and change in status including changing office space, can bring about poor attitude to work among teachers in private school.

Monyamane (2020) investigated how secondary school teachers in Botswana's Central Region felt about their jobs in relation to prospects for advancement and professional growth. Prior to administering the questionnaire to the teachers who were to fill it out, its validity and reliability were confirmed. During the data analysis, SPSS version 23 (Statistical Packages of Social Scientists) was utilized. Following that, the data was shown using tables with independent sample t-tests, and ANOVA. Compared to their female colleagues, male secondary school teachers in Botswana's Central area were not as happy with their jobs or possibilities for advancement, according to the study's findings. The research further shown that secondary school instructors in Botswana's Central area were very content with the professional development offered in their respective educational institutions. It's possible that the instructors' negative attitudes toward their jobs were influenced by their low job satisfaction, as the study's findings on promotions indicated.

The study focused on two hypotheses and two research issues. Adamawa state, where 337 principals and 5128 teachers were employed, was the study's geographical

focus. A total of 332 school administrators and educators were surveyed using Taro Yamane's method, with two of the five education zones selected by means of a stratified simple random selection process. We used standard deviation and mean to assess the data, and we tested the null hypothesis with Pearson Product Moment Correlation (PPMCC). This allowed us to answer our study questions. According to findings obtained at Nigerian Adamawa state senior secondary schools, there were substantial links between the payment of teachers' salaries, teacher performance, and promotions.

A simple frequency distribution, percentages, and a descriptive statistic were used to examine the data. Through surveys and interviews, a sample of 339 employees took part in the research. It means the promotion scheme adopted was not performance-based and therefore did influence teachers' commitment. It implies that if teachers' promotion exercise is not fair, based on performance and followed by immediate payment of promotion arrears, it may not have any positive influence on teachers' attitude.

Olurotimi, Asad, and Abdulrauf (2015) looked at how motivational elements affected the dedication of instructors in Mbale Municipality's public secondary schools. This research made use of a pattern. For this selection, we used a simple random sampling procedure. The data gathering instrument was a questionnaire that was self-created. We used regression analysis, frequency and percentage analysis, and the Pearson correlation coefficient (bivariate statistics) to examine the data that we obtained. According to the study's recommendations, schools and stakeholders should make sure that the promotion process is fair, establish ongoing promotion activities, and raise salaries for teachers who receive promotions. Teachers should also be well-paid in order to encourage greater commitment, and non-cash incentives like recognition, gift-giving, and expressions of gratitude from the head teacher should also be taken into account. Commitment is a positive

attitude which can be sustained if teachers are happy with their incentive packages in the school system. The researchers reiterated that promoting teachers on time and payment of the salaries accompanying the promotion may induce teachers to high commitment and effective performance in schools.

Pakistani higher education institutions' data on the effects of salary and promotions on work satisfaction was examined by Malik, Danish, and Munir (2012). This observation is in line with the empirical result of Olurotimi, Asad and Abdulrauf presented above that promotion did not have any significant influence teachers' performance because it was not fair and based on performance. These studies establish that promotion may not have the desired influence on teachers if it is not properly managed.

In 2013, Mustapha and Che Zakaria carried a research on "The Impact of Promotional Opportunities on Employee Satisfaction in Higher Education Institutions in Malaysia." Finding out how work happiness among teachers at four public institutions in Kelantan, Malaysia, is impacted by prospects for advancement was the aim of this study. Using a self-administered questionnaire, data was gathered from 320 lecturers, and the sample was chosen using a rigorous random approach. The findings stated a substantial good correlation within the likelihood of a promotion and work satisfaction. Although the present study addresses promotion as determinant of teachers' attitude, it is obvious that when teacher' are satisfied with their jobs, they tend display high commitment to their roles (positive attitude). Following the outcome of the research, it means promotion has a significant influence on teachers' attitude.

In private schools in Karachi, Adi and Fatima (2013) studied the effect of an incentives system on teachers' motivation. This research adopted a quantitative methodology. There were 268 female replies (86.5 percent) and 42 male responses (13.5 percent) out of the 310

valid responses that were received. Five independent variables—salary provided, recognition, advancement, work content, and working conditions—were used to examine the efficiency of the incentives system. With the exception of the wage offer, all four of the variables were found to be statistically significant in predicting teachers' motivation, according to the findings of regression and exploratory factor analyses. On the other hand, the processes that affected teachers' motivation the most were acknowledgment of their efforts and working circumstances. It was suggested that the administration of the private schools should focus on improving and modernizing their working environments in addition to acknowledging the efforts of their faculty members in order to boost their degree of motivation. The researchers found out that promotion did not have significant effect on teachers' motivation to work, which means that promotion exercise in the sampled schools may have related negatively to teachers' behaviour at work. Just as stated in several studies that promotion may not have any influence on teacher' performance, commitment, satisfaction and behaviour in a school system if is not properly handled.

Similarly, academic staff's attitude toward promotion criteria at Nigerian institutions was investigated by Archibong, Effiom, Omoike, and Edet (2010). This survey sought to ascertain whether academic staff members were satisfied with the promotion criteria and what they believed ought to be added. Data from a sample size of 349 academic staff members were collected using a questionnaire created by the researcher. Academic personnel argued that the promotion standards should include an oral interview prior to promotion. It was suggested that in order to keep academic staff members happy in their roles and ensure the success of university systems, more comprehensive criteria for academic staff promotions be developed. Though the study concentrated in university, teachers just like academic staff who employees of the university system, can also be

affected by the promotion policy adopted in the secondary school system. However, the situation may be different in private schools, thus the need for the present study.

Akter, Islam & Amin (2019) studied the effect of promotion on the work accomplishment of private university teachers in Bangladesh. This finding also supports the result of Khalid, Irshad & Mahmood (2011) which indicated that faculty members of private universities were more satisfied with promotion than the faculty members of public university and were more ready to promote the objectives of their university. This may also be the case in private secondary schools. However, this is yet to be known and thus the need for the present study.

In a similar vein, Wan, Sulaiman, and Omar (2012) investigated Malaysian management staff members' decisions about promotions in terms of procedural justice. The results demonstrated the negative effects of perceived procedural unfairness in promotion choices on work performance, career satisfaction, and employee commitment. Additionally, there was a greater intention to quit, particularly among young managers. Even though this study was not carried out in educational settings, it has demonstrated that how staff promotions are managed has an impact on employees' work satisfaction, which may also apply to the state tutors.

The effect of work surrounding on results at institutions in the country was studied by Salau, (2020). Universities are recognized as intricate and vital engines for sustainable development worldwide, according to the researchers. Nigerian universities have achieved notable achievements and triumphs, but they also face early retention issues and other difficulties that have the potential to negatively impact their standing in the global education rankings. The researchers state that in order to stop the trend of intention to leave, human capital flight, and academic layoffs in Nigeria, retention of staff in the workplace

has garnered a lot of interest from academics in many disciplines of study. Therefore, the study looked at how work conditions affected Southern Nigeria's public institutions' ability to retain their academic staff. A cross-sectional and descriptive methodology was used in the study to collect data from 384 academic staff members who were purposefully and randomly chosen. It was decided to employ a modified quantitative questionnaire. To get findings, structural equation modeling (SEM_PLS) was used to examine the quantitative data. The results showed that the sampled institutions have been concerned about the issue of inadequate and deteriorating infrastructure. The findings showed that there was a rising gap in the ratio of teaching personnel to pupils, fluctuating promotion standards, overcrowding in classrooms, unpredictable power supplies, and an increase in pauperization. This implies that promotion administration has implication on staff retention which is a key indicator of their attitude to work.

Khaliq (2021) made an effort to look at how teachers' job satisfaction was impacted by their pay, opportunities for advancement, and connections with their coworkers. A cross-sectional survey was used to conduct this quantitative investigation, which was based on a descriptive survey methodology. Teachers' job dissatisfaction result in poor work attitude, implying that teachers who are not happy with their work in school will certainly display negative attitude to their jobs in the system. it means that there is an association between promotion and teachers' work behaviour.

In Tanzania's Tanga Region's Lushoto District, Mbonea, Eric, Ounga, and Nyarusanda (2021) investigated the variables influencing the work satisfaction of secondary school teachers. Survey research methodology was used. In order to locate secondary schools and instructors who represent every secondary school in the area, a purposeful sampling strategy was used. Both private and public secondary school

instructors (respondents), totaling 119, were polled. Secondary school teachers' levels of satisfaction or discontent were measured in terms of means, and differences in work satisfaction between categories of teachers were then determined using the ANOVA test. According to research findings, elements that influence job satisfaction for secondary school teachers include compensation, social simulation, advancement opportunities, job security, and working conditions.

The study has established the fact the teachers in any school system may not be enthused to be committed to their assigned roles in schools we they are not promoted on time. It implies that poor promotion management in schools has the tendency to arouse negative work attitude among teachers, and this will definitely affect their overall performance and effectiveness of the school system.

The findings displayed that the most of the tutors were in the 31–40 age range, were married, had a college degree, and had completed a master's program. Sixty-four percent of the teachers had worked for 11 to 15 years. As a result, the results showed that the Division of Cotabato City instructors performed at a high standard. In terms of school regulations, supervision, compensation, relationships with coworkers, chances for advancement and development, working conditions, the task itself, accomplishment, acknowledgment, and accountability, they were happy with these aspects of their job satisfaction. The finding of the study has implication for the present study because it has established that promotion affects teachers' job satisfaction manifests itself in teachers' attitude to work in any school system. When teachers dissatisfied with their jobs in the school system, they tend to display negative work behaviour which affects their job performance. It implies that there is a link between promotion and teachers' attitude to work.

Nyakundi (2012) conducted a survey on the elements influencing teacher motivation in Kiambu County's Thika West District's public secondary schools. The principals were chosen via the use of purposive selection, whereas the instructors were chosen through random sample. Two of the district's sixteen schools were chosen for the pilot project, and the other fourteen were employed for the real research. The research had 126 respondents in total, consisting of 112 instructors and 14 principals. While interview schedules were utilized to gather information from administrators, questionnaires were employed to gather information from instructors. The qualitative information from the principals' interview was examined using content analysis. The study discovered that employee motivation was impacted by work satisfaction. Even though promotion had little effect on teachers' job performance according to finding, this may be different in private schools in Cross River State.

Annual evaluations and promotions are a part of China's complicated system for public personnel; instructors can apply for rank advancements based on their performance reviews, as well as their years of service and level of education. In this type of promotions, agents are ranked according to their abilities and given incentives to perform at a certain level. Teachers were incentivized to work more through salary differentials, and they did just that in order to be considered for promotions. It was also clear that instructors who were turned up for promotions on several occasions tended to be less committed than their peers, even when they had previously been doing admirably. Motives were low when the promotion likelihood was around zero or one, but they were high when there was more rivalry in the form of more teachers. The result of the observation is that tutors who were not promoted regularly did not work and displayed negative work attitude as against those

who were promoted regularly, establishing the link between promotion and teachers' attitude to work.

Based on the study's findings, the researcher suggested that, in order to encourage teachers to perform better, the government and other owners of secondary schools should routinely reward them with bonuses, allowances, promotions, and pay raises. Teachers typically perform poorly on the job when they have a bad attitude about their employment. This suggests that instructors' attitudes on their jobs and promotions are related.

2.3.4 Fringe benefits management and teacher attitude towards work

Factors including as bonuses, incentives, and allowances are part of fringed compensation packages, which aim to keep workers happy in their jobs. Because "less pay as compared to work done is one of the extrinsic factors which are responsible for job dissatisfaction," fringe benefits serve as a motivating element for employees. The extra money that an employer gives an employee in exchange for their completing a task that has been given to them is known as a fringe benefit. Fringe benefits are a key component of human resource management in today's businesses, and how they are distributed tells workers what the company values and thinks is worthwhile (Muguongo, Muguna, & Muriithi, 2015). When people working in an organization are not well compensated for effort exerted on their jobs, this may trigger intrapersonal conflict which would manifest in all kinds of negative behaviour at workplaces. Some of the effects of low and inadequate pay include low work satisfaction, a high absenteeism rate, staff turnover, and moonlighting (Khan, Aslam & Lodhi, 2011; Majumder, 2012; Alam, 2012). Osibanjo, Adeniji, Falola, and Heirsmac (2014) emphasized the importance of well-managed staff benefits, which should lead to job satisfaction.

Iyida (2015) observed a persistent decline in the productivity of the civil service due to poor fringe benefits and that this has overtime become a pressing fundamental problem in civil service which had led to series of industrial actions in Nigeria and massive agitation for increase in worker' salaries, remuneration and other conditions of service. Furthermore, Odunlade (2012) stated that fringe benefits have an impact on employees' decision to stay with a firm; income is not the only factor that draws people in.

Teachers in private secondary schools may not be enthused to carry out their jobs effectively without adequate fringe benefits compensate their salaries. As Osang, Osang, and Akpama (2021) point out, fringe benefits aim to safeguard employees and their families financially while also preserving or enhancing their quality of life on the job. According to Onyali and Victor (2017), one of the most important things that determines how teachers feel about their jobs is how quickly they get their salary and other advantages, such as loans, allowances, bonuses, and awards. According to Osang, Osang, and Akpama (2021), when teachers' wages and benefits are paid on time, it makes them more invested in their profession, which in turn makes them more enthusiastic and productive. On the other hand, when their salary and benefits are late, it has the opposite effect. According to Olukoya in Osang, Osang and Akpama (2021), teachers' motivation, attitude toward work, and performance are greatly impacted by incentives, important fringe benefits, and the early payment of their salary.

The study's two stated goals informed the development of its two sets of hypotheses and research questions. This study used a survey research approach and based its findings on a literature review of relevant publications. Using the Cronbach Alpha Reliability technique, the study's reliability index for the 116 respondents in the sample was.80. The data analysis statistical method employed was the basic linear regression with a

significance level of .05. The study's findings demonstrated that while timely salary payments do not significantly predict instructors' productivity, fringe perks do considerably predict tutor creativity. Teachers can only be productive when they are positively disposed to their work. This implies that management of teachers' fringe benefits can affect their attitude to work.

For the study, a survey research approach was used, and 300 instructors were chosen at random from a pool of 1,612 tutors in the Ikere region of the state. The validity of the instrument was determined using a twenty (20) item questionnaire, and its reliability was established using the test-retest approach. They came up with two hypotheses and two research questions. The study was not conducted in private schools, making it different from the present study.

Once more, Adamu and Nigeria (2019) looked at the professional growth and fringe benefits of teachers as a correlation with their work performance in Adamawa State's schools. The study found a substantial correlation between the professional development of teachers, their fringe benefits, and their work performance. Among other recommendations, the report suggested sending teachers on training programs and surprising them with packages.

A research on the effect of advantages on employee satisfaction: An examination of Pakistani firms was conducted by Nisar (2019). The association between fringe benefits and workers' job happiness was examined in this study. more precisely, fringe benefits include paid time off for leisure, flexible work schedules, and health insurance. Multiple regression analysis and exploratory factor analysis were then used to examine the data. This study demonstrated a strong and favorable correlation between recreation The impact of health benefits and leaves on job satisfaction appears to be negligible in the case of

flexible work schedules. The researchers came to the conclusion that offering generous leave benefits and a quality health insurance plan would increase workers' job satisfaction and dedication. Though this study has some deficiencies in relation to the present study in the researcher did not explain how the performance of staff related to the sustainability of the organizations studied, but it has provided enough evidence to buttress the fact that fringe benefit has an association with staff productivity which is a necessary condition for the sustainability of institutions.

The researchers noted that there is a significant deficiency of conceptual and/or empirical research on SHRM in learning, despite recent studies demonstrating the application of SHRM in high-performing commercial companies. In the Arab world, this disparity is more pronounced. The researchers claim that while many institutions have acknowledged the significance of some components of strategic human resource management, very few have regularly implemented the components. This research investigated how institutional strategies may be integrated with HRM by looking at strategic HRM practices at Saudi universities. The study of optimal practices for strategic human resources management in Saudi Arabian higher education included both a quantitative and qualitative exploratory research approach. To ascertain the degree of strategic HRM implementation, they were recorded in a survey instrument that was then given to employees in the chosen Saudi higher education institutions. In order to determine the main areas for assessing the degree of strategic HRM practices implementation in a university, statistical analysis was performed to cluster comparable factors together. The study's findings showed that, according to participants' assessments, the higher education institutions that were the subject of the investigation had a high degree of SHRM awareness. But Saudi higher education has to pay more attention to its SHRM practices

since it is having serious issues with the development of human capital, particularly among faculty members. The procedure of hiring and choosing employees is mostly insufficient and requires careful consideration. The findings also demonstrated that, particularly in the case of foreign employees, a highly motivated core of personnel is not always ensured by the performance review and reward structure. The finding of this study established the fact that staff were aware of their fringe benefit and other entitlement, and that the perception of staff on the way their compensation including fringe benefits are handle may boost the effectiveness otherwise lead to poor performance which is inimical to the sustainability of institutions.

Similar to this, Iyida (2015) investigated how worker productivity at Nigeria's federal ministry of transportation in Enugu, Nigeria was affected by increases in pay and fringe benefits. Among other findings of the investigation was that raising wages at the Federal Ministry of Transportation significantly improved worker productivity and, consequently, affected the way they felt about their jobs. The link between this finding and the present study is that when staff are not satisfied in an organization, their level of productivity reduces and thus affect the success and sustainability of the entire organization because staff are the life wire of any growing organization.

Udey (2020) also looked at the relationship between institutional emolument/fringe perks and the efficiency with which public university instructors in Nigeria's Cross River State did their jobs. The study relied heavily on the questionnaire as its primary data gathering technique. Lecturers' productivity on the job was significantly correlated with their salary and fringe perks, according to the study's results. The effectiveness of any employee depends on their disposition for work. However, the study was not conducted in a secondary school system as the present study.

In a different research, Kamau (2013) looked into the effect of on worker productivity in the State Department of Water in Nairobi County, Kenya, a public sector organization. The study pointed out that fringe benefits prioritize preserving workers' quality of life while also offering a certain level of security and safety for both employees and their families. Retirement or pension plans, health insurance, paid time off, and education reimbursement are a few examples of common fringe benefits. In order to ascertain the frequency of something occurring or the relationship between variables, this study used a descriptive survey approach. At the State Department of Water, where 189 people live in total, this research was conducted. A basic random selection of the intended audience was used. To gather data, the researcher employed questionnaires and also reviewed literature and secondary sources for comparison. The study found that security benefits, including housing, transportation, and meal allowances, positively impacted worker productivity; that worker health and productivity were closely related; that retirement benefits had a significant behavioral impact, encouraging older workers to retire on time and providing younger workers with a strong incentive to stay with their employer; and, finally, that rewarding and praising employees for a job well done increased worker productivity. The study has established that there is an association between the way fringe benefit is administered and the work behaviour of employees. However, the study was not carried in a school system, thus the need for the current research.

Fringe benefits and productivity at a few Anambra State breweries were the subjects of Oguejiofor and Umeano's (2018) research. The advantages and productivity of workers in the public sector (breweries) are the usual foci of this type of study. The purpose of Section A is to collect data on the respondents' socio-demographic profile. Data collection pertinent to the study's topic is the focus of Section B. The link between the

reviewed study and the present study is poor attitude to work is manifested in poor commitment to work, thus there is relationship between management of fringe benefits and employees' attitude to work though the research was not carried out in a school system as the present study.

Nehemiah, Inuwa, and Inti (2021) conducted an additional empirical study in Nigeria's Bauchi State that looked at the relationship between business instructors' job happiness and their productivity in the classroom. In order to ensure the measuring tool's content and face validity, three subject-matter experts were consulted. A total of 310 secondary school business instructors in the state of Bauchi were surveyed using a standardized questionnaire. Using Cronbach's alpha, we found that the instrument had a reliability coefficient of 0.89, indicating its dependability. Using multiple regressions, the gathered data were statistically examined. The results showed that secondary school business instructors in Bauchi state are far more productive when they are happy in their jobs and in their working conditions. Improving business instructors' job happiness and working environment can address the issues and fears voiced by education stakeholders in Bauchi state regarding their productivity, which in turn impacts teacher qualities and school effectiveness. Therefore, in order for business teachers to do their jobs well, this study suggests that they should be offered fringe benefits, capacity building programs, and promotions when they are ready. This implies that teachers had poor attitude to work and did not perform well because they were not given adequate fringe benefits in the schools. This may be the situation in schools in the state.

In line with earlier research, Neupane (2022) examined private schools in Kanakai Municipality to ascertain the rate to which teachers were pleased with their work. Examining what makes private school teachers happy in their jobs was the major

motivation for this research. In Surunga, Kanakai Municipality, three private schools were chosen as the locations for this inquiry. The study's conclusions showed that although the majority of Surunga's teacher participants were in the field because private schools were so common in their communities and there were few other options for employment, some of them thought teaching was their dream job. The majority of teachers expressed discontent with the job security and perks offered by their chosen field, as well as with delays in receiving their salaries.

In a similar vein, Daka and Chiwoya (2022) compared the levels of job satisfaction among junior secondary school teachers working for the government and those working for non-governmental organizations in Zambia's southern province. The study looked at junior high school teachers' levels of job satisfaction at both public and private institutions in Zambia's Southern Province, specifically in the Monze Urban District. A descriptive research strategy was utilized for this investigation. Using a simple random selection technique, ninety instructors were selected from each of the nine junior secondary schools. Ninety (n=90) instructors were included in the research sample overall, with ten (10) teachers chosen from each school. According to the research findings, instructors were content with their jobs, their relationships with coworkers, their supervision, and their working environment; yet, they expressed dissatisfaction with their incentive pay and working conditions. According to the survey, there is a noteworthy distinction in job satisfaction between government and private school instructors about the nature of work and supervision, as well as between government and mission school teachers regarding working relationships.

Evelyn and Erica (2020) polled private school teachers in Benin City, Nigeria, about the impact of salary on work satisfaction. The study's stated goal was to identify any

correlation between teachers' levels of work satisfaction and factors including salary, incentives, and perks in Benin City's private school system. The research consisted of a survey that 188 private school instructors in Benin City's Oredo Local Government Area filled out.

Taiwo, Eyarefe, and Olawale (2019) looked at secondary school teachers in Osun State and how work happiness correlated with their performance on the job. The study put out two research topics and evaluated three hypotheses. A two-part Teacher Job Performance Questionnaire (TJPQ) and a Teacher Job Satisfaction Questionnaire (TJSQ) were used as research tools for the study. Analysis of variance (ANOVA) with multiple regressions and statistical means were used to examine the study's data. Tutors in schools in the state reported very low levels of work satisfaction, according to the study's findings. Teachers reported high levels of job satisfaction due to a number of criteria, including competitive compensation, opportunities for advancement, regular fringe benefit payments, supportive administration, a pleasant workplace, and a guarantee of employment. Teachers would do better in their jobs if the government guaranteed them a competitive wage, generous benefits, opportunities for professional development, and a safe and supportive workplace. However, this study is necessary because it was not carried out at a private secondary school.

Teachers at private secondary schools in Uganda's Buikwe District participated in a research by Vincent, Specioza, Ritah, and Sarah (2020) to investigate the relationship between employee performance and compensation. The research had 900 responders in total. Of them, 250 were instructors who responded based on their own compensation, and 650 were students who evaluated the work of their professors. Fifty instructors completed questionnaires and participated in oral interviews. Thirteen of the district's twenty-seven

private secondary schools provided the respondents. While teachers' pay was determined by the monetary and non-monetary benefits provided by their employers, their effectiveness was evaluated based on the fundamental duties of teaching, mentoring, and counseling students; evaluating and recording students' assignments; and involving students in extracurricular activities. It was determined that since compensation had a substantial impact on performance, school founders needed to show their appreciation for the work their instructors put in by giving them greater leeway.

The researchers pointed out that workplace satisfaction is crucial for people in all professions, and research from all over the world, including Kenya, has shown that factors like the work environment, pay, recognition, advancement opportunities, and fringe benefits can account for as much as 75% of a tutor work accomplishment in areas.. Data was gathered via interview schedules and questionnaires. Quantitative data were analyzed using means, percentages, and frequency counts. Based on the goals of the study, emergent themes were identified through transcription and analysis of the qualitative data. The study found that promotion and other forms of compensation had little effect on teachers' job satisfaction, whereas work atmosphere, supervision, and recognition had a considerable impact. The research found that at private secondary schools, factors such as the work environment, supervision, recognition, compensation, and opportunities for advancement affected teachers' job satisfaction.

Once more, Tarafdar, Karmoker, and Akter (2021) looked at how university lecturers' use of fringe benefits affected their loyalty as employees. One hundred university professors from private and public institutions in Bangladesh's Khulna city were randomly chosen to make up the study sample. According to the findings of the correlation study, employee loyalty is favourably correlated with fringe benefits such as employee welfare

benefits, flexible work schedules, education and development opportunities, and advantages, and compensation for time not worked. Regression analysis revealed that fringe benefits might account for 25.6% of the variance in employee loyalty. This means that there is a dare need to conductred the present study.

The survey found that instructors at public secondary schools in Osun state were very dissatisfied with their jobs. Critical elements increasing teachers' job satisfaction level were good monthly income, solid promotion prospects, regular payment of fringe benefits, education development, a nice working environment, courteous management staff relationships, and high job security.

2.3.5 Staff development management and teacher attitude towards work

Staff development has been recognized as a strategy that can be employed in the teaching industry to enrich teaching job and boost their enthusiasm to put more effort on their jobs. It entails programs and activities aimed at staff members' professional and personal development, with the end goal of preparing them for future responsibilities within the organization as well as for self-achievement and the divisions and institution's goals and purposes. Research has shown that giving teachers opportunities to attend workshops, seminar, in-service training programmes, conferences and promoting them regularly in schools may help to equip them with variety of skills and competencies to take up challenging responsibilities, build confidence in them, give them opportunities to contribute in solving conflicting issues in the profession, thereby increasing their level of motivation for, and satisfaction on the job (Udofia & Ikpe, 2012). The researchers submitted that a teacher who attends conferences, workshops, seminars, in-house training sessions and is regularly promoted is likely to be dedicated to his teaching job so as to bring about the needed learning on the part of students.

These researchers further stressed that opportunities for staff professional development have huge impact on the quality of work perform by teachers and other staff within the schools. Staff development involves all capacity building programmes designed to provide teachers with learning experience, to enhance their self-development and to improve their contributions towards the goals of education and the school system as a whole (Hoque, Alam & Abdullah, 2011). These expressions buttress the fact that teachers may develop negative attitude to their instructional roles in private secondary schools if they are not given adequate opportunities for professional and professional development.

Staff development involves all capacity building strategies such as workshop attendance, seminar attendance, conference attendance, in-service training, teachers' promotion, mentoring and in-house training meant to enhance teachers' ability to ensure effective teaching and learning in schools. Research has shown that high quality professional development through in-service training, workshop, seminar, conferences and symposia is considered extremely crucial to educational improvement and management of educational quality in the school system (Okon, Akuegwu & Uko, 2016; Robson & Mavin, 2014). Many researchers have affirmed the association between staff development as a quality assurance mechanism and job satisfaction model (Adegbesan, 2011; Ayeni, 2011).

Teachers' attitudes toward teacher preparation and its efficacy in the classroom were found to be positive. Given the strong correlation between high-quality teacher training and student achievement, it was suggested that conferences and workshops be made available to educators. The authors here establish that teachers' effectiveness is assessed by the rate and quality of training they undergo while in the job. This implies that workshops, seminar and conferences may be practical measures to build and enrich teachers' professional capacities, increase their satisfaction and reduce negative attitude to their teaching jobs in the school system.

Through a study of Kenyan rural primary schools, Ngala and Odebero (2010) examined teachers' opinions on staff development programs in relation to their efficacy as educators. In order to conduct a survey of 100 primary schools, 100 teachers were recruited as research participants. The study employed a modified Likert Scale questionnaire design for data collection. According to the survey, attending workshops, seminars, conferences, and in-service courses were the most popular staff development activities in the sample schools. The authors discovered that, in contrast to their counterparts in the average performing schools, instructors in the top performing schools showed greater interest in staff development programs. Among the main suggestions were to provide paid study leave and to provide serving teachers additional resources and time so they could take part in staff development activities. According to their claims, instructors gain knowledge of broader topic areas, academic success correlations, school administration strategies, and assessment methods at these kinds of conferences and workshops. These abilities enable them to operate efficiently and effectively at any level within the educational system.

In accordance with the number of instructors per school, a survey investigation was carried out and a questionnaire was given to 99 participants selected from six public secondary schools. The outcome displayed that there was a substantial correlation between teacher productivity and training and retraining in terms of extracurricular activity involvement, test grade submission on time, and instructor punctuality. The implication on the present is that teachers cannot be productive without first developing positive disposition for their work.

In Uyo Metropolis, Nigeria, Ekpoh, Edet, and Nkama (2013) conducted a research to look at the effect of workers growth programs on tutors work performance. The investigation was directed by a single hypothesis. The data was collected using two sets of questionnaires: the "Teachers' Job Performance Questionnaire" (TJPQ) and the "Staff

Development Programme Questionnaire" (SDPQ). In order to assess their effectiveness in the workplace, 450 educators filled out the SDPQ and 1800 students completed the TJPQ. To evaluate the data at the 0.05 level, the Independent t-test statistic was utilized. Participation in staff development events such as conferences, seminars, and workshops was associated with improved performance in the areas of subject-matter knowledge, classroom management, teaching techniques, and student work evaluation compared to non-participating instructors. In Akwa Ibom State, the State Secondary Education Board and the Ministry of Education should establish a regular program for teacher training, among other suggestions. The present study varies from that one, though, as it did not use private schools as its research setting.

Musa (2016) looked on how staff development initiatives affected secondary school instructors' performance in Yola Metropolis, Adamawa State. There were 1,458 instructors in the study's population. Ten officials from the Ministry of Education and two hundred teachers made up the study's sample. Thirteen schools had their data individually gathered using a pre-made questionnaire. The gathered data was first displayed using percentages and frequencies before being statistically examined using the Analysis of Variance (ANOVA) method. The Ministry of Education should allocate sufficient funding for staff development initiatives. It implies that seminar may be a practical tool for equipping teachers and other staff in the school system with adequate skills to function effectively in the system, as well as increase their competencies in delivering higher roles in schools. When teachers lack prerequisite skills to perform their statutory roles, it discourages them from working, thus staff development can affect their attitude if it is properly managed in a school system.

Udofia and Ikpe (2012) looked into how in-service training administration affected teachers' attitudes about their jobs in Nigeria's Cross River State's private secondary schools. Out of the total population of 2946 instructors, 800 teachers were chosen at random to make up the sample. Utilizing a series of questionnaires, the study's null hypothesis was put to the test. The administration of an in-service training program has a considerable impact on teachers' attitudes toward work in private secondary schools, according to the results of an independent t-test statistical technique employed to examine the data. The aforementioned findings led to several recommendations, one of which was that private secondary school owners set up frequent, systematic in-service training programs. These educational programs would improve, inspire, and modernize instructors' methods for achieving successful results. Job enrichment in a school system is a way of increasing the responsibilities of staff and this may have positive influence on their attitude to work at the new position if they have the prerequisite skill to function in that capacity. The study was conducted in 2012 of which the situation may be different in 2023, thus the need for the present study.

The study established that helping teachers to attend conferences for professional development would enrich their jobs and motivate them for high performance in schools. It is obvious that when teachers are motivated, they display positive attitude to their instructional roles in the school system.

Khan and Abdullah (2019) looked at how staff development and training affected teachers' output. They contend that in order to meet the ever-increasing demands of the contemporary educational system, the education sector must change and become more dynamic, tech-savvy, reformed, and updated. They emphasized that competent and skilled labor have always been needed to raise the bar in the education sector and bring it up to

par with global norms. It was suggested that the best training program for the instructors in this area would be technical/technology training. The results of this study have demonstrated that in order to raise teachers' morale and encourage great performance, staff development must be sustained. The study's conclusion is that when educators have a bad attitude toward their work in the classroom, they cannot perform as well.

In Enugu State, Nigeria, Eze (2016) examined how educators perceived the effects of retraining and training on their own productivity. The study argued that there has long been a problem with teacher productivity in education and that this problem is made much more concerning by the apparent fall in student achievement. The researcher claims that there doesn't appear to be a strategic strategy in place for retraining and additional training of teachers while they are working. The findings demonstrated that instructors' output was significantly increased by training and retraining. It also showed that opinions on how training and retraining affect teachers' productivity varied among men and women. It was determined that in order to increase their efficiency at work, instructors must undergo frequent training and retraining. This implies that designing opportunities for teachers' training and retraining may enhance their disposition for high performance and productivity.

In Rivers State's public high schools, researchers discovered strong positive correlations between teachers' professional development, professional growth, needs, collaboration, and work performance. Among the most important takeaways from the research were the positive assessments of both instructors' performance on the job and their involvement in in-service training programs. In public senior high schools, the results show that instructors are more successful after receiving in-service training. The study has implications for the present study in that the researcher has established that designing

training or retraining programmes for teachers will increase the performance teacher's vis-à-vis their positive attitude to their work in the school system.

The effectiveness of retraining programs for teachers' productivity was studied by Ngozi and Sam-Odumo (2018) in Bayelsa State's public secondary schools. A pair of hypotheses and research questions guided the investigation. Among the 3,674 persons who participated in the descriptive survey were 3,483 teachers and 191 administrators from 191 different public secondary schools. The tool used was the "Managing Retraining Programmes for Teacher Productivity Questionnaire (MRPTPQ)," an 18-item structured questionnaire designed by the researchers. The four-point Likert scale was consistent with the answer manner. Three professionals with expertise in measuring and assessment verified the instrument. A dependability index of 0.76 was produced by determining internal consistency using the Cronbach alpha approach. While this study's findings show that retraining programs have helped teachers learn about new methods of instruction and technology developments, they also show that financing constraints limit how often these efforts happen. The research concluded that public secondary schools in Bayelsa State would benefit greatly from investing in professional development opportunities for teachers, including as workshops and seminars. One of the suggestions was to implement retraining programs in Bayelsa State's secondary schools in an effort to steadily raise teachers' output. The researchers here have established that organizing workshops, seminars and conferences for teachers, which are teachers' retraining models, will boost teachers' morale positive attitude to their work which is a necessary requirement for their improved job performance.

In a handful of chosen Nigerian universities, Halidu (2015) looked into how employee growth and training affected output. The goal of this research was to assess how

training and development affected workers' productivity through the 2010 Academic Staff Training and Development program sponsored by a few chosen Nigerian institutions under the (TETFund). The research hypothesis was that worker productivity and training had no discernible link. Findings showed that training and development initiatives raise workers' abilities and performance at work and give them the technical know-how and resources to face today's challenges. As a result, they are a useful tool for maintaining and increasing academic workers' productivity. From the finding of this study, it is clear that universities may not attain sustainability without providing opportunities for staff continuous development. This is consistent with the findings of Kulkarni (2013), who also said that the goal of training and development is to enhance technical, human, conceptual, and management capabilities in order to support the growth of both individuals and organizations. It is obvious that the more teachers develop their professional skills, the more they are motivated to work harder, which implies that there is a link between staff development and teachers' attitude to work.

For this study project, a survey research strategy was chosen. The tool utilized to obtain the data was a structured questionnaire. Though the study was not conducted in a secondary school system, it has established that staff development programmes are critical to the performance and productivity of staff which can also be applied to teachers in secondary schools. The link between this finding and the present study is, staff can only be productive when they have positive motivation for their job in any organization.

Additionally, Adi, Agbe, Odeh, and Tyokyaa (2019) studied how staff development programs affected employees' work performance at education colleges in Northeastern Nigeria. To direct the investigation, two goals were articulated, which resulted in two research questions and two null hypotheses. The study used a survey research approach,

with 9,847 academic and non-academic employees at Federal and State Colleges of Education as its target group. Taro Yamen's technique for determining sample size was used to sample 384 staff members for the study. To prevent bias and guarantee fairness in sampling, a multistage method was employed, involving the use of purposive, random, and proportional stratified sampling approaches to sample the staff, respectively. The gathered data was statistically analyzed, with the study issues being addressed by descriptive analysis (mean and standard deviation) and chi-square analysis testing the hypotheses at $P = 0.05$. The government should take the necessary steps to guarantee that college employees have possibilities for professional growth in order to continuously enhance their activity, as suggested by the observations. Though the study was conducted in tertiary institutions, the findings can be applied in secondary schools in that when teachers have the required skills to perform their jobs due to training, they become happy to deliver their services with high level of enthusiasm and motivation.

In Rivers State's schools, the research examined teacher performance and development. 400 instructors made up the sample size used to study populations of 24,793 teachers (respondents). It was decided to use purposive sampling. 350 of the 400 questionnaires that were issued were properly filled out and returned, at which point the analysis concluded. The survey design that was employed was descriptive. There were three research hypotheses and three research questions put forth. The results showed that teachers in the public secondary schools in Rivers State do not receive much in the way of professional development or training. The study recommended that everyone concerned ensure that teachers get the professional growth, retraining, and training they need to be more successful. The poor training of teachers may have led to poor attitude of teachers in the schools.

Arop, Owan, and Agunwa (2019) also investigated secondary school staff management and attitudes about work in Nigeria's Calabar Education Zone, which is located in the state. To assess the null hypotheses at the .05 alpha level, multiple regression analyses and an independent t-test were employed. The study's conclusions showed, among other things, that instructors' views toward their jobs were significantly influenced by a composite of factors including their training, placement, and supervision. The best indicators of teachers' attitudes about their jobs were their training, placement, and supervision. Among other things, it was suggested that instructors have adequate training on the tenets, ideas, and techniques of instruction both prior to and during their service. Despite the fact that the study was carried out in public secondary schools, it has demonstrated that staff development and teachers' work attitudes are related, and this association also holds true for instructors in private secondary schools. The work did not also cover the entire Cross River State as against the present research that is targeting the entire State.

In order to enhance the work attitude of teachers in schools in Anambra State, Nigeria, principals implemented reward and training programs. These practices were examined by Ewim, Unachukwu, and Ugwu (2018). This study was sparked by the researchers' observation that the chronic tardiness, absenteeism, and other misbehavior of school tutors in the state, appeared to cast doubt on administrators' ability to manage human resources. The study's sample of 672 respondents—51 administrators and 621 teachers—was selected using a multistage sampling process. Data were gathered using the "Principals' Reward and Training Practices Questionnaire (PRTPQ)," a questionnaire created by the researchers. This suggests that training improved the way instructors behaved at work in the classroom.

2.3.6 Staff welfare management and teacher attitude towards work

Numerous companies have adopted the idea of employee wellbeing as a tactic to increase worker productivity. According to Mazaki (2017), the goal of welfare programs is to boost productivity and efficiency in order to foster economic development. Workers should be treated with dignity and provided with enough benefits and incentives since they are vital to the organization's production (Poi, 2020). Employees' financial situation, sense of self-worth, and enthusiasm for their work are all allegedly improved by welfare programs, which in turn increase their productivity (Odeku & Odek, 2014). Researchers have observed that while the calibre of instructors is critical to any educational system, staff welfare is deemed essential (Kitunga, 2009; Akinsolu, 2010; Tao, 2013).

Creating an effective, healthy, devoted, and contented labor force for the company is the fundamental rationale behind welfare programs (Keitany, 2014). The goal of teachers' welfare in schools, according to Mazaki (2009), is to make them content, healthy, and aware of their responsibilities. Welfare provides an atmosphere that fosters growth and development, encourages positive thought, and helps to strengthen the bond between the workforce and management. According to Mazaki (2009), welfare programs have the potential to reduce strikes and absenteeism, hence enhancing efficiency and effectiveness. Emmanuel (2010) argues that the failure witnessed in education sector was as a result of neglect of welfare, poor adherence to promotion policies, low salary structure and training & retraining of teachers, among other things. They stressed further that poor compensation, inadequate opportunity for development, irregular promotions and welfare packages may trigger dissatisfaction and negative behaviour among workers.

This implies that health insurance scheme, co-operatives, the internal welfare programmes designed by private schools, unions and so on, can have implications on the

productivity of staff which is dependent on their attitude to work. Cooperative service is very crucial to the success of any school system. It is a welfare mechanism designed to ensure that staff meet their economic and family financial obligations for quality living. According to Oyewole (2010), people in developing countries have an innate need to work together in order to weather the economic storms that hit their countries the hardest. A school health insurance scheme or program is a way for a school or university to provide medical treatment to its employees and students in an effort to keep everyone healthy, which in turn improves the quality of instruction and the educational experience for students (Kuponiyi, Amoran & Kuponiyi, 2016). Frances, Denis and Vincent (2016) submitted that teachers' health status and happiness, as well as their safety and the necessary ingredients of their effective job performance in schools. It is obvious that welfare programmes can enhance the survival and sustainability of the university system because when staff are gripped by economic hardship and health-related problems, they cannot be productive and thus the system cannot also succeed.

Data collection methods included teacher surveys and the scheduling of interviews with BEC members. According to the survey, teachers benefited from the welfare and socioeconomic programs run by the KNUT chapter in Mwingi. The most well-liked programs were credit and savings organizations, then burial and charitable funds. Building projects and child education plans were the least well-liked programs. Teachers who participated in the programs believed that their day-to-day work as educators had improved. Thus, the study came to the conclusion that teachers' unions, such as the KNUT, were crucial in advancing the welfare of educators. They did this not only by advocating for pay increases but also by managing revenue-generating projects and other welfare

initiatives, such as credit and savings societies, charitable and burial funds, child education programs, enterprise development, and construction projects.

To find out how much welfare variable constructs affected teachers' performance, pattern of relationships, and resilience, the study used Principal Component Analysis and Regression. A method called thematic content analysis was employed to examine the qualitative data. Research in the Bugisu sub-region's public primary schools suggests that teachers' access to welfare programs could explain a lot about their effectiveness in the classroom. As a result, it was advised that managers, implementers, and policy makers in the field of education give this issue careful consideration. Despite being limited to primary schools, this study has implications for the current investigation since it has demonstrated the influence of welfare programs—like health insurance, food, and the like—on employee productivity, which is reliant on their willingness to work.

Scheuch, Haufe and Seibt (2015) examined teachers' health and how it affected their performance. In Germany during the 2012–13 academic year, there were around 800 000 instructors employed, according to the researchers. The cornerstone for actions that support preserving teachers' health and capacity to practice their profession is an identification of the most prevalent medical issues within this sizable occupational group. The German statutory health insurance plan provided data on medical disability, long-term sickness, and incapacity to work among teachers, and the researchers used this information to conduct a selected evaluation of the literature. Teachers had lower rates of cardiovascular risk factors (apart from hypertension) and had healthier lifestyles than the general population. Similar to non-teachers, they were frequently afflicted with cardiovascular and musculoskeletal disorders. While non-teachers frequently complained of non-specific problems including stress, headaches, tiredness, and fatigue, instructors were more likely

to suffer from mental and psychosomatic disorders. In general, fewer teachers took sick leave than the total number of statutory insured individuals; in the former East Germany, however, this percentage was larger than in the former West Germany. With an average age of 58 years, the percentage of tenured professors who retired early due to sickness has consistently decreased from over 60% in 2001 to 19% at this time. Mental and psychosomatic diseases, which combined account for 32–50% of cases, were the primary causes of early retirement. While occupational physicians were required by German law to provide medical treatment to those in the teaching profession, the various German federal states enforced this obligation to differing degrees. It was necessary for teachers to receive professional, multidisciplinary occupational health treatment from their treating physicians. It is quite clear from the finding that health insurance is crucial to teachers' work behaviour in schools. This can be the case in privately owned schools in Cross River State of which the present study is designed to find out.

A study conducted by Frances, Denis, and Vincent (2016) looked into the correlation between school welfare services and teacher effectiveness in secondary schools in Uganda. According to the study findings, school officials only offered welfare programs—like health services—that directly affected students' ability to complete their assignments. Second, instructors excelled in co-curricular activities, timeliness, and test administration. Third, however, the welfare support in schools was too little to have an impact on teachers' exceptional performance. The researchers came to the conclusion that if administrators address the diverse requirements of teachers and instructors are equally devoted to their profession, then school welfare provision will favourably affect teacher performance. This finding practically points out that health services is a key service that

must be maintained in a school system for staff to perform effectively and ensure the survival of the school system.

A pair of hypotheses and research questions served as the framework for the investigation. All 15,600 government employees in Rivers State made up the study's population. Stratified random selection was used to choose a sample of 780 government employees, 400 of whom were male and 380 of whom were female. The researcher administered a survey she had created herself, calling it the "Employee Welfare Packages and Organizational Performance Questionnaire (EWPOPQ)" to gather information. The study found that public workers in Rivers State received rent subsidies and transportation allowances as part of their employee welfare packages, albeit these amounts were lower than anticipated. According to the research, if workers are adequately provided with benefits, they are more likely to be committed to their jobs, which in turn boosts their performance, productivity, and efficiency. The research concluded that the Rivers State Government should introduce sufficient social programs, including a new minimum wage, and make sure that the agreements made with state labor unions are respected in order to prevent negative industrial actions. Though the study was not conducted in schools, the finding can be applied to the secondary school system in that when teachers are not given adequate welfare packages, it can result in all negative job behaviour leading reduced productivity in the system.

Mchia (2013) looked at a number of variables related to teacher turnover in Ruangwa Rural District Council public schools. The reason of this research was to investigate the variables influencing teacher turnover as well as the tactics that have to be used to address the issue in Ruangwa rural public secondary schools. Four distinct goals and four research questions served as the study's guidelines for gathering and analyzing

data. While the latter used documented sources including Ruangwa institutions and records, the former used surveys and interviews. In conclusion, the research showed that teachers were leaving the field of education because of negative employer, employee, and outside factors like a lack of social services, a challenging and unpleasant work environment, low-payment benefits, low pay, inadequate pay, a shortage of basic necessities, a lack of motivation, and a delay in processing teachers' claims. The results showed the key tactics for addressing the issue of teacher turnover, including bettering working conditions, raising pay and other perks, and building teacher housing under TASAF and SEDP. To inspire teachers and other employees, it was suggested that living and working conditions in rural regions be enhanced.

In a similar vein, Muruu, Were, and Abok (2016) investigated how welfare programs affected public sector employee satisfaction, concentrating on the public service commission. The pattern in the research was descriptive. There were 213 people working at the Public Service Commission, including staff and management. The respondents were chosen by the researcher using a stratified random selection procedure, with a rate of 137 from the number. Data for the study were gathered using both closed- and open-ended questionnaires. Worker satisfaction in the public sector was shown to be impacted by safety and health initiatives as well as workers compensation programs, according to the study's findings. According to the report, since workers compensation programs increase employee satisfaction, management personnel at the Public Service Commission should implement them within the company.

The study was carried out using a quantitative technique, an explanatory research design, and a deductive approach. Twenty-five items from the body of current research were selected for a questionnaire survey in order to measure the variables. 500 samples

from the target population were taken using a systematic probability sampling approach. Next, the model was analyzed and developed using Smart-PLS and SPSS for SEM. All seven of the hypotheses were found to be validated by the analytical results. The study has established the fact that employee welfare and welfare facilities have associations with employees' behaviour in the organization which is determined by their attitude to work.

2.4 Appraisal of the literature reviewed

The purpose of this literature review was to locate research that addressed teachers' attitudes toward work and pay management from both a theoretical and empirical perspective. The literature review has broadened the researchers' understanding and knowledge of the different constructs of the research and how they are related. It has also shaped the direction of the work in terms of measurement of the constructs, instrumentation, research design, direction of analysis, and the latent and manifest variables associated with each of the construct examined in the study. Also, the review has helped the researcher to identify the existing gaps in knowledge specifically in the areas of it in secondary schools.

The researcher discovered that only few of these studies on compensation management addressed teachers' attitude to work directly, rather majority of the studies reviewed focused on areas such as teachers' job performance, job commitment, job motivation and job satisfaction. This research will fill this gap by examining teachers' attitude to work as it relates to compensation management directly in the schools. Similarly, the researcher also found out in the course of the review that few the studies on teachers' attitude to work measured the construct holistically without examining teachers' attitude to their different roles in the school system. The present research is designed to fill this gap by measuring teachers' attitude to Instructional delivery, students' assessment, records

keeping, and their attitude to students' discipline in the schools. The researcher also observed that most of the studies were conducted in public schools or organizations outside the school system, thus neglecting private schools of which products are also part of society.

This study seems to be the first to assess staff welfare in secondary schools from actual staff welfare packages such as unions welfare, healthcare, co-operatives and welfare organizations of schools. These are the knowledge gaps of which this study sought to fill in the State.

However, from the literature explored in the study, it was discovered that salary management, recognition management, promotion management, fringe benefits management, staff development management, staff welfare management have implications on the teachers' work behaviour in schools.. The present study will fill this space by assessing the interaction within compensation administration and teachers' character to job in private schools in Calabar region of the state.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter's primary goal is to outline the study's design and methods. Consequently, the chapter is covered under the following subheadings:

- 3.1 Research design
- 3.2 Area of the study
- 3.3 Population of the study
- 3.4 Sampling technique
- 3.5 The sample

3.6 Instrumentation

3.6.1 Validity of instrument

3.6.2 Reliability of instrument

3.7 Procedure for data collection

3.8 Procedure for data preparation and scoring

3.9 Procedure for data analysis

3.10 Operational definition of research variables

3.11 Ethical considerations

3.1 Research design

The correlational design was the research strategy used for this research. The goal of correlational research design is to identify the type of naturally occurring, non-causal link that exists between a collection of factors that are not manipulated or decided by the researcher but are present in a population or sample. It is appropriate when the interest of the researcher is to explore the nature of the relationship between variables in order to make predictions of future trends of the variables through such approaches as naturalistic observations, survey and archival research (Isangedighi, 2012). This design will allow the researcher to relate measure of compensation management to each of the measures of tutor character to job in the schools.

3.2 Area of the study

The Nigerian state of Cross River was the research area. Located on the coast in southeast Nigeria, Cross River State has an eastern border with Cameroon. It is located in the Federal Republic of Nigeria's South-South geopolitical zone. Prior to the creation of the state in 1987, it was known as South-eastern State. It occupies a total land area of about

23,074,425 square meters. Benue State borders the state from the north, the Atlantic Ocean borders it from the south, Akwa Ibom and Abia State border it from the west, Ebonyi State borders it from the north west, and the Republic of Cameroun borders it from the east. Cross River State is in the rainforest zone, between 2.200 and 7.50 East of the Greenwich Meridian in longitude and 5.320 to 4.270 North of the equator in latitude. Cross River State has a projected population of 3,866,300 people as at 2018 (National Bureau of Statistics, 2019). This population is spread around the 18 Local Government Areas as follows: Abi (192,900), Akamkpa (200,000), Akpabuyo (363,900), Bakassi (42,300), Bekwara (141,000), Biase (224,000), Boki (249,400), Calabar Municipality (245,500), Calabar-South (255,900), Etung (107,000), Ikom (218,800), Obanliku (146,500), Obubra (230,600), Obudu (215,800), Odukpani (257,800), Ogoja (229,300), Yakurr (262,300) and Yala (282,700).

The Efik, Ejagham, and Bekwarra are the three main ethnic groups that make up the State. In Cross River State, the Efik language is extensively spoken, reaching as far as Arochukwu in the neighboring state of Abia. The majority of the Efik-speaking population resides in the Calabar South and Municipality LGAs, as well as in portions of the Akamkpa LGAs, Bakassi, Akpabuyo, and Odukpani LGAs. Additionally, there is the Ejagham-speaking Qua community in Calabar. Most of the northern regions of the State are inhabited by the predominant Ejagham tribe. This makes the state an excellent representation of the country's linguistic and cultural heterogeneity.

Cross River State is located in a tropical rainy region with sporadic to sometimes intense rainfall. With the exception of the Obudu Plateau, where temperatures range from 15 to 23 degrees Celsius and a sub-temperate climate predominates, Cross River State has a humid tropical climate with around 1300 to 3000 mm of annual precipitation. The State's

potential for natural resources is as diverse as its rocks. Cultivated food crops include rice, corn (maize), yams, and cassava. The State also engages in coastal deep-sea fishing and prawn harvesting. Cross River State has many ecotourism or forest attraction sites such as Tinappa, Calabar International convention centre, Marina Resort and Calabar Garment Factory located in Calabar Metropolis, Agbokim Waterfalls in Etung, Kwafalls in Aningeje, Akamkpa Local Government Area, Becheve Nature Reserve in Obudu, Ikom monoliths in Ikom, Drill monkey Ranch in Calabar and Boki, Cross River National Park in Akamkpa, Afi Mountain Sanctuary in Boki, Ikang Beach in Calabar, Obudu Cattle Ranch in Obudu.

3.3 Population of the study

Teachers from every private secondary school in the state consist of research number. Based on data from the Cross River State Secondary Education Board (2022), the three regions in the state comprise 359 private secondary schools, employing 4,713 teachers. As a result, there are 4,713 individuals in total in the research. This is displayed in Table 1

3.4 Sampling technique

For the purpose of this study, the stratified proportional sampling technique was used. Stratified proportionate sampling is utilized in conditions where the number is composed of diverse groups. It offers a method for organizing the study's total population into uniform subgroups, from which a representative specimen for the research is chosen using simple random sampling (Isangedighi, 2012). It was considered appropriate because the population consists of heterogenous sub-groups which needed to be represented in the sample. Ten percent of teachers from each stratum (Education Zones) was selected proportionately as sample for the research. This sampling technique was deemed adequate

for this research in that it allowed the researcher to have a representative and reasonable sample of teachers from all schools in the state for the research.

3.5 Sample

Researchers in the state applied stratified selecting to pick 471 secondary school instructors from 369 private institutions throughout the three education zones. These schools were owned and operated by private individuals. Look at Table 1 for the details.

TABLE 1

Population and sample distribution of the study

S/N	Education Zones	Total No. of L.G.As	No. of private Schools	No. of Teachers	No. of teachers selected (10%)
1	Calabar	7	126	1,506	150
2	Ikom	6	137	1,780	178
3	Ogoja	5	96	1,427	143
	Total	18	359	4,713	471

Source: Cross River State Secondary Education Board (2022)

3.6 Instrumentation

In this study, two instruments were employed to gather data. These are “Compensation Management Questionnaire (CMQ)” and “Teachers’ Attitude to Work Rating Scale (TAWRS)”. The questionnaire and the rating scale had one section each: Section A. Section A of Compensation Management Questionnaire (CMQ) was designed to measure the sub-variables of compensation management (salary management, recognition management, promotion management, fringe benefits management, staff development management, staff welfare management) in the schools. Section A of Teachers’ Attitude towards Work Rating Scale (TAWRS) was designed to measure the sub-scales of teachers’ attitude towards work (attitude towards instructional delivery, students’ assessment, and attitude towards students’ discipline) in schools in the state. Similarly, TAWRS had 24 items (6 for each sub-scale) that were designed to measure teachers’ attitude to work in the schools. CMQ was administered to teachers in the private schools, while private school principals responded to TAWRS. In the same way, TARS offered four possible answers: Very Good (VG), Good (G), Poor (P), and Very Poor (VP). Concepts from literature pertaining to the variables were utilized in the construction of the rating scale and the questionnaire items.

3.6.1 Validity of instrument

The capacity of an apparatus to assess what it is supposed to measure each and every time it is anticipated to do so is known as validity. To verify the items' face validity, a draft replicate of the apparatus was sent to two measurement and evaluation specialists at the University of Calabar's Faculty of Educational Foundation Studies. Certain things

that were found to be unclear and unnecessary were either removed, changed, or replaced with new ones. Thus, out of 67 items designed for the study, 7 were dropped on account of irrelevance and ambiguity, while 60 items were retained for the study as ratified by the experts.

3.6.2 Reliability of instrument

According to Kpee (2018), the capacity of a research instrument to reliably assess the predicted variables with each administration is known as reliability. It gauges the extent to which an instrument will consistently produce the same outcome when used continuously throughout time. The instrument was trialed on 40 teachers and 10 principals from ten private secondary schools in the Calabar Education Zone that were not included in the sample used for the first study in order to assess the stability of the materials. After the individuals finalized the questionnaire and the instrument was returned to them, the data was coded and statistical analysis was performed using the Cronbach alpha reliability scale. Within the range of .75 to .90 were the reliability coefficient estimations obtained from the outcome. This shows the instrument measures what is supposed to be measured consistently. Hence the items are adjudged as adequate for this study. The result is presented in Table 2

TABLE 2

Cronbach alpha reliability result of the instrument (N= 50)

S/N	Variables	No. of Items	X	SD	α
1	Salary management	6	12.92	3.08	.87
2	Recognition management	6	13.02	2.73	.85
3	Promotion management	6	14.23	3.04	.78
4	Fringe benefits management	6	12.75	2.56	.89
5	Staff development management	6	14.09	2.91	.89
6	Staff welfare management	6	13.45	2.55	.84
7	Teachers' attitude towards instructional delivery	6	12.57	3.01	.82
8	Teachers' attitude towards students' assessment	6	15.01	2.88	.90
9	Teachers' attitude towards records keeping	6	14.22	2.35	.86
10	Teachers' attitude towards students' discipline	6	14.51	3.28	.81
10	Overall teachers' attitude towards work	24	37.43	12.53	.89

Source: Researchers' fieldwork, 2022.

3.7 Procedure for data collection

At each school, the researcher personally handed out completed questionnaires and rating scales, aided by three research assistants who had undergone specific training from the researcher for this study. A letter was obtained from the Head of Department (HOD) of Educational Management to enable the researcher gain access to the schools for administration of the instrument. Permission was obtained from the principals of the schools after which the instruments will be administered to them and the teachers. The principals and instructors in the schools were given a thorough explanation of the research's goal. They were urged to respond to the items on the instruments with sincerity. The participants had a week to complete the questionnaire on their own. After returning to the schools, the researcher collected the completed questionnaires together with the help of three research assistants. For the purpose of data analysis in this study, every copy of the questionnaire that was recovered was used. While every copy of TAWRS was retrieved, 51 copies of CMQ were either misplaced or could not be located, therefore they were not included in the study's data analysis. Consequently, the researcher noted an eighty-nine percent return rate.

3.8 Procedure for data preparation and scoring

A coding schedule was created to score and assess the individuals replies in order to get the data ready for statistical analysis. The questionnaire was be organized in the order of the variables they are designed to measure. The pattern will be reversed for all negatively worded items.

TABLE 3
Coding schedule for the study variables

S/N	Variables	Code	Column
1	Salary management		1

	Add sum of scores on items 1-6 of CMQ	
2	Recognition management	2
	Add sum of scores on items 7-12 of CMQ	
3	Promotion management	3
	Add sum of scores on items 13-18 of CMQ	
4	Fringe benefits management	4
	Add sum of scores on items 19-24 of CMQ	
5	Staff development management	5
	Add sum of scores on items 25-30 of CMQ	
6	Staff welfare management	6
	Add sum of scores on items 31-36 of CMQ	
7	Attitude to instructional delivery	7
	Add sum of scores on items 1-6 of TAWRS	
8	Attitude to students' assessment	8
	Add sum of scores on items 7-12 of TAWRS	
9	Attitude to records keeping	9
	Add sum of scores on items 13-18 of TAWRS	
10	Attitude to students' discipline	10
	Add sum of scores on items 19-24 of TAWRS	
11	Overall teachers' attitude to work	11
	Add sum of scores on items 1-24 of TAWRS	

The respondents' scores on the corresponding sub-scales will be added together and sent to the relevant statistical application for examination. Table 3 illustrates this:

3.9 Procedure for data analysis

Utilizing descriptive statistics, namely the methods, the data obtained from the questionnaire was summarized. The research questions were addressed using the descriptive statistics produced by the Simple Linear Regression Analysis and Multiple Hierarchical Linear Regression Analysis, and the theories were assessed applying the ANOVA and relative coefficient results of these analysis, as indicated below:

Research question one

To what amount does salary management forecast tutor character towards job in privately owned schools in the state generally, and specifically in terms of instructional delivery, students' assessment, records' keeping and students' discipline?

Independent variable: Salary management

Dependent variable: Tutors character towards job in privately owned schools in the state

Statistical tool: Descriptive output of a Simple Linear Regression Analysis

Research question two

To what extent does recognition management forecast tutor character towards job in privately owned schools in the state generally, and specifically in terms of instructional delivery, students' assessment, records' keeping and students' discipline?

Independent variable: Recognition management

Dependent variable: Tutor character on job in schools in the state

Statistical tool: Descriptive output of a Simple Linear Regression Analysis

Research question three

To what amount does promotion management forecast tutor character towards job in privately owned schools in the state generally, and specifically in terms of instructional delivery, students' assessment, records' keeping and students' discipline?

Independent variable: Promotion management

Dependent variable: Tutor character on job in privately owned schools in the state

Statistical tool: Descriptive output of a Simple Linear Regression Analysis

Research question four

To what amount does fringe benefits management forecast tutor character towards job in privately owned schools in the state generally, and specifically in terms of instructional delivery, students' assessment, records' keeping and students' discipline?

Independent variable: Fringe benefits management

Dependent variable: Teachers' attitude towards work in privately owned schools in the state

Statistical tool: Descriptive output of a Simple Linear Regression Analysis

Research question five

To what amount does staff development management forecast tutor character towards job in privately owned schools in the state generally, and specifically in terms of instructional delivery, students' assessment, records' keeping and students' discipline?

Independent variable: Staff development management

Dependent variable: Tutor character to job in privately owned schools in the state

Statistical tool: Descriptive output of a Simple Linear Regression Analysis

Research question six

To what amount does staff welfare management forecast tutor character towards job in privately owned schools in the state generally, and specifically in terms of instructional delivery, students' assessment, records' keeping and students' discipline?

Independent variable: Staff welfare management

Dependent variable: Tutors character to job in privately owned schools in the state

Statistical tool: Descriptive output of a Simple Linear Regression Analysis

Research question seven

In the state privately owned schools, what are the individual and combined effects of compensation management factors on the attitudes of teachers toward their jobs?

Independent variable: Compensation management variables

Dependent variable: Tutor character towards job in privately owned schools in the state

Statistical tool: Descriptive output of a Multiple Hierarchical Linear Regression analysis

Hypothesis one

Salary management did not substantially influence teachers' attitudes toward teaching in Cross River State's privately owned secondary schools in general, or in particular, instructors' attitudes toward student discipline, records keeping, student evaluation, and instructional delivery.

Independent variable: Salary management

Dependent variable: Teachers' character to job in privately owned schools in Calabar region of the state

Statistical tool: Simple Linear Regression analysis

Models specification: In fitting the simple linear regression models of this hypothesis, the general form of the simple linear regression equation will be used.

Dependent variable: Teachers' attitude to work generally:

$$\text{Model 1: TAWg} = \beta_{SM} + e \quad (R^2) \dots\dots\dots (2)$$

Dependent variable: Teachers' attitude to instructional delivery:

$$\text{Model 1: TAWid} = \beta_{SM} + e \quad (R^2) \dots\dots\dots (3)$$

Dependent variable: Teachers' attitude to students' assessment:

$$\text{Model 1: TAWsa} = \beta_{SM} + e \quad (R^2) \dots\dots\dots (4)$$

Dependent variable: Teachers' attitude to records keeping:

$$\text{Model 1: TAWrk} = \beta_{SM} + e \quad (R^2) \dots\dots\dots (5)$$

Dependent variable: Teachers' attitude to students' discipline:

$$\text{Model 1: TAWsd} = \beta_{SM} + e \quad (R^2) \dots\dots\dots (6)$$

Where;

TAWg = Teachers' attitude to work generally

TAWid = Teachers' attitude to instructional delivery

TAWsa = Teachers' attitude to students' assessment

TAWrk = Teachers' attitude to records keeping
 TAWsd = Teachers' attitude to students' discipline
 SM = Salary Management

Hypothesis two

Recognition management does not predict tutor character towards job in privately owned schools in the generally, and specifically in terms of attitude to instructional deliver, students' assessment, records keeping and attitude to students' discipline.

Independent variable: Recognition management

Dependent variable: Tutor character to job in private schools in the state

Statistical tool: Simple Linear Regression analysis

Models specification: The models of this hypothesis are specified as follows:

Dependent variable: Teachers' attitude to work generally:

Model 1: $TAWg = \beta_{RM} + e \quad (R^2) \dots\dots\dots (7)$

Dependent variable: Teachers' attitude to instructional delivery:

Model 1: $TAWid = \beta_{RM} + e \quad (R^2) \dots\dots\dots (8)$

Dependent variable: Teachers' attitude to students' assessment:

Model 1: $TAWsa = \beta_{RM} + e \quad (R^2) \dots\dots\dots (9)$

Dependent variable: Teachers' attitude to records keeping:

Model 1: $TAWrk = \beta_{RM} + e \quad (R^2) \dots\dots\dots (10)$

Dependent variable: Teachers' attitude to students' discipline:

Model 1: $TAWsd = \beta_{RM} + e \quad (R^2) \dots\dots\dots (11)$

Where;

RM = Recognition Management

Hypothesis Three

Promotion management does not predict tutor character towards job in privately owned schools in the state generally, and specifically in terms of attitude to instructional deliver, students' assessment, records keeping and attitude to students' discipline.

Independent variable: Promotion management

Dependent variable: Tutors character on job in schools in the state

Statistical tool: Simple Linear Regression analysis

Models specification: The models of this hypothesis are specified as follows:

Dependent variable: Teachers' attitude to work generally:

$$\text{Model 1: TAWg} = \beta_{RM} + e \quad (R^2) \dots\dots\dots(12)$$

Dependent variable: Teachers' attitude to instructional delivery:

$$\text{Model 1: TAWid} = \beta_{RM} + e \quad (R^2) \dots\dots\dots(13)$$

Dependent variable: Teachers' attitude to students' assessment:

$$\text{Model 1: TAWsa} = \beta_{RM} + e \quad (R^2) \dots\dots\dots(14)$$

Dependent variable: Teachers' attitude to records keeping:

$$\text{Model 1: TAWrk} = \beta_{RM} + e \quad (R^2) \dots\dots\dots(15)$$

Dependent variable: Teachers' attitude to students' discipline:

$$\text{Model 1: TAWsd} = \beta_{RM} + e \quad (R^2) \dots\dots\dots(16)$$

Where;

PM = Promotion Management

Hypothesis four

Fringe benefits management does not predict tutor character towards job in privately owned schools in the state generally, and specifically in terms of attitude to instructional deliver, students' assessment, records keeping and attitude to students' discipline.

Independent variable: Promotion management

Dependent variable: Tutors character on job in schools in the state

Statistical tool: Simple Linear Regression analysis

Models specification: The models of this hypothesis are specified as follows:

Dependent variable: Teachers' attitude to work generally:

$$\text{Model 1: TAWg} = \beta_{FBM} + e \quad (R^2) \dots\dots\dots(17)$$

Dependent variable: Teachers' attitude to instructional delivery:

$$\text{Model 1: TAWid} = \beta_{FBM} + e \quad (R^2) \dots\dots\dots(18)$$

Dependent variable: Teachers' attitude to students' assessment:

$$\text{Model 1: TAWsa} = \beta_{FBM} + e \quad (R^2) \dots\dots\dots(19)$$

Dependent variable: Teachers' attitude to records keeping:

$$\text{Model 1: TAWrk} = \beta_{FBM} + e \quad (R^2) \dots\dots\dots(20)$$

Dependent variable: Teachers' attitude to students' discipline:

$$\text{Model 1: TAWsd} = \beta_{FBM} + e \quad (R^2) \dots\dots\dots(21)$$

Where;

FM = Recognition Management

Hypothesis five

Staff development management does not predict tutor character towards job in privately owned schools in the state generally, and specifically in terms of attitude to instructional deliver, students' assessment, records keeping and attitude to students' discipline.

Independent variable: Staff development management

Dependent variable: Tutors character on job in schools in the state

Statistical tool: Simple Linear Regression analysis

Models specification: The models of this hypothesis are specified as follows:

Dependent variable: Teachers' attitude to work generally:

$$\text{Model 1: TAWg} = \beta_{\text{SDM}} + e \quad (R^2) \dots\dots\dots(22)$$

Dependent variable: Teachers' attitude to instructional delivery:

$$\text{Model 1: TAWid} = \beta_{\text{SDM}} + e \quad (R^2) \dots\dots\dots(23)$$

Dependent variable: Teachers' attitude to students' assessment:

$$\text{Model 1: TAWsa} = \beta_{\text{SDM}} + e \quad (R^2) \dots\dots\dots(24)$$

Dependent variable: Teachers' attitude to records keeping:

$$\text{Model 1: TAWrk} = \beta_{\text{SDM}} + e \quad (R^2) \dots\dots\dots(25)$$

Dependent variable: Teachers' attitude to students' discipline:

$$\text{Model 1: TAWsd} = \beta_{\text{SDM}} + e \quad (R^2) \dots\dots\dots(26)$$

Where;

FM = Staff development Management

Hypothesis six

Staff welfare management does not predict tutor character towards job in privately owned schools in the state generally, and specifically in terms of attitude to instructional deliver, students' assessment, records keeping and attitude to students' discipline.

Independent variable: Promotion management

Dependent variable: Tutors character on job in schools in the state

Statistical tool: Simple Linear Regression analysis

Models specification: The models of this hypothesis are specified as follows:

Dependent variable: Teachers' attitude to work generally:

$$\text{Model 1: TAWg} = \beta_{\text{SWM}} + e \quad (R^2) \dots\dots\dots(27)$$

Dependent variable: Teachers' attitude to instructional delivery:

$$\text{Model 1: TAWid} = \beta_{\text{SWM}} + e \quad (R^2) \dots\dots\dots(28)$$

Dependent variable: Teachers' attitude to students' assessment:

$$\text{Model 1: TAWsa} = \beta_{\text{SWM}} + e \quad (R^2) \dots\dots\dots(29)$$

Dependent variable: Teachers' attitude to records keeping:

$$\text{Model 1: TAWrk} = \beta_{\text{SWM}} + e \quad (R^2) \dots\dots\dots(30)$$

Dependent variable: Teachers' attitude to students' discipline:

$$\text{Model 1: TAWsd} = \beta_{\text{FBM}} + e \quad (R^2) \dots\dots\dots(31)$$

Where;

SWM = Staff Welfare Management

Hypothesis seven

Salary management, recognition management, promotion management, fringe benefits management, staff development management, staff welfare management do not jointly predict tutor character towards job in privately owned schools in the state generally, and specifically in terms of attitude to instructional deliver, students' assessment, records keeping and attitude to students' discipline.

Independent variable: Promotion management

Dependent variable: Tutors character on job in schools in the state

Statistical tool: Multiple Regression analysis

Model specification: The model of this hypothesis is specified as follows:

$$\hat{Y} = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \dots + \beta_n X_n \dots\dots\dots(32)$$

Dependent (criterion) variable: Teachers' job performance generally:

$$\text{Model 1: TAWg} = \beta_{SM} + \beta_{RM} + \beta_{PM} + \beta_{FBM} + \beta_{SDM} + \beta_{SWM} + e \quad (R^2, \dots\dots\dots(33)$$

Where;

SM = Salary Management

RM = Recognition Management

PM = Promotion Management

FBM = Fringe Benefits Management

SDM = Staff Development Management

SWM = Staff Welfare Management

3.10 Operational definition of research variables

1. Salary management: It is used here to mean all actions taken by the school management to ensure that staff salary structure is constantly improved to reflect the prevailing economic realities, as well as ensure that staff are paid salaries that are commensurate with their labour and qualification and on time. This was assessed by the addition of grades on materials 1-6 of CMTAWQ.

2. Recognition management: In this study, recognition is the appreciation, praise or acknowledgment staff receive for performing effectively or putting more effort in their job in the school system. Thus, recognition management involves the process of ensuring that

staff who are hardworking get rewards that are commensurate with their effort in the system. This was assessed by the addition of grades on materials 7-12 of CMTAWQ.

3. Promotion management: This is used here as full implementation, and periodic improvement of staff promotion policies including payment of promotion arrears and improving office conditions to reflect new status. This was assessed by the addition of grades on materials 13-18 of CMTAWQ.

4. Fringe benefits management: This involves constant or periodic improvement of staff leave conditions and allowances such house allowance, commuter allowance, leave allowance, medical allowance, hardship allowance, holiday allowance, and so on, in the schools. This was assessed by the addition of grades on materials 19-24 of CMTAWQ.

5. Staff development management: This is the full implementation of staff development policies in the schools, such as sponsoring staff to conferences, organizing workshops and seminars for staff, organizing mentorship programmes and giving staff opportunities for higher learning through in service education programmes. This was assessed by the addition of grades on materials 25-30 of CMTAWQ.

6. Staff welfare management: It is used here as adequate provision of additional packages meant to enhance the social, economic and psychological life of staff in the school system. This may involve such packages as health insurance, contributory pension scheme, school welfare programmes, union welfare packages, co-operative loan and so on. This was assessed by the addition of grades on materials 31-36 of CMTAWQ.

7. Teachers' attitude to work. This is used in the study to mean a teacher's inclination or disposition to behave positive or negatively to their duties in the school system. It is the overt or behavioural manifestation of teachers' commitment to their duties of instructional

delivery, assessment of students' learning, records keeping, and students' discipline. This was assessed by the addition of grades on materials 37-60.

3.11 Ethical considerations

All the works used in this study are duly acknowledged. Participants in this study were teachers and principals who were currently serving in schools in the state. To include the schools in the study, the researcher first addressed a letter to the administrators of each school asking for their permission or informed consent. The research included all of the schools whose principals provided their approval. At any time throughout the research, the administrators and participating teachers were able to leave. The teachers were given enough time and space to freely answer the questionnaire's questions. The researcher also informed the participating teachers that the data would be made available to them at their demand for verification. The data collected for the area is secured and free from all forms of misuse or external use other than research.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter provides an overview of the research variables and the findings from the data analysis in relation to the seven research questions and seven hypotheses that were investigated and explored in the study, respectively. Based on the study's research objectives and assumptions, an interpretation and discussion of the results were also provided. Consequently, the following subheadings were used to display the chapter.

- 4.1 General description of research data
- 4.2 Hypothesis by hypothesis analysis of data and presentation of results
- 4.3 Discussion of findings

4.1 General description of research data

The two variables in this study are compensation management and teachers' character towards work in schools in the state. Compensation management is the independent variable in the study, while teachers character on job in schools in the state is the dependent variable. Compensation management variables measured in this study are salary management, recognition management, promotion management, fringe benefits management, staff development management, staff welfare management. Teachers character on job in schools in the state was measured in terms of instructional delivery, students' assessment, records' keeping and students' discipline. The descriptive statistics of the variables is presented in Table 4.

The result in Table 4 shows that salary management across it in the state had a mean rating and a method of $\bar{x} = 20.25 \pm SD = 2.976$, recognition management had a mean rating and standard deviations such as $\bar{x} = 19.27 \pm SD = 4.391$, promotion management had a mean rating and method of $\bar{x} = 20.26 \pm SD = 2.771$, fringe benefits management had a mean rating and method of $\bar{x} = 19.55 \pm SD = 2.996$, staff development management had a mean rating and a method of $\bar{x} = 20.71 \pm SD = 3.019$, and staff welfare management had a mean rating and a method of $\bar{x} = 20.77 \pm SD = 20.77$. The dependent variable of this study (teachers' attitude towards work) had a mean response rate, with a standard deviation of $\bar{x} = 83.60 \pm SD = 9.392$ generally. In terms of teachers' attitude towards instructional delivery, students' assessment, records' keeping and students' discipline, the mean

response ratings, with standard deviations were $\bar{x} = 20.05 \pm SD = 3.975$, $\bar{x} = 21.26 \pm SD = 2.524$, $\bar{x} = 21.32 \pm SD = 2.311$, and $\bar{x} = 20.97 \pm SD = 2.344$ respectively.

TABLE 4

Summary of mean and standard deviation of the research variables				
S/N	Variables	N	X	SD
1	Salary management	420	20.25	2.976
2	Recognition management	420	19.27	4.391
3	Promotion management	420	20.26	2.771
4	Fringe benefits management	420	19.55	2.996
5	Staff development management	420	20.71	3.019
6	Staff welfare management	420	20.77	2.853
7	Teachers' attitude towards instructional delivery	420	20.05	3.975
8	Teachers' attitude towards students' assessment	420	21.26	2.524
9	Teachers' attitude towards records keeping	420	21.32	2.311

10	Teachers' attitude towards students' discipline	420	20.97	2.344
11	Overall teachers' attitude to work	420	83.60	9.392

Source: Researcher's field work, 2023

4.2.1 Hypothesis by hypothesis analysis of data and presentation of results

4.2.1 Research question one

To what amount does salary management predict tutors character towards job in school in the state generally, and in terms of delivery, records' keeping and students' discipline?

The autonomous material in this analysis is salary management, while the material is tutors character on job in schools in the state measured in terms of instructional delivery, students' assessment, records' keeping, and students' discipline. Both salary management

and tutors character on job in schools in the were measured continuously in the study. The descriptive output of a simple regression was used to answer the question. The outcome of the assessment of each of the sub-scales of the dependent variable (teachers' attitude towards work) were presented in one Table for clarity and easy understanding.

The outcome of the assessment displayed in Table 5 shows that generally, salary management predicted 70.9% of the total variance in tutors character on job in schools in the state Specifically, salary management as shown in Table 5, predicted 85.1 % of the total variance in tutors character on job in schools in the state in terms of the instructional delivery, and 40.6 % in terms of students' assessment across all areas in the State. On specific note, the result in Table 5 indicates that salary management predicted 39.5 % of the total variance in tutors character on job in schools in the state in terms of records' keeping and 25.3% in terms of teachers' attitude towards students' discipline.

TABLE 5

Summary of a simple linear regression analysis showing the contribution of salary management to teachers' attitude towards work in private secondary schools in Cross River State generally, and in terms of instructional delivery, students' assessment, records' keeping and students' discipline

Dependent variables	Model	R	R ²	Adj. R ²	SE
Teachers' attitude towards work generally	1	.842 ^a	.709	.708	5.075
Attitude towards instructional delivery	1	.923 ^a	.851	.851	1.534
Attitude towards students' assessment	1	.637 ^a	.406	.405	1.947
Attitude towards records keeping	1	.629 ^a	.395	.394	1.799
Attitude towards students' discipline	1	.503 ^a	.253	.251	2.029

a. Predictors: (constant), salary management

Source: Researchers' Fieldwork, 2023

4.2.2 Research question two

To what amount does recognition management predict tutors character on job in schools in the state generally, and in terms of delivery, records' keeping and students' discipline?

The autonomous material in this analysis is recognition management, while the material is tutors character on job in schools in the measured in terms of instructional delivery, students' assessment, records' keeping, and students' discipline. Both recognition management and tutors character on job in schools in the area were measured continuously in the research. The outcome of the assessment of each of the sub-scales of the dependent variable (teachers' attitude towards work) were presented in one Table for clarity and easy understanding.

The observation of the assessment is displayed in Table 6 shows that generally, recognition management predicted 66.1% of the total variance in tutors character on job in

schools in the state. Specifically, recognition management as shown in Table 6, predicted 90.9 % of the total variance in tutors character on job in schools in the state in terms of the instructional delivery, and 36.7 % in terms of students' assessment across all schools in the State. On specific note, the outcome in Table 6 displays that recognition administration predicted 27.9 % of the total variance in tutors character on job in schools in the state in terms of records' keeping and 21.8 % in terms of teachers' attitude towards students' discipline.

TABLE 6

Summary of a simple linear regression analysis showing the contribution of recognition management to teachers' attitude towards work in private secondary schools in Cross River State generally, and in terms of instructional delivery, students' assessment, records' keeping and students' discipline

Dependent variables	Model	R	R ²	Adj. R ²	SE
Teachers' attitude towards work generally	1	.813 ^a	.661	.660	5.479
Attitude towards instructional delivery	1	.954 ^a	.909	.909	1.199
Attitude towards students' assessment	1	.606 ^a	.367	.365	2.011
Attitude towards records keeping	1	.528 ^a	.279	.277	1.965
Attitude towards students' discipline	1	.467 ^a	.218	.216	2.075

a. Predictors: (constant), recognition management

Source: Researchers' Fieldwork, 2023

4.2.3 Research question three

To what extent does promotion management predict tutors character on job in schools in the state generally, and in terms of delivery, records' keeping and students' discipline?

The autonomous material in this analysis is promotion management, while the material is tutors character on job in schools in the state measured in terms of instructional delivery, students' assessment, records' keeping, and students' discipline. Both promotion management and tutors character on job in areas in the state were measured continuously in the research. The outcome of the assessment of each of the sub-scales of the dependent variable (teachers' attitude towards work) were presented in one Table for clarity and easy understanding.

The outcome of the assessment displayed in Table 7 shows that generally, promotion management predicted 65.8% of the total variance in tutors character on job in schools in the state. Specifically, promotion management as shown in Table 7, predicted 80.2 % of the total variance in tutors character on job in schools in the state in terms of the instructional delivery, and 37.3% in terms of students' assessment across all schools in the

State. On specific note, the result in Table 7 indicates that promotion management predicted 37.7 % of the total variance in tutors character on job in schools in the state in terms of records' keeping and 21.9 % in terms of teachers' attitude towards students' discipline.

TABLE 7

Summary of a simple linear regression analysis showing the contribution of promotion management to teachers' attitude towards work in private secondary schools in Cross River State generally, and in terms of instructional delivery, students' assessment, records' keeping and students' discipline

Dependent variables	Model	R	R ²	Adj. R ²	SE
Teachers' attitude towards work generally	1	.811 ^a	.658	.657	5.502
Attitude towards instructional delivery	1	.896 ^a	.802	.802	1.769
Attitude towards students' assessment	1	.611 ^a	.373	.372	2.001
Attitude towards records keeping	1	.614 ^a	.377	.375	1.827
Attitude towards students' discipline	1	.468 ^a	.219	.217	2.074

a. Predictors: (constant), promotion management

Source: Researchers' Fieldwork, 2023

4.2.4 Research question four

To what extent does fringe benefits management predict tutors character on job in schools in the state generally, and in terms of delivery, records' keeping and students' discipline?

The autonomous material in this analysis is fringe benefits management, while the material is tutors character on job in schools in the state measured in terms of instructional delivery, students' assessment, records' keeping, and students' discipline. Both fringe benefits management and tutors character on job in schools in the state were measured continuously in the research. The results of the analysis of each of the sub-scales of the dependent variable (teachers' attitude towards work) were presented in one Table for clarity and easy understanding.

The outcome of the assessment displayed in Table 8 shows that generally, fringe benefits management predicted 61.4% of the total variance in tutors character on job in schools in the state. Specifically, fringe benefits management as shown in Table 8, predicted 80.9 % of the total variance in tutors character on job in schools in the state in terms of the instructional delivery, and 35.3% in terms of students' assessment across all schools in the State. On specific note, the result in Table 8 indicates that fringe benefits management predicted 35.0 % of the total variance in tutors character on job in schools in

the state in terms of records' keeping and 15.4 % in terms of teachers' attitude towards students' discipline.

TABLE 8

Summary of a simple linear regression analysis showing the contribution of fringe benefits management to teachers' attitude towards work in private secondary schools in Cross River State generally, and in terms of instructional delivery, students' assessment, records' keeping and students' discipline

Dependent variables	Model	R	R ²	Adj. R ²	SE
Teachers' attitude towards work generally	1	.784 ^a	.614	.613	5.840
Attitude towards instructional delivery	1	.899 ^a	.809	.808	1.741
Attitude towards students' assessment	1	.594 ^a	.353	.351	2.033
Attitude towards records keeping	1	.591 ^a	.350	.348	1.866
Attitude towards students' discipline	1	.393 ^a	.154	.152	2.158

a. Predictors: (constant), fringe benefits management

Source: Researchers' Fieldwork, 2023

4.2.5 Research question five

To what extent staff development management predict tutors character on job in schools in the state generally, and in terms of delivery, records' keeping and students' discipline?

The autonomous material in this analysis is staff development management, while the material is tutors character on job in schools in the state measured in terms of instructional delivery, students' assessment, records' keeping, and students' discipline. Both staff development management and tutors character on job in schools in the state were measured continuously in the research. The results of the analysis of each of the sub-scales of the dependent variable (teachers' attitude towards work) were presented in one Table for clarity and easy understanding.

The outcome of the assessment displayed in Table 9 displays that generally, staff development management predicted 88.9% of the total variance in tutors character on job in schools in the state. Specifically, staff development management as shown in Table 9, predicted 64.2 % of the total variance in tutors character on job in schools in the state in terms of the instructional delivery, and 61.3% in terms of students' assessment across all schools in the State. On specific note, the outcome in Table 9 explains that workers development administration predicted 45.1 % of the total variance in tutors character on job in schools in the state in terms of records' keeping and 51.5% in terms of teachers' attitude towards students' discipline.

TABLE 9

Summary of a simple linear regression analysis showing the contribution of staff development management to teachers' attitude towards work in private secondary schools in Cross River State generally, and in terms of instructional delivery, students' assessment, records' keeping and students' discipline

Dependent variables	Model	R	R ²	Adj. R ²	SE
Teachers' attitude towards work generally	1	.943 ^a	.889	.889	3.133
Attitude towards instructional delivery	1	.917 ^a	.842	.841	1.583
Attitude towards students' assessment	1	.783 ^a	.613	.612	1.573
Attitude towards records keeping	1	.672 ^a	.451	.450	1.714
Attitude towards students' discipline	1	.717 ^a	.515	.513	1.635

a. Predictors: (constant), staff development management

Source: Researchers' Fieldwork, 2023

4.2.6 Research question six

To what extent staff welfare management predict tutors character on job in schools in the generally, and in terms of delivery, records' keeping and students' discipline?

The autonomous material in this analysis is staff welfare management, while the material is tutors character on job in schools in the state measured in terms of instructional delivery, students' assessment, records' keeping, and students' discipline. Both staff welfare management and tutors character on job in schools in the state were measured continuously in the research. The results of the analysis of each of the sub-scales of the dependent variable (teachers' attitude towards work) were presented in one Table for clarity and easy understanding.

The outcome of the assessment displayed in Table 10 shows that generally, staff welfare management predicted 75.7 % of the total variance in tutors character on job in schools in the state. Specifically, staff welfare management as shown in Table 10, predicted 74.2 % of the total variance in tutors character on job in schools in the state in terms of the instructional delivery, and 41.8% in terms of students' assessment across all schools in the State. On specific note, the result in Table 10 explains that workers welfare administration predicted 56.6 % of the total variance in tutors character on job in schools in the state in terms of records' keeping and 34.6 % in terms of teachers' attitude towards students' discipline.

TABLE 10

Summary of a simple linear regression analysis showing the contribution of staff welfare management to teachers' attitude towards work in private secondary schools in Cross River State generally, and in terms of instructional delivery, students' assessment, records' keeping and students' discipline

Dependent variables	Model	R	R ²	Adj. R ²	SE
Teachers' attitude towards work generally	1	.870 ^a	.757	.757	4.633
Attitude towards instructional delivery	1	.861 ^a	.742	.741	2.023
Attitude towards students' assessment	1	.646 ^a	.418	.417	1.928
Attitude towards records keeping	1	.753 ^a	.566	.565	1.523
Attitude towards students' discipline	1	.589 ^a	.346	.345	1.897

a. Predictors: (constant), staff welfare management

Source: Researchers' Fieldwork, 2023

4.2.7 Research question seven

What are the relative and cumulative contributions of compensation management variables to tutors character on job in schools in the state generally? The descriptive output of a Multiple Hierarchical Linear Regression analysis was used to answer the research

question. In this analysis, the dependent variable (teachers' attitude towards work) was measured holistically. In the multiple hierarchical linear regression model, all the sub-variables of the independent variable (salary management, recognition management, promotion management, fringe benefits management, staff development management, staff welfare management) were added to the model one after the other until the last sub-variable was added.

The outcome of the assessment displayed in Table 11 shows in the first model that salary management contributed 70.9 % to the total cumulative contributions of compensation management to tutors character on job in schools in the state. The introduction of the second variables of compensation management (recognition management) in model 2, added 2.1% to the total contributions of compensation management to tutors character on job in schools in the state, thus the cumulative R^2 changed from 70.9% in model 1 to 72.9 % in model two. In model 3, the addition of the third variables (promotion management) cumulated to that of model 2, and the result showed that the contribution of compensation management to tutors character on job in schools in the state generally, changed from 72.9 % to 73.7 % with an R^2 change of 0.8%. Similarly, the introduction of the fourth variable (fringe benefits management) changed the contribution of compensation management to tutors character on job in schools in the state from 73.7 % to 74.4 % with 0.7% change in the cumulative R^2 .

Again, the addition of the fifth variable (staff development management) added 16.6 % to it to tutors character on job in schools in the state, thus the cumulative R^2 of 73.7% in model 4 changed to 91.0% in model 5. Lastly in model 6, the addition of staff welfare management added 0.1% to the cumulative contribution of compensation management to tutors character on job in schools in the state, thus the cumulative R^2

changed from 91.0% in model 5 to 91.1% in model 6. Relatively, this implies that salary management contributed 70.9%, recognition management contributed 2.1%, promotion management contributed 0.8%, fringe benefit management contributed 0.7%, staff development management contributed 16.6 %, and staff welfare management added 0.1% to total variance in the cumulative contributions of compensation management to tutors character on job in schools in the state. Cumulatively, compensation management contributed 91.1% to the variance in tutors character on job in schools in the state generally.

TABLE 11

Summary of a simple linear regression analysis showing the relative and cumulative contributions of compensation management to teachers' attitude towards work in private secondary schools in Cross River State generally.

Dependent variables	Model	R	R ²	Adj. R ²	SE	ΔR^2	ΔF	df ₁	df ₂	p ΔF
Teachers' attitude towards work generally	1	.842 ^a	.709	.708	5.075	.709	1017.077	1	418	.000
	2	.854 ^b	.729	.728	4.898	.021	31.731	1	417	.000
	3	.859 ^c	.737	.735	4.834	.008	12.239	1	416	.001
	4	.863 ^d	.744	.742	4.771	.007	11.965	1	415	.001
	5	.954 ^e	.910	.909	2.829	.166	766.259	1	414	.000
	6	.954 ^f	.911	.910	2.824	.001	2.606	1	413	.107

a. Predictors: (Constant), salary management

b. Predictors: (Constant), Salary management, Recognition management

- c. Predictors: (Constant), Salary management, Recognition management, Promotion management
- d. Predictors: (Constant), Salary management, Recognition management, Promotion management, Fringe benefits management
- e. Predictors: (Constant), Salary management, Recognition management, Promotion management, Fringe benefits management, Staff development management
- f. Predictors: (Constant), Salary management, Recognition management, Promotion management, Fringe benefits management, Staff development management Staff welfare management

Source: Researchers' Fieldwork, 2023

4.2.8 Hypothesis one

Salary management does not predict tutors character on job in schools in the state generally, and specifically in terms of attitude towards instructional delivery, students' assessment, records keeping and attitude towards students' discipline. The ANOVA and coefficient outputs of a simple linear analysis were employed in testing the theories at the .05 level. The outcome of the assessment are summarized in Tables 12 and 13.

The result in Table 12 reveals that salary management significantly predicted tutors character on job in schools in the generally ($F_{[1, 418]} = 1017.077, p < .05$). Specifically, salary management across all schools in the state significantly predicted the variance in teachers' attitude towards work in terms of instructional delivery across schools in the State ($F_{[1, 418]} = 2394.451, p < .05$). In all, the result in Table 12 implies that salary management across all areas in the state significantly predict the variance in teachers'

attitude towards work generally, and in terms of instructional delivery, students' assessment, records keeping, and students' discipline across schools in the State.

Similarly, the result in Table 13 revealed on a general note, a positive unstandardized and standardized beta of 2.657 and .842, and a high positive t-value of 31.892 ($p < .05$). Specifically, the result in Table 13 also reveals a positive unstandardized and standardized beta of 1.232 and .923, and a high positive t-value of 48.933 ($p < .05$) for teachers' attitude towards instructional delivery, a positive unstandardized and standardized beta of .540 and .637, and a positive t-value of 16.905 ($p < .05$) for teachers' attitude towards students' assessment, a positive unstandardized and standardized beta of .488 and .629, and a positive t-value of 16.536 ($p < .05$) for teachers' attitude towards records keeping, and a positive unstandardized and standardized beta of .396 and .629, and a positive t-value of 16.536 ($p < .05$) for teachers' attitude towards students' discipline.

Based on these results, hypothesis one is rejected generally, and in terms of instructional delivery, students' assessment, records keeping and attitude to students' discipline. Thus, the following simple linear regression models were fitted based on the results of research question 1 and hypothesis 1 of this study.

Teachers' attitude towards work generally:

$$\text{Model 1: TAWg} = 0.842_{\text{SM}} + 5.075 \dots \dots \dots (34)$$

Teachers' attitude to instructional delivery:

$$\text{Model 1: TAWid} = 0.923_{\text{SM}} + 1.534 \dots \dots \dots (35)$$

Teachers' attitude to students' assessment:

$$\text{Model 1: TAWsa} = 0.637_{\text{SM}} + 1.947 \dots \dots \dots (36)$$

Teachers' attitude to records keeping:

$$\text{Model 1: TAWrk} = 0.629_{\text{SM}} + 1.799 \dots \dots \dots (37)$$

Teachers' attitude to students' discipline:

$$\text{Model 1: TAWsd} = 0.503_{\text{SM}} + 2.029 \dots \dots \dots (38)$$

TABLE 12

ANOVA output of simple linear regression results of the relationship salary management to teachers' attitude towards work in private secondary schools in Cross River State generally, and in terms of instructional delivery, students' assessment, records' keeping and students' discipline

Dependent variable	Models	Source	SS	Df	MS	F-ratio	P-level
Teachers' attitude towards work generally	1	Regression	26196.790	1	26196.790	1017.077	.000 ^b
		Residual	10766.400	418	25.757		
		Total	36963.190	419			
Attitude towards instructional delivery	1	Regression	5636.223	1	5636.223	2394.451	.000 ^b
		Residual	983.917	418	2.354		
		Total	6620.140	419			
Attitude Towards Students' Assessment	1	Regression	1083.886	1	1083.886	285.790	.000 ^b
		Residual	1585.304	418	3.793		
		Total	2669.190	419			
Attitude towards records keeping	1	Regression	884.575	1	884.575	273.423	.000 ^b
		Residual	1352.308	418	3.235		
		Total	2236.883	419			
Attitude towards students' discipline	1	Regression	581.543	1	581.543	141.319	.000 ^b
		Residual	1720.114	418	4.115		
		Total	2301.657	419			

Source: Researchers' Fieldwork, 2023

TABLE 13

The regression weight of the predictor variable (salary management)

Dependent variable	Models	Predictors	B	SE	Beta	t	p-value
Teachers' attitude Towards work generally	1	(Constant) Salary management	29.791 2.657	1.705 .083	 .842	17.471 31.892	.000 .000
Attitude towards Instructional delivery	1	(Constant) Salary management	-4.912 1.232	.515 .025	 .923	-9.528 48.933	.000 .000
Attitude towards Students' assessment	1	(Constant) Salary Management	10.318 .540	.654 .032	 .637	15.768 16.905	.000 .000
Attitude towards Records keeping	1	(Constant) Salary management	11.430 .488	.604 .030	 .629	18.913 16.536	.000 .000
Attitude towards Students' discipline	1	(Constant) Salary management	12.955 .396	.682 .033	 .503	19.007 11.888	.000 .000

Source: Researchers' Fieldwork, 2023

4.2.9 Hypothesis two

Recognition management does not predict tutors character on job in schools in the state generally, and specifically in terms of attitude towards instructional delivery, students' assessment, records keeping and attitude towards students' discipline. The ANOVA and coefficient outputs of a simple linear regression analysis were employed in testing the theories at the .05 level.

The result in Table 14 reveals that recognition management significantly predicted tutors character on job in schools in the state generally ($F_{[1, 418]} = 813.493, p < .05$). Specifically, recognition management across all areas in the state significantly predicted the variance in teachers' attitude towards work in terms of instructional delivery across areas in the State ($F_{[1, 418]} = 4184.821, p < .05$). In all, the result in Table 14 implies that recognition management across all areas in the state significantly predict the variance in teachers' attitude towards work generally, and in terms of instructional delivery, students' assessment, records keeping, and students' discipline across areas in the State.

Similarly, the result in Table 15 revealed on a general note, a positive unstandardized and standardized beta of 1.739 and .813, and a high positive t-value of 28.522 ($p < .05$). Specifically, the result in Table 15 also reveals a positive unstandardized and standardized beta of .863 and .954, and a high positive t-value of 64.690 ($p < .05$) for

teachers' attitude towards instructional delivery, a positive unstandardized and standardized beta of .540 and .348, and a positive t-value of 15.564 ($p < .05$) for teachers' attitude towards students' assessment, a positive unstandardized and standardized beta of .278 and .528, and a positive t-value of 12.712 ($p < .05$) for teachers' attitude towards records keeping, and a positive unstandardized and standardized beta of .249 and .467 and a positive t-value of 10.801 ($p < .05$) for teachers' attitude towards students' discipline.

Based on these results, hypothesis two is rejected generally, and in terms of instructional delivery, students' assessment, records keeping and attitude to students' discipline. Thus, the following simple linear regression models were fitted based on the results of research question 2 and hypothesis 2 of this study.

Teachers' attitude towards work generally:

$$\text{Model 1: TAWg} = 0.813_{\text{RM}} + 5.479 \dots \dots \dots (39)$$

Teachers' attitude to instructional delivery:

$$\text{Model 1: TAWid} = 0.954_{\text{RM}} + 1.199 \dots \dots \dots (40)$$

Teachers' attitude to students' assessment:

$$\text{Model 1: TAWsa} = 0.606_{\text{RM}} + 2.011 \dots \dots \dots (41)$$

Teachers' attitude to records keeping:

$$\text{Model 1: TAWrk} = 0.528_{\text{RM}} + 1.965 \dots \dots \dots (42)$$

Teachers' attitude to students' discipline:

$$\text{Model 1: TAWsd} = 0.467_{\text{RM}} + 2.075 \dots \dots \dots (43)$$

TABLE 14

ANOVA output of simple linear regression results of the relationship recognition management to teachers' attitude towards work in private secondary schools in Cross River State generally, and in terms of instructional delivery, students' assessment, records' keeping and students' discipline

Dependent variable	Models	Source	SS	Df	MS	F-ratio	p-level
Teachers' attitude towards generally	1	Regression	24416.940	1	24416.940	813.493	.000 ^b
		Residual	12546.250	418	30.015		
		Total	36963.190	419			
Attitude towards instructional delivery	1	Regression	6018.940	1	6018.940	4184.821	.000 ^b
		Residual	601.201	418	1.438		
		Total	6620.140	419			
Attitude Towards Students' Assessment	1	Regression	979.322	1	979.322	242.242	.000 ^b
		Residual	1689.868	418	4.043		
		Total	2669.190	419			
Attitude towards records keeping	1	Regression	623.650	1	623.650	161.592	.000 ^b
		Residual	1613.233	418	3.859		
		Total	2236.883	419			
Attitude towards students' discipline	1	Regression	502.220	1	502.220	116.663	.000 ^b
		Residual	1799.437	418	4.305		
		Total	2301.657	419			

Source: Researchers' Fieldwork, 2023

TABLE 15

The regression weight of the predictor variable (recognition management)

Dependent variable	Models	Predictors	β	SE	Beta	t	p-value
Teachers' attitude Towards work generally	1	(Constant) Recognition management	50.099 1.739	1.204 .061		41.595 28.522	.000 .000
Attitude towards Instructional delivery	1	(Constant) Recognition management	3.415 .863	.264 .013		12.951 64.690	.000 .000
Attitude towards Students' assessment	1	(Constant) Recognition Management	14.554 .348	.442 .022		32.924 15.564	.000 .000
Attitude towards Records keeping	1	(Constant) Recognition management	15.963 .278	.432 .022		36.961 12.712	.000 .000
Attitude towards Students' discipline	1	(Constant) Recognition management	16.167 .249	.456 .023		35.444 10.801	.000 .000

Source: Researchers' Fieldwork, 2023

4.2.10 Hypothesis three

Promotion management does not predict tutors character on job in schools in the state generally, and specifically in terms of attitude to instructional delivery, students' assessment, records keeping and attitude towards students' discipline. The ANOVA and coefficient outputs of a simple linear regression analysis were employed in assessing the theories at the .05 level.

The result in Table 16 reveals that promotion management significantly predicted tutors character on job in schools in the state generally ($F_{[1, 418]} = 803.025, p < .05$). Specifically, promotion management across all areas in the state significantly predicted the variance in teachers' attitude towards work in terms of instructional delivery across areas in the state ($F_{[1, 418]} = 1697.603, p < .05$). In all, the result in Table 16 implies that promotion management across all areas in the state significantly predict the variance in teachers' attitude towards work generally, and in terms of instructional delivery, students' assessment, records keeping, and students' discipline across areas in the state.

Similarly, the result in Table 17 revealed on a general note, a positive unstandardized and standardized beta of 2.749 and .811, and a high positive t-value of 28.338 ($p < .05$). Specifically, the result in Table 17 also reveals a positive unstandardized and standardized beta of 1.285 and .896, and a high positive t-value of 41.202 ($p < .05$) for teachers' attitude towards instructional delivery, a positive unstandardized and standardized beta of .556 and .611, and a positive t-value of 15.776 ($p < .05$) for teachers' attitude towards students' assessment, a positive unstandardized and standardized beta of .512 and .614, and a positive t-value of 15.889 ($p < .05$) for teachers' attitude towards records keeping, and a positive unstandardized and standardized beta of .396 and .468 and a positive t-value of 10.823 ($p < .05$) for teachers' attitude towards students' discipline.

Based on these results, hypothesis three is rejected generally, and in terms of instructional delivery, students' assessment, records keeping and attitude to students' discipline. Thus, the following simple linear regression models were fitted based on the results of research question 3 and hypothesis 3 of this study.

Teachers' attitude towards work generally:

$$\text{Model 1: TAWg} = 0.811_{\text{PM}} + 5.502 \dots (44)$$

Teachers' attitude to instructional delivery:

$$\text{Model 1: TAWid} = 0.896_{\text{PM}} + 1.769 \dots (45)$$

Teachers' attitude to students' assessment:

$$\text{Model 1: TAWsa} = 0.611_{\text{PM}} + 2.001 \dots (46)$$

Teachers' attitude to records keeping:

$$\text{Model 1: TAWrk} = 0.614_{\text{PM}} + 1.827 \dots (47)$$

Teachers' attitude to students' discipline:

$$\text{Model 1: TAWsd} = 0.468_{\text{PM}} + 2.074 \dots (48)$$

TABLE 16

ANOVA output of simple linear regression results of the relationship promotion management to teachers' attitude towards work in private secondary schools in Cross River State generally, and in terms of instructional delivery, students' assessment, records' keeping and students' discipline

Dependent variable	Models	Source	SS	Df	MS	F-ratio	P-level
Teachers' attitude towards work generally	1	Regression	24309.382	1	24309.382	803.025	.000 ^b
		Residual	12653.808	418	30.272		
		Total	36963.190	419			
Attitude	1	Regression	5312.136	1	5312.136	1697.603	.000 ^b

towards instructional delivery		Residual	1308.005	418	3.129		
		Total	6620.140	419			
Attitude Towards Students' Assessment	1	Regression	996.143	1	996.143	248.880	.000 ^b
		Residual	1673.047	418	4.003		
		Total	2669.190	419			
Attitude towards records keeping	1	Regression	842.308	1	842.308	252.467	.000 ^b
		Residual	1394.576	418	3.336		
		Total	2236.883	419			
Attitude towards students' discipline	1	Regression	503.822	1	503.822	117.140	.000 ^b
		Residual	1797.835	418	4.301		
		Total	2301.657	419			

Source: Researchers' Fieldwork, 2023

TABLE 17

The regression weight of the predictor variable (promotion management)

Dependent variable	Models	Predictors	β	SE	Beta	t	p-value
Teachers' attitude	1	(Constant)	27.899	1.984		14.064	.000
Towards work generally		promotion management	2.749	.097	.811	28.338	.000
Attitude towards Instructional delivery	1	(Constant)	-5.991	.638		-9.393	.000
		promotion management	1.285	.031	.896	41.202	.000
Attitude towards	1	(Constant)	9.987	.721		13.846	.000

Students' assessment		Promotion Management	.556	.035	.611	15.776	.000
Attitude towards	1	(Constant)	10.949	.659		16.626	.000
Records keeping		promotion management	.512	.032	.614	15.889	.000
Attitude towards	1	(Constant)	12.953	.748		17.323	.000
Students' discipline		promotion management	.396	.037	.468	10.823	.000

Source: Researchers' Fieldwork, 2023

4.2.11 Hypothesis four

Fringe benefits management does not predict tutors character on job in schools in the state generally, and specifically in terms of attitude to instructional delivery, students' assessment, records keeping and attitude to students' discipline. The ANOVA and coefficient outputs of a simple linear regression analysis were employed in assessing the theories at the .05 level.

The result in Table 18 reveals that fringe benefits management significantly predicted tutors character on job in schools in the state generally ($F_{[1, 418]} = 665.611$, $p < .05$). Specifically, fringe benefits management across all areas in the state significantly predicted the variance in teachers' attitude towards work in terms of instructional delivery across areas in the state ($F_{[1, 418]} = 1765.953$, $p < .05$). In all, the result in Table 18 implies that fringe benefits management across all areas in the state significantly predict the variance in teachers' attitude towards work generally, and in terms of instructional delivery, students' assessment, records keeping, and students' discipline across it in the state.

Similarly, the result in Table 19 revealed on a general note, a positive unstandardized and standardized beta of 2.457 and .784, and a high positive t-value of 25.799 ($p < .05$). Specifically, the result in Table 19 also reveals a positive unstandardized and standardized beta of 1.193 and .899, and a high positive t-value of 42.023 ($p < .05$) for teachers' attitude towards instructional delivery, a positive unstandardized and standardized beta of .500 and .594, and a positive t-value of 15.102 ($p < .05$) for teachers' attitude towards students' assessment, a positive unstandardized and standardized beta of .456 and .591, and a positive t-value of 14.989 ($p < .05$) for teachers' attitude towards records keeping, and a positive unstandardized and standardized beta of .307 and .393 and a positive t-value of 8.739 ($p < .05$) for teachers' attitude towards students' discipline.

Based on these results, hypothesis four is rejected generally, and in terms of instructional delivery, students' assessment, records keeping and attitude to students' discipline. Thus, the following simple linear regression models were fitted based on the results of research question 4 and hypothesis 4 of this study.

Teachers' attitude towards work generally:

Model 1: $TAW_g = 0.784_{FBM} + 5.840$ (49)

Teachers' attitude to instructional delivery:

$$\text{Model 1: TAWid} = 0.899_{\text{FBM}} + 1.741 \dots (50)$$

Teachers' attitude to students' assessment:

$$\text{Model 1: TAWsa} = 0.594_{\text{FBM}} + 2.033 \dots (51)$$

Teachers' attitude to records keeping:

$$\text{Model 1: TAWrk} = 0.591_{\text{FBM}} + 1.866 \dots (52)$$

Teachers' attitude to students' discipline:

$$\text{Model 1: TAWsd} = 0.393_{\text{FBM}} + 2.158 \dots (53)$$

TABLE 18

ANOVA output of simple linear regression results of the relationship fringe benefits management to teachers' attitude towards work in private secondary schools in Cross River State generally, and in terms of instructional delivery, students' assessment, records' keeping and students' discipline

Dependent variable	Models	Source	SS	Df	MS	F-ratio	p-level
Teachers' attitude towards generally	1	Regression	22704.743	1	22704.743	665.611	.000 ^b
		Residual	14258.447	418	34.111		
		Total	36963.190	419			
Attitude towards instructional delivery	1	Regression	5353.072	1	5353.072	1765.953	.000 ^b
		Residual	1267.069	418	3.031		
		Total	6620.140	419			
Attitude Towards Students' Assessment	1	Regression	942.251	1	942.251	228.069	.000 ^b
		Residual	1726.940	418	4.131		
		Total	2669.190	419			
Attitude	1	Regression	781.967	1	781.967	224.660	.000 ^b

towards records keeping		Residual	1454.916	418	3.481		
		Total	2236.883	419			
Attitude towards students' discipline	1	Regression	355.566	1	355.566	76.372	.000 ^b
		Residual	1946.091	418	4.656		
		Total	2301.657	419			

Source: Researchers' Fieldwork, 2023

TABLE 19

The regression weight of the predictor variable (fringe benefits management)

Dependent variable	Models	Predictors	β	SE	Beta	t	p-value
Teachers' attitude Towards work generally	1	(Constant)	35.573	1.883		18.891	.000
		promotion management	2.457	.095	.784	25.799	.000
Attitude towards Instructional delivery	1	(Constant)	-3.272	.561		-5.830	.000
		fringe benefits management	1.193	.028	.899	42.023	.000
Attitude towards Students' assessment	1	(Constant)	11.479	.655		17.516	.000
		fringe benefits Management	.500	.033	.594	15.102	.000
Attitude towards Records keeping	1	(Constant)	12.405	.602		20.622	.000
		fringe benefits management	.456	.030	.591	14.989	.000

Attitude towards	1	(Constant)	14.962	.696		21.507	.000
Students' discipline		fringe	.307	.035	.393	8.739	.000
		benefits					
		management					

Source: Researchers' Fieldwork, 2023

4.2.12 Hypothesis five

Staff development management does not predict tutors character on job in schools in the state generally, and specifically in terms of attitude to instructional delivery, students' assessment, records keeping and attitude towards students' discipline. The ANOVA and coefficient outputs of a simple linear regression analysis were employed in assessing the theories at the .05 level.

The result in Table 20 reveals that staff development management significantly predicted tutors character on job in schools in the state generally ($F_{[1, 418]} = 3347.233$, $p < .05$). Specifically, staff development management across all area in the state significantly predicted the variance in teachers' attitude towards work in terms of instructional delivery across it in the state ($F_{[1, 418]} = 2222.278$, $p < .05$). In all, the result in Table 20 implies that staff development management across all private secondary schools in Cross River State

significantly predict the variance in teachers' attitude towards work generally, and in terms of instructional delivery, students' assessment, records keeping, and students' discipline across it in the state.

Similarly, the result in Table 21 revealed on a general note, a positive unstandardized and standardized beta of 2.934 and .943, and a high positive t-value of 57.855 ($p < .05$). Specifically, the result in Table 21 also reveals a positive unstandardized and standardized beta of 1.208 and .917, and a high positive t-value of 47.141 ($p < .05$) for teachers' attitude towards instructional delivery, a positive unstandardized and standardized beta of .654 and .783, and a positive t-value of 25.711 ($p < .05$) for teachers' attitude towards students' assessment, a positive unstandardized and standardized beta of .514 and .672, and a positive t-value of 18.543 ($p < .05$) for teachers' attitude towards records keeping, and a positive unstandardized and standardized beta of .557 and .717 and a positive t-value of 21.050 ($p < .05$) for teachers' attitude towards students' discipline.

Based on these results, hypothesis five is rejected generally, and in terms of instructional delivery, students' assessment, records keeping and attitude to students' discipline. Thus, the following simple linear regression models were fitted based on the results of research question 5 and hypothesis 5 of this study.

Teachers' attitude towards work generally:

$$\text{Model 1: TAWg} = 0.943_{\text{SDM}} + 3.133 \dots (54)$$

Teachers' attitude to instructional delivery:

$$\text{Model 1: TAWid} = 0.917_{\text{SDM}} + 1.583 \dots (55)$$

Teachers' attitude to students' assessment:

$$\text{Model 1: TAWsa} = 0.783_{\text{SDM}} + 1.573 \dots (56)$$

Teachers' attitude to records keeping:

$$\text{Model 1: TAWrk} = 0.672_{\text{SDM}} + 1.714 \dots (57)$$

Teachers' attitude to students' discipline:

$$\text{Model 1: TAWsd} = 0.717_{\text{SDM}} + 1.635 \dots (58)$$

TABLE 20

ANOVA output of simple linear regression results of the relationship staff development management to teachers' attitude towards work in private secondary schools in Cross River State generally, and in terms of instructional delivery, students' assessment, records' keeping and students' discipline

Dependent variable	Models	Source	SS	Df	MS	F-ratio	p-level
Teachers' attitude towards work generally	1	Regression	32859.696	1	32859.696	3347.233	.000 ^b
		Residual	4103.495	418	9.817		
		Total	36963.190	419			
Attitude towards instructional delivery	1	Regression	5572.062	1	5572.062	2222.278	.000 ^b
		Residual	1048.079	418	2.507		
		Total	6620.140	419			
Attitude Towards Students' Assessment	1	Regression	1635.208	1	1635.208	661.053	.000 ^b
		Residual	1033.982	418	2.474		
		Total	2669.190	419			
Attitude towards records keeping	1	Regression	1009.552	1	1009.552	343.830	.000 ^b
		Residual	1227.331	418	2.936		
		Total	2236.883	419			
Attitude towards students' discipline	1	Regression	1184.394	1	1184.394	443.116	.000 ^b
		Residual	1117.263	418	2.673		
		Total	2301.657	419			

Source: Researchers' Fieldwork, 2023

TABLE 21

The regression weight of the predictor variable (staff development management)

Dependent variable	Models	Predictors	β	SE	Beta	t	p-value
Teachers' attitude Towards work generally	1	(Constant) staff development management	22.834 2.934	1.061 .051		21.515 57.855	.000 .000
Attitude towards Instructional delivery	1	(Constant) staff development management	-4.976 1.208	.536 .026		-9.277 47.141	.000 .000
Attitude towards Students' assessment	1	(Constant) staff development management	7.707 .654	.533 .025		14.468 25.711	.000 .000
Attitude towards Records keeping	1	(Constant) staff development management	10.666 .514	.580 .028		18.377 18.543	.000 .000
Attitude towards Students' discipline	1	(Constant) staff development management	9.436 .557	.554 .026		17.039 21.050	.000 .000

Source: Researchers' Fieldwork, 2023

4.2.13 Hypothesis six

Staff welfare management does not predict tutors character on job in schools in the state generally, and specifically in terms of attitude towards instructional delivery, students' assessment, records keeping and attitude towards students' discipline. The ANOVA and coefficient outputs of a simple linear analysis were employed in assessing the theories at the .05 level.

The result in Table 22 reveals that staff welfare management significantly predicted tutors character on job in schools in the state generally ($F_{[1, 418]} = 1303.939, p < .05$). Specifically, staff welfare management across all areas in the state significantly predicted the variance in teachers' attitude towards work in terms of instructional delivery across area in the state ($F_{[1, 418]} = 1199.942, p < .05$). In all, the result in Table 22 implies that staff welfare management across all area in the state significantly predict the variance in teachers' attitude towards work generally, and in terms of instructional delivery, students' assessment, records keeping, and students' discipline across it in the state.

Similarly, the result in Table 23 revealed on a general note, a positive unstandardized and standardized beta of 2.865 and .870, and a high positive t-value of 36.110 ($p < .05$). Specifically, the result in Table 22 also reveals a positive unstandardized and standardized beta of 1.200 and .861, and a high positive t-value of 34.640 ($p < .05$) for teachers' attitude towards instructional delivery, a positive unstandardized and standardized beta of .572 and .646, and a positive t-value of 17.324 ($p < .05$) for teachers'

attitude towards students' assessment, a positive unstandardized and standardized beta of .609 and .753, and a positive t-value of 23.371 ($p < .05$) for teachers' attitude towards records keeping, and a positive unstandardized and standardized beta of .483 and .589 and a positive t-value of 14.885 ($p < .05$) for teachers' attitude towards students' discipline.

ased on these results, hypothesis six is rejected generally, and in terms of instructional delivery, students' assessment, records keeping and attitude to students' discipline. Thus, the following simple linear regression models were fitted based on the results of research question 6 and hypothesis 6 of this study.

Teachers' attitude towards work generally:

$$\text{Model 1: TAWg} = 0.870_{\text{SWM}} + 4.633 \dots (59)$$

Teachers' attitude to instructional delivery:

$$\text{Model 1: TAWid} = 0.861_{\text{SWM}} + 2.023 \dots (60)$$

Teachers' attitude to students' assessment:

$$\text{Model 1: TAWsa} = 0.646_{\text{SWM}} + 1.928 \dots (61)$$

Teachers' attitude to records keeping:

$$\text{Model 1: TAWrk} = 0.753_{\text{SWM}} + 1.523 \dots (62)$$

Teachers' attitude to students' discipline:

$$\text{Model 1: TAWsd} = 0.589_{\text{SDM}} + 1.897 \dots (63)$$

TABLE 22

ANOVA output of simple linear regression results of the relationship staff welfare management to teachers' attitude towards work in private secondary schools in Cross River State generally, and in terms of instructional delivery, students' assessment, records' keeping and students' discipline

Dependent variable	Models	Source	SS	Df	MS	F-ratio	p-level
Teachers' attitude towards generally	1	Regression	27990.391	1	27990.391	1303.939	.000 ^b
		Residual	8972.800	418	21.466		
		Total	36963.190	419			
Attitude towards instructional delivery	1	Regression	4909.808	1	4909.808	1199.942	.000 ^b
		Residual	1710.332	418	4.092		
		Total	6620.140	419			
Attitude Towards Students' Assessment	1	Regression	1115.494	1	1115.494	300.108	.000 ^b
		Residual	1553.696	418	3.717		
		Total	2669.190	419			
Attitude towards records keeping	1	Regression	1267.139	1	1267.139	546.189	.000 ^b
		Residual	969.744	418	2.320		
		Total	2236.883	419			
Attitude towards students' discipline	1	Regression	797.348	1	797.348	221.558	.000 ^b
		Residual	1504.309	418	3.599		
		Total	2301.657	419			

Source: Researchers' Fieldwork, 2023

TABLE 23

The regression weight of the predictor variable (staff welfare management)

Dependent variable	Models	Predictors	β	SE	Beta	t	p-value
Teachers' attitude	1	(Constant)	24.108	1.663		14.498	.000

Towards work generally		staff welfare management	2.865	.079	.870	36.110	.000
Attitude towards Instructional delivery	1	(Constant) staff welfare management	-4.869 1.200	.726 .035		-6.707 34.640	.000 .000
Attitude towards Students' assessment	1	(Constant) staff welfare management	9.386 .572	.692 .033		13.566 17.324	.000 .000
Attitude towards Records keeping	1	(Constant) staff welfare management	8.660 .609	.547 .026		15.841 23.371	.000 .000
Attitude towards Students' discipline	1	(Constant) staff welfare management	10.931 .483	.681 .032		16.055 14.885	.000 .000

Source: Researchers' Fieldwork, 2023

4.2.14 Hypothesis seven

Salary management, recognition management, promotion management, fringe benefits management, staff development management, staff welfare management do not

jointly predict tutors character on job in schools in the state. The predictor variables in this hypothesis are salary management, recognition management, promotion management, fringe benefits management, staff development management, staff welfare management, while the criterion variable is tutors character on job in schools in the state. This means that the predictor variables (salary management, recognition management, promotion management, fringe benefits management, staff development management, staff welfare management) are jointly potent in significantly predicting the variance in the criterion variable (tutors character on job in schools in the state). The result also shows a multiple regression coefficient (R) of .954 and a coefficient of determination (R²) of .911. This implies that 91.1 % of the variance in tutors character on job in schools in the state is attributed to the variation in the all the compensation management variables considered in this study.

In the whole, given that F-value is 703.838 ($p < .05$) and R and R² are .954 and .911, which indicates that the multiple correlation coefficient differs significantly from zero, indicating an association between the predictor materials and the criterion variable, the last hypothesis is rejected.

To find the relative contribution or predictive strength of the of predictor variables (salary management, recognition management, promotion management, fringe benefits management, staff development management, staff welfare management) in predicting the total variance in tutors character on job in schools in the state, a test of regression weight was carried out and the result is shown in Table 25. Table 25 indicates that staff development management ($t = 22.347$, $p < .05$) is the strongest predictor of the variance in tutors character on job in schools in the state. The second strongest predictor is recognition management ($t = 8.038$, $p < .05$), then salary management ($t = 7.073$, $p < .05$), then fringe

benefits management ($t= 3.087$, $p< .05$), while staff welfare management ($t=-1.614$, $p>.05$) and promotion management ($t=1.717$, $p>.05$) did not contribute significantly to the variance in tutors character on job in schools in the state in the Multiple Regression model.

Thus, the Multiple linear regression model was fitted based on the results of hypothesis nine of this study.

Teachers' attitude towards work generally:

$$TAW_g = 0.252_{SM} + -0.510_{RM} + 0.036_{PM} + 0.196_{FBM} + 0.917_{SDM} + -0.067_{SWM} + e \dots (64)$$

Where;

SM = Salary Management

RM = Recognition Management

PM = Promotion Management

FBM = Fringe Benefits Management

SDM = Staff Development Management

SWM = Staff Welfare Management

TABLE 24

Summary of multiple regression analysis of the relationship between compensation management and teachers' attitude towards work in private secondary schools in Cross River State

Model	Sum of squares	df	Mean square	F ratio	p-level
Regression	33670.327	6	5611.721	703.838	.000 ^b
Residual	3292.863	413	7.973		
Total	36963.190	419			

$$R = .954^a \quad R^2 = .911 \quad \text{Adj } R^2 = .910 \quad \text{Std. Error} = 2.824$$

a. Predictor variables: (Constant), Staff welfare management, Recognition management, Salary management, Promotion management, Staff development management, Fringe benefits management

Source: Researchers' Fieldwork, 2023

TABLE 25

Regression weights of the predictor variables						
Variables	B	Std. Error	Beta	t	p-value	Rank
Constant	11.015	1.691		6.514	.000	
Salary management	.794	.112	.252	7.073	.000	3 rd
Recognition management	-1.092	.136	-.510	-8.038	.000	2 nd
Promotion management	.123	.172	.036	.717	.474	
Fringe benefits management	.615	.199	.196	3.087	.002	4 th
Staff development management	3.263	.146	1.049	22.347	.000	1 st
Staff welfare management	-.220	.136	-.067	-1.614	.107	

a. Predictor variables: (Constant), Staff welfare management, Recognition management, Salary management, Promotion management, Staff development management, Fringe benefits management

Source: Researchers' Fieldwork, 2023

4.3 Discussion of findings

4.3.1 Salary management and teachers' attitude towards work

The analysis of the first research question which was raised to establish whether salary management predicted tutors character on job in schools in the state generally, and specifically in terms of attitude to instructional delivery, students' assessment, records keeping and attitude towards students' discipline, revealed that salary management predicted tutors character on job in schools in the state generally, and specifically in terms of attitude to instructional delivery, students' assessment, records keeping and attitude towards students' discipline. The outcome of the analysis of the first research question was also established by the result of analysis of the first hypothesis which revealed that salary management significantly predicted tutors character on job in schools in the state generally, and specifically in terms of attitude to instructional delivery, students' assessment, records keeping and attitude towards students' discipline.

This result means that improvement in the extent to which staff salaries are managed in it in the state has the tendency to induce teachers to positive behaviour towards their work in private schools in the state. This result is not surprising given that monetary

compensation in form of salary is the one of the pertinent factors that tend to shape the work behaviour of worker in formal organization in educational organizations. Thus, the more people are paid good salary, the more they tend to put more effort in delivering their duties and be committed to their statutory roles in the school system.

The reason for this positive association between salary management and teachers' character on job in schools in the state is that salary or wages is the first consideration for working in any organization and thus as workers' salaries are improved from time to time, they become zealous to work and be committed to their duties in the organization. They pointed out that teachers need good salary structure and allowances to be committed to their instructional duties in schools.

4.3.2 Recognition management and teachers' attitude towards work

The analysis of the second research question which was raised to establish whether recognition management predicted teachers' character on job in schools in the state generally, and specifically in terms of attitude to instructional delivery, students' assessment, records keeping and attitude towards students' discipline, revealed that recognition management predicted teachers' character on job in schools in the state generally, and specifically in terms of attitude to instructional delivery, students' assessment, records keeping and attitude towards students' discipline. The outcome of the analysis of the second research question was also established by the result of analysis of the third hypothesis which revealed that recognition management significantly predicted teachers' character on job in schools in the state generally, and specifically in terms of attitude to instructional delivery, students' assessment, records keeping and attitude towards students' discipline.

This result means that improvement in the extent to which staff recognition programmes are managed in it in the state has the tendency to induce teachers to positive

behaviour towards their work in it in the state. This result suggests that the more teachers are recognized for their contributions in the school system, the more they become more satisfied and motivated on their jobs in schools, and they display positive and work-oriented behaviour in school. This result further suggests that teachers' attitude to work in the schools varies with the levels at which recognition is used as incentive structure to boost teachers' morale for positive work behaviour. This result is not surprising given that fact that recognition is an arousal that can propel a goal-directed behaviour among employees. This agrees with position of researchers who have stated that in the school system recognition is one of the factors that can be adopted to induce teachers to high commitment and positive disposition to their work (Fernet, Trépanier, Austin & Levesque-Côté, 2016).

The reason for this positive association between recognition management and teachers' attitude is recognition appeals to teachers' sense of value and worth in the school. As teachers are recognized and appreciated for their efforts and contributions in the school, it creates an impression of self-worth, self-value and achievement in them, thereby arouse high level of job motivation and satisfaction, which drive their positive attitude towards work in the schools. It is also obvious that recognition informs teachers that their efforts are significant to the success of the school and that they are outstanding in their performance. With this state of mind, they become more enthused, energized, prepared and willing to do more for higher levels of recognition, and which would lead them to going to class regularly on time, preparing their notes of lesson on time, striving to deliver effective lesson to students in the classroom and carrying out all assigned responsibilities in the school. Recognition appeals to teachers' sense of value and worth in the school. As teachers are recognized and appreciated for their efforts and contributions in the school, it creates

an impression of self-worth, self-value and achievement in them, thereby arouse high level of job motivation and satisfaction, which drive their positive attitude towards work in the schools.

This implies that teachers' attitude towards work in the schools is determined by the level at which teachers perceive that their efforts are recognized and acknowledged. It means that the level at which teachers are recognized and appreciated when they perform maximally, determines their willingness to exert extra efforts in achieving their roles in the school system.

This result may be offered to the fact that tutors are satisfied with the recognition and appreciation packages in the schools. When the level of teachers' recognition and appreciation in a school system is satisfactory to the teachers, it becomes ineffective in arousing teachers' morale and positive behaviour in the school. For instance, when a teacher has work so hard to become a leader of a committee, but instead of appointing him the leader, he is rather appointed as a member of the committee. The teachers, though recognized as the member of the committee, may be dissatisfied with the appointment because he was working hard to be the head of the team. This implies that when a recognition package is not in line with the expectation of teachers in the school, it loses its potency in influencing teachers positively for increased performance and high commitment to assigned task. This explains teachers' attitude to work in the schools may also relate to the level at which teachers are satisfied with their recognition packages in the schools.

4.3.3 Promotion management and teachers' attitude towards work

The analysis of the third research question which was raised to establish whether promotion management predicted tutors character on job in schools in the state generally, and specifically in terms of attitude to instructional delivery, students' assessment, records

keeping and attitude towards students' discipline, revealed that promotion management predicted tutors character on job in schools in the state generally, and specifically in terms of attitude to instructional delivery, students' assessment, records keeping and attitude towards students' discipline. The outcome of the analysis of the third research question was also established by the result of analysis of the second hypothesis which revealed that promotion management significantly predicted tutors character on job in schools in the generally, and specifically in terms of attitude to instructional delivery, students' assessment, records keeping and attitude towards students' discipline.

This result means that improvement in the extent to which staff promotion programmes are managed in it in the has the tendency to induce teachers to positive behaviour towards their work in it in the state. This result suggests that the more teachers are promoted regularly in private schools, the more they become more willing to display positive attitude to assigned work in school. This result also suggests that teachers' attitude towards their work in the schools is directly associated with the level at which they are regularly promoted.

The reason for the nature of this result is that promotion is one of the most significant and most outstanding approaches of human resource management geared towards ensuring that hard working staff are rewarded according to their performance in the organization. Promotion is a job enrichment mechanism in the school system and appeals to teachers' sense of fulfillment, accomplishment, development and personal growth on the job. With this level of motivation and enthusiasm on the job, they put in more effort in delivering their roles effectively in school, so as to attain higher promotion.

It implies that as teachers are promoted regularly, it is likely that they will display positive behaviour in school. This may also mean that teachers' promotion areas are paid on time in the school system.

The reason for this variance may be that in Tanzania, promotion policy is well implemented such that staff are promoted regularly and their promotion arrears are paid promptly. One of the critical issues in the teaching profession in Nigeria, specifically in Cross River State and in particular private schools, is non-adhering strictly to staff promotion policy and payment of promotion arrears. This is even more serious in private schools as promotion is hardly carried out in most private schools in the State.

However, this result may be occasioned by the fact that promotion in the schools is based on performance. The willingness of employees to put more effort in their jobs is sometimes determined by expectation that increased effort or performance will yield higher rewards. This implies that teachers may not be enthused to be highly committed to their roles in the schools when they know that promotion in the system is not based on the level of achievement in performance. It is a common trend in our secondary school system that teachers are promoted based on their years of experience, such that whether they are doing well or not, at the end of every three years their promotion will come. This sometimes, reduces the morale of those teachers who may decide to work hard in order to be promoted. This connotes that the level at which teachers are promoted based on their performance may also contribute to their attitude towards work in the schools.

4.3.4 Fringe benefit management and teachers' attitude towards work

The analysis of the fourth research question which was raised to establish whether fringe benefit management predicted tutors character on job in schools in the state generally, and specifically in terms of attitude to instructional delivery, students' assessment, records keeping and attitude towards students' discipline, revealed that fringe benefit management predicted tutors character on job in schools in the state generally, and specifically in terms of attitude to instructional delivery, students' assessment, records

keeping and attitude towards students' discipline. The outcome of the analysis of the fourth research question was also established by the result of analysis of the fourth hypothesis which revealed that fringe benefit management significantly predicted tutors character on job in schools in the state generally, and specifically in terms of attitude to instructional delivery, students' assessment, records keeping and attitude towards students' discipline.

This result means that improvement in the extent to which fringe benefit programmes are managed in it in the state has the tendency to induce teachers to positive behaviour towards their work in it in the state. This result suggests that the more teachers receive fringe benefits in the school system, the more they become more enthused to display positive attitude towards assigned jobs in the schools. This result also suggests that tutors character to job varies with the level at which fringe benefits are given to teachers. It is also obvious that when people working in an organization are not well compensated for effort exerted on their jobs, this may trigger intrapersonal conflict which would manifest in all kinds of negative behaviour at workplaces.

The reason for this positive association between fringe benefit management and teachers' attitude towards work is that fringe benefits are additional benefits or rewards accruing to teachers as a result of their employment. Such benefits as health allowances, health insurance, retirement plans, leave allowances, training allowances and other non-monetary packages such as housing scheme or allowances and so on.. These are addition to basic salary or monetary compensation and have immediate effects on teachers' motivation and job satisfaction, which act together to boost their ego for high performance and positive work behaviour in the school. With this level of motivation and enthusiasm on the job, they put in more effort in delivering their roles effectively in school, so as to attain higher promotion.

However, this result may also be attributed to the fact that teachers are satisfied with the level of fringe benefit given to them in the school system. Fringe benefits are part of employment contract that are naturally accruing to teachers by virtue of being employees of the teaching profession. When teachers are given these benefits adequately as applied to their level and positions, they become happy with their jobs and are ready to put extra efforts for the success of their schools. Teachers tend to display all manner of negative behaviour in schools because they feel they are not adequately compensated; health insurance scheme is not implemented for teachers, especially at secondary school level, leave allowance are hardly paid, teachers pass through difficulties to claim their retirement benefits, etc. All these may form the basis for the poor attitude of teachers in the schools. It means that teachers' attitude may not only relate to the existence of fringe benefits in the schools, but the level at which these benefits are adequately and promptly given to teachers.

4.3.5 Staff development management and teachers' attitude towards work

The analysis of the fifth research question which was raised to establish whether staff development management predicted tutors character on job in schools in the state generally, and specifically in terms of attitude to instructional delivery, students' assessment, records keeping and attitude towards students' discipline, revealed that staff development management predicted tutors character on job in schools in the state generally, and specifically in terms of attitude to instructional delivery, students' assessment, records keeping and attitude towards students' discipline. The outcome of the analysis of the fifth research question was also established by the result of analysis of the fifth hypothesis which revealed that staff development management significantly predicted tutors character on job in schools in the state generally, and specifically in terms of attitude

to instructional delivery, students' assessment, records keeping and attitude towards students' discipline.

This result means that improvement in the extent to which staff development programmes are managed in it in the state has the tendency to induce teachers to positive behaviour towards their work in it in the state. This result suggests that the more staff are made to attend professional workshops, conferences, seminars, in-service training programmes the more they acquire the required professional competences to deliver their roles in the institutions which is key to motivating them to be committed to their duties in schools. Apart from this, professional development is a job enrichment model and thus appeals on staff sense of self-worth, which as a motivation mechanism for improve performance in the institutions. This result also supports the position of other researchers who have noted that giving teachers opportunities to attend workshops, seminar, in-service training programmes, conferences and promoting them regularly in schools may help to equip them with variety of skills and competencies to take up challenging responsibilities, build confidence in them, give them opportunities to contribute in solving conflicting issues in the profession, thereby increasing their level of motivation for, and satisfaction on the job (Udofia & Ikpe, 2012)

The nature of this positive result is not surprising given the fact that staff development programmes are learning mechanism that helps individuals working in any organization, at any level to acquire competencies in their areas of responsibilities through direct exposure to practical experiences geared towards improving technical skills, abilities and competencies for better performance, thus building their professional and personal growth in the system. This motivates them to be committed to their duties in schools. It is quite natural that when people are given opportunities to take part in a staff development

programme, the more they acquire professional and technical skills to perform their jobs effectively, and the more they are happy to perform their roles with high level of effectiveness, enthusiasm and passion. Staff development has been recognized as a strategy that can be employed in the teaching industry to enrich teaching job and boost their enthusiasm to put more effort on their jobs (Khan, Idrees & Khan, 2013)

However, this result may also be attributed to the fact that teachers are satisfied with the level at which staff development is carried out in the schools. Staff development are part of employment contract that are naturally accruing to teachers by virtue of being employees of the teaching profession. When teachers are given these adequate opportunities of development, they become happy with their jobs and are ready to put extra efforts for the success of their schools. Teachers tend to display all manner of negative behaviour in schools because they feel they are not adequate opportunities for personal and professional growth. This implies that the extent to which teachers are satisfied with their training opportunities in the schools can also predict their work behaviour in the schools.

4.3.6 Staff welfare management and teachers' attitude towards work

The analysis of the sixth research question which was raised to establish whether staff welfare management predicted tutors character on job in schools in the state generally, and specifically in terms of attitude to instructional delivery, students' assessment, records keeping and attitude towards students' discipline, revealed that staff welfare management predicted tutors character on job in schools in the state generally, and specifically in terms of attitude to instructional delivery, students' assessment, records keeping and attitude towards students' discipline. The outcome of the analysis of the sixth research question was also established by the result of analysis of the sixth hypothesis which revealed that

staff welfare management significantly predicted tutors character on job in schools in the state generally, and specifically in terms of attitude to instructional delivery, students' assessment, records keeping and attitude towards students' discipline.

This result means that improvement in the extent to which staff welfare programmes are managed in it in the state has the tendency to induce teachers to positive behaviour towards their work in it in the state. This result suggests that the more welfare schemes are implemented for teacher in the school system, the more teachers become more willing to display work-oriented behaviour in the school. This result also suggests that teachers' attitude to work in the schools varies directly with the level at which welfare schemes are implemented for teachers. This means that teachers would be inclined to positive work behaviour when adequate welfare scheme are fully implemented for them.

The reason for this positive result is staff welfare packages are additional incentive packages that are given to teachers outside their salary, to encourage them for better performance. These appeals to teachers' sense of recognition on the job and appreciation of tireless efforts, thereby have the capacity to boost their enthusiasm for positive behaviour.

However, this result may also be attributed to the fact that teachers are satisfied with the level at which their welfare packages in the schools. This result may be due to the fact that teachers are aware of their welfare packages as enshrined in their conditions of service. When workers do not have perfect knowledge of all the privileges associated with employment, they are not bored even when those conditions are not met in the organization. For instance, if teachers are not aware that health insurance scheme is their entitlement as employees, they would be disturbed when government fails to implement health insurance schemes for them. This implies that their knowledge of the

welfare schemes associated with employment determines their reactions when those schemes are fully implemented. It means that teachers' attitude to work in the schools may also relate to their knowledge of the welfare packages available for them in the school system.

4.3.7 Salary management, recognition management, promotion management, fringe benefits management, staff development management, staff welfare management and teachers' attitude towards work

The analysis of the last research question which was raised to ascertain the relative and cumulative contributions of salary management, recognition management, promotion management, fringe benefits management, staff development management, staff welfare management to teachers' attitude towards work generally, revealed that salary management, recognition management, promotion management, fringe benefits management, staff development management, staff welfare management have relative and cumulative contributions to teachers' attitude towards work. The result of the result question agrees with the result of the analysis of the last hypothesis that Salary management, recognition management, promotion management, fringe benefits management, staff development management, staff welfare management do not jointly predicted tutors character on job in schools in the state significantly. This result suggests that improvement in salary management, recognition management, promotion management, fringe benefits management, staff development management, improvement in staff welfare management will improve the tutors character on job in schools in the state.

Researchers have also affirmed that compensation management practices such as salary management, recognition management, promotion management, fringe benefits management, staff development management, staff welfare management can shape employees work behaviour in organizations including school systems (Adejare, Olaore,

Udofia & Emola, 2020; Daniel, 2019; Moulik & Mazumdar, 2012). This implies that poor compensation management in private secondary schools can lead to all manner of negative work behaviour from teachers in the school system.

The result also revealed salary management, recognition management, promotion management, fringe benefits management, staff development management, improvement in staff welfare management contributed 91.1 percent of the total variation in teachers' attitude towards work generally in it in the state. This simply means that 8.9 percent of the variance in teachers' attitude to work in it in the state is occasioned by factors outside the study. This explains that there are other factors in the State that are responsible for the variations in tutors character on job in schools in the state other than the once considered in the study. School supervision may contribute to the nature of teachers' attitude to work in the schools. Supervision is supposed to be guidance-oriented, to improve the performance of teachers where they are not doing well in their roles. But most times, supervision is carried out for fault-finding, thus teachers only put in their best when they are expecting supervisors, but after the exercise they return to their poor attitude towards work. Other factors like workload and student-teacher ratio, attitude of principals and behaviour of proprietors or proprietress may also contribute to variance in teachers' attitude to work in the schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the study, conclusion, recommendations, and suggestions for further studies. The chapter was therefore presented under the following sub-headings.

- 5.1 Summary of the study
- 5.2 Implications of the findings
- 5.3 Conclusion
- 5.4 Recommendations
- 5.5 Suggestions for further research

5.1 Summary of the study

This study sought to determine how teachers' attitudes on their jobs at private schools in the state related to pay management. To guide this investigation, seven questions were posed. Seven theories were tested in the study. These hypotheses were stated as follows:

1. Salary management did not substantially predict teachers' character towards work in private secondary schools in Cross River State generally, and specifically in terms of attitude to instructional deliver, students' assessment, records keeping and attitude to students' discipline.
2. Recognition management did not substantially predict teachers' attitude towards work in private secondary schools in Cross River State generally, and specifically in terms of attitude to instructional deliver, students' assessment, records keeping and attitude to students' discipline.
3. Promotion management did not substantially predict tutors character on job in schools in the state generally, and specifically in terms of attitude to instructional deliver, students' assessment, records keeping and attitude to students' discipline.
4. Fringe benefits management did not substantially predict tutors character on job in schools in the state generally, and specifically in terms of attitude to instructional deliver, students' assessment, records keeping and attitude to students' discipline.
5. Staff development management did not substantially predict tutors character on job in schools in the state generally, and specifically in terms of attitude to instructional deliver, students' assessment, records keeping and attitude to students' discipline.
6. Staff welfare management did not substantially predict tutors character on job in schools in the state generally, and specifically in terms of attitude to instructional deliver, students' assessment, records keeping and attitude to students' discipline.

7. Salary management, recognition management, promotion management, fringe benefits management, staff development management, staff welfare management do not jointly predict tutors character on job in schools in the state

Chapter Two examined and discussed pertinent and relevant literature according to the study's major variables. The methodologies used to conduct the study were covered in Chapter 3. The research pattern applied for this research was correlational. Four thousand seven hundred thirteen (4,713) private school teachers in the three state Cross Zones made up the study's population. Data were gathered using two instruments: the Teachers' Attitude to Work Rating Scale (TAWRS) and the Compensation Management Questionnaire (CMQ). Data analysis techniques included multiple linear regression, multiple hierarchical linear regression, and simple regression. The results of the analysis exposed the fact that salary management, recognition management, promotion management, fringe benefits management, staff development management, staff welfare management individually and jointly predicted tutors character on job in schools in the state

5.3 Implications of the findings

The practical consequences of the discoveries of this research is that government should pay adequate attention to the welfare to the compensation structure of private schools to ensure that compensation packages and structures employed by proprietor/proprietress. This implies that there should be restructuring and supervision of the compensation model of private schools to ensure that proper compensation model is used to teachers' emolument in private schools. Similarly, the theoretical conclusions of the findings of this study is that teachers have expectations in accepting the offer to work at any school system and once these expectations are not maximized, they become dissatisfied, demotivated and unhappy with their jobs thus, put up negative work behaviour

that express their level of displeasure in their schools. The observation of this research has extended the relevance of the Herzberg's Two Factor Theory and Expectancy Theory to solving emerging problems associated with staff work behaviour in formal organizations like schools.

5.3 Conclusion

The study's findings led to the conclusion that, in Cross River State's private secondary schools, compensation management predicts teachers' attitudes about their jobs. It was also determined that in order to raise teachers' commitment to providing effective instruction in the classroom, encourage them to act positively toward students' assessments in the classroom, raise their degree of dedication to maintaining accurate records, and raise their level of commitment to students' behavior management in it in the state Furthermore, it is necessary to establish an enhanced pay scale for educators, create incentive programs that effectively recognize and value their work, fully implement efficient fringe benefit plans, guarantee that educators receive regular promotions and timely payment of related benefits, ensure that all educators have sufficient opportunities for professional growth, and establish workable welfare plans for all teaching categories in the schools.

5.4 Recommendations

The following suggestions are offered in light of the research discoveries:

1. Government should set a motivating salary structure for private schools and ensure that it is fully implemented by proprietors/proprietress. This will boost the morale of the teachers in delivering their duties effectively in the schools

2. Principals of private secondary schools should put to force adequate recognition and appreciation packages to reward teachers who have worked hard in the schools, since this can boost their morale improved efforts.
3. Government should ensure full and proper implementation teachers' fringe benefits as enshrined in teachers' conditions of service by private secondary school owners, as this can enhance their level of satisfaction and motivation for improved performance.
4. Private secondary school owners should ensure that teachers who are due for promotion, are promoted on time and their promotion benefits accorded them. This will encourage hard work and commitment to instructional duties among the teachers.
5. Principals of private secondary schools in collaboration with school owners, should design staff development programmes for all category of teachers, as this will ensure their professional growth and motivate teachers and arouse their disposition for positive behaviour towards their work.
6. Teachers' welfare schemes should be fully and adequately implemented by private secondary owners, since it has the capacity of inducing teachers to positive work behaviour in schools.

5.5 Suggestions for further research

The following are proposed areas for additional f research based on the study's suggestions.

1. In order to adequately forecast the attitudes of teachers regarding their work in schools generally in the State, studies of this kind should be conducted in private primary schools in the state.

3. A comparative study on job enrichment and teachers' attitude towards work should be carried out in privately and publicly owned schools in the state. This would enhance the proper understanding of the level at which teaching job is enriched and how this may influence teachers' work behaviour.

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APPENDIX

RESEARCH QUESTIONNAIRE

COMPENSATION MANAGEMENT QUESTIONNAIRE (CMQ)

COMPENSATION MANAGEMENT QUESTIONNAIRE (CMQ)

SECTION A: COMPENSATION MANAGEMENT

S/N	Item	SA	A	D	SD
	SALARY MANAGEMENT				
1	There is improvement in my basic salary				
2	The salary I earn is not commensurate with my effort				
3	So much tax is deducted from my salary monthly				
4	My salary structure has been the same for many years now				
5	The salary I am earning now is not enough to carter for my monthly needs				
6	The payment system in my school is not good				
	RECOGNITION MANAGEMENT				
7	I am officially accepted as an important person in my school				
8	I am honoured each time I distinguish myself in an activity				
9	There is no annual award for high performing teacher in my school				
10	There are no recognition packages for hard work in school				
11	Only few staff are always recommended for awards				
12	I am given opportunity to serve in committees in my school				
	PROMOTION MANAGEMENT				
13	I am always promoted as and when due.				
14	Staff promotion comes with corresponding advancement in rank				
15	The promotion policy of my school is very encouraging				
16	There is high level of non-payment of promotion arrears in my school				
17	When we are promoted, we are given offices that befit our new position in my school				
18	Information about staff promotion is made available to all staff at all times in my school				
	FRINGE BENEFITS MANAGEMENT				
19	In my school, we are paid health allowances				
20	Sometimes, my staff development allowances are delayed for a very long time				
21	Bonuses are given to me to make up for extra time on work				
22	Only those who are close to leadership in my school receive their health allowances				

23	I rarely receive leave allowance in my school				
24	Sometimes, training allowances given to me are very unagreeable with service delivery				
	STAFF DEVELOPMENT MANAGEMENT				
25	There are no mentoring programmes for teachers in my school				
26	Every teacher in my school is given opportunities to attend education conference every years				
27	We are given study leave in my school				
28	Only teachers who are close to management are permitted to attend workshop in my school				
29	Teachers are permitted to further their university education in my school				
30	Seminars are rarely organized for teachers in my school				
	STAFF WELFARE MANAGEMENT				
31	There are health packages for teachers in my school				
32	There is welfare association for teachers in my school				
33	Teachers are not allowed to borrow money from the school welfare association when they are in need of money				
34	Welfare money is not always given to deserving teachers in my school				
35	Social welfare packages are encouraged among teachers in my school				
36	Financial aid is always given to those in need in my school				

SECTION A: TEACHERS' ATTITUDE TO WORK

Instructions: Please rate your teachers' attitude to work by ticking (✓) on the scale that most nearly reflect their work behaviour using this key

S/N	ITEMS	VG	G	P	VP
	ATTITUDE TO INSTRUCTIONAL DELIVERY				
1	Lesson presentation				
2	Use of instructional materials				
3	Classroom communication				
4	Answering questions during lesson				
5	Working round the classroom during lesson delivery				
6	Asking students question at the end of a lesson				
	ATTITUDE TO STUDENTS' ASSESSMENT				
7	Giving students' class assignment after every lesson				
8	Marking assignment on time				
9	Giving feedback on students' performance				
10	Approach to test administration				
11	Giving students homework every week				
12	Assigning scores objectively				
	ATTITUDE TO RECORDS KEEPING				
13	Writing complete notes of lesson				
14	Filling school diary on time				
15	Marking of attendance register				
16	Keeping records of students' continuous assessment				
17	Recording appropriate topics taught in the record of work				
18	Working attendance register at the end of every week				
	ATTITUDE TO STUDENTS' DISCIPLINE				
19	Setting class rules and regulations				
20	Enforcing school rules and regulations				
21	Punishing students who violate school rules				
22	Maintaining classroom discipline				
23	Punishing students who go to class late				
24	Ensuring that students adhere to classroom rules and regulations				