

## TEACHERS COMPENSATION PROSPECTS AND CHALLENGES IN PRIVATE AND PUBLIC SECONDARY SCHOOLS IN THE SOUTH EAST ZONE OF NIGERIA

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### ABSTRACT

This paper is on teacher's compensation prospects and challenges in Public and private Secondary schools in south east zone of Nigeria. Imo state is among the state in the south east. It is used as a case study. This study made use of descriptive research survey design. The population of study is made up of 18,720, which comprised of (12000) male teachers and (6720) female teachers in public secondary schools in Imo state. Stratified random sampling techniques was used to select (110) teachers in (2) public secondary schools in Imo state. Two research questions and one hypothesis guided the study. The instrument for data collection was a researcher made instrument titled "Teacher compensation: Prospects and challenges in Imo state public secondary schools. (TCPACIS), with a rating scale of "Strongly agree, (SD= 4) Agree (A=3), Disagree (D=2) and "Strongly (SD=1) of A, B and C sections. Section A, is used to collect demographic data of respondents, section B, is used to collect data from male and female teachers on the various form of compensation prospects for teachers in public secondary schools in Imo state, while section C, is used to collect data from male and female teachers on the various challenges of compensation teachers encounter in public secondary schools in Imo state. The instrument was validated by three experts. The reliability co-efficient of 0.97 and 0.87 of the instrument was ascertained at 0.05 alpha level of using Cronbach alpha which proved that the instrument is reliable to use for the study. The instrument was administered to the respondents with the help of two research assistance. 110 copies of the questionnaire were administered to respondents and 110 copies were returned, none got missed. Mean and standard deviation were used to analyze data while the hypothesis was tested with the use of t- test statistical tool at 0.05 alpha level of significance. The findings from this study revealed that teachers are effective in their teaching responsibilities, some teachers has continued to acquire more certificate added to the certificates they already have, this measure has made them to teach effectively as professionals in their field. Also, teachers had at one time to other faced challenges of inadequate compensation among others. It was recommended from this study that government should pay teachers as at when due, this will enable teachers teach effectively in Imo state public secondary schools. It was also, recommended from this study that other fringe benefits such as leave allowances, bonuses, promotion, housing scheme and transportation scheme among others should be given to teachers as agreed by government and teachers during teachers employment among others.

**Keywords:** compensation, Teachers compensation prospects, Teachers Compensation challenges.

### 1.0 INTRODUCTION

Compensation has been a major plan for workers motivation. Compensation is necessary to avoid friction in an organization. Compensation is a reward for work done, typically money, gift, praises, subsidized health scheme, transport allowance, subsidized medical treatment, in service training and promotion. It is conferred on teachers as a compensation for injury or energy lost among others. Compensation is received as reward for providing essential duties to an organization. Salary or wages, subsidized health scheme among others, are given in exchange for works done Egwuogu (2015). Steady Compensation of teachers teaching in the public secondary has the following prospects to teachers in the public secondary schools: (1). Smooth movement of academic activities in the school.(2) Students graduate on time with necessary skills and knowledge for furthering their studies in the universities of their choice .(3) knowledge and skills gained by students enable them compete favourably with their colleagues with laurels of distinctions above their colleagues in the world of work. Compensation by extension include benefits such as, pension, health insurance scheme, allowances, incentives, subsidized transportation scheme and tax reduction systems geared towards teachers development. It is dis-heartening that, most of the compensation strategies meant to effect positive reinforcement to teachers are kept in abeyance by government, non-compensation or inadequate compensation of teachers have caused teachers to grumble with stress of looking for another alternatives to sustain themselves and their families. This is heightened by of withdrawal of teachers from teaching profession, coupled with psychological tantrums and trauma. Teachers engagement to other professions has become fool hardy for them to scratch a balance between teaching and engagement in other businesses. Sometimes, the long awaited salaries takes a long time to come for upwards of months and years thereby causing teachers to wallow into retrogression in the teaching and learning profession.

People had at one time and the other hinted that teachers cannot break a raid in the society, that assertion is not proven because many teachers who has experiences in different businesses are strictly on business for their sustenance since the government cannot compensate them adequately as agreed between them and the government. On that note, Uche (2020), affirmed that the ugly trend of non- payment of teachers and allowances have spread to universities in Nigeria and Imo state in particular, several strike actions have been organized from time to time by teachers for no payment of salaries in Imo state. This ugly trends have protracted academic activities thus, bringing up different questions from different opinion molders in Nigeria as a country. Compensation connotes the reward for duties performed by an employee. In the words of Alabi (2015), teachers compensations are not only monetary and gift compensations, they also include, promotions, tenure, leaves, developmental opportunities and appropriate health schemes. According to Adeniji (2012), compensation is the reward employees receives for performing the tasks of an organizations. Adeniji further affirmed that, compensation creates employee satisfaction and a tribute for good performance in the organization.

Adequate compensation as at when due inspire teachers. Compensation motivates teachers, Peretemode (2001) in Anyaogu (2016), identified that compensation initiates certain forces acting within an individual which directs his behaviour. Teachers are the most important resource in education,. They are required for training students of secondary schools in Nigeria and Imo state in particular. Teacher are they key for political, economic and social development of the citizenry (Onah 2004). Teachers helps in inculcating values, norms and numeracy to students. Student acquired the knowledge and skills from teachers and subsequent get

transformed from the teachings and learning in school to be captains of industries and leaders in the country.

The responsibility of teachers in the school has made many graduates to achieve their fits. Without teachers as human resources in the school, it will be difficult to achieve the goals of education. The importance of teachers in the school has to be appreciated by the Government and proprietors of schools in order to realize the goals of education. Teachers as scholars in teaching profession have recognized the importance of economic reward as a panacea for motivation, coupled with atmosphere of peace and harmony in the school. According to Uwazuruike (2021), “teachers have resorted to professional militancy when government and proprietors of schools refuse to compensate or reward them for their hard works. It is evident that, good number of trade disputes between teachers and the government are pivoted on compensation. No wonder, Egwuogu (2015) encapsulated that, teachers in the secondary schools are vested with the responsibilities of teaching the young ones; this implies that effective motivation and development of teachers are of paramount importance for an enhanced education delivery in the secondary school. Teacher’s compensation is very important in the public schools to avoid deviation of teachers from the teaching norm. (Oku 2008; Anyaogu, 2016, in Oku 2019). Teachers play essential role in the teaching and learning transaction more than any other teaching and learning facilities in the school because they are active in arousing student interest to schooling, providing more financial enrichment to the government, building social cohesion in the communities and carrying out national development for a virile economic and political society.

## 1.1 Statement of the problem

Teacher’s compensation has been a lingering issue between the state government and public secondary school teachers in Imo state. It is emphatic that teachers need to be compensated from teaching job they do for the development of development of the Nigerian economy. The products of graduates they produce every year who eventually gets admission in different universities of their interest thus boosting the economy of Nigeria by the skills the students have acquired to become captains of industries, physicians, educationist engineer among others is one of the distinctions for teachers compensation. Teachers had from one time to the other called for meetings by their union executives for strikes which lingers unresolved for upwards of six months and above without substantive effort of the state government to assuage the plight of the teachers teaching in public secondary schools in Imo state. This ugly phenomenon have development set- backs to students in their academic endeavours. The worst hit are the slow learners who depended solely on the teachers for the academic enrichment. This obnoxious act has caused poor performance of students in WAEC and NECO examinations. Some students have enrolled in advance programmes to scratch a balance from their deficiencies but to no avail. The reasons are the students did not cope well from the grass-root thus suffers for the absence of teachers in their academics hurdles. The above frictions among others are begging for serious answer from the state government.

## 1.2 Purpose of the study

The purpose of this study is on prospects and challenges in compensation of teachers in public secondary schools in Imo state. Specifically, the study ascertained:

1. The various compensation strategies for teachers in Imo state public secondary schools.
2. Challenges teachers encounter in for no compensation in Imo state public secondary schools.

### 1.3 Research questions

1. What are the various form of compensation for teachers in Imo state public secondary schools?
2. What are the challenges teacher's encounters for no compensation in Imo state public secondary schools?

### 1.4 Research Hypotheses

1. There is no significance difference between male and female teachers on the various form of compensation for teachers in Imo state public secondary schools.

## 2.0 REVIEW OF RELATED LITERATURE

Similarly, Okeke and Uwazuruike 2019), posited that, the function of the state and federal ministry of education as enunciated in the National Policy of Education (2013), are to select, train, develop, assimilate and remunerate teachers who also help to formulate internal rules and regulation for the internal management of schools in Nigeria and Imo state in particular. The success of school as an organization is hinged on teacher's motivation or compensation. Some of the challenges for effective teachers development and motivation in education industry as highlighted by (Oku 2019), include, inadequate funding, overcrowded classroom, inadequate facilities/ materials, Brain drain, poor remuneration, non -payment of salary as at when due, lack of teachers development (In-service training), lack of leave allowance, lack of subsidized health scheme, subsidized transport system, housing, technological factors among others. According to Obadara 2012), academic institutions are extremely complex institution which comprised male and female teacher of various societal background, therefore, the wellbeing of those who participate in it should be of utmost priority by school administrators. According to B.F skinner operant conditioning theory in Kohn (1993), rewarding a being weather human or animal, gradually lure the being to repeat that action or behaviour. Expectancy theory has proved that compensation influences employee satisfaction and good performance. According to Osibanjo (2012), organization effectiveness is specifically effective compensation packages or reward systems aggregately prepared for employees.

## 3.0 METHOD

This study is on teachers Compensation: Prospects and challenges in Public Secondary Schools in the south east zone of Nigeria. Imo state is used as a case study. This study made use of descriptive research survey design. The population of study is made up of 18,720, which comprised of (12000) male teachers and (6720) female teachers in public secondary schools in Imo state. Stratified random sampling techniques was used to select (110) teachers in (2) public secondary schools in Imo state. Two research questions and one hypotheses guided the study. The instrument for data collection was a researcher made instrument titled "Teacher compensation: Prospects and challenges in Imo state public secondary schools. (TCPACIS), with a rating scale of "Strongly agree, (SD= 4) Agree (A=3), Disagree (D=2) and "Strongly

(SD=1) of A, B and C sections. Section A, is used to collect demographic data of respondents, section B, is used to collect data from male and female teachers on the various form of compensation prospects for teachers in public secondary schools in Imo state, while section C, is used to collect data from male and female teachers on the various challenges of compensation teachers encounter in public secondary schools in Imo state. The instrument was validated by three experts. The reliability co-efficient of 0.97 and 0.87 of the instrument was ascertained at 0.05 alpha level of using Crobach alpha which proved that the instrument is reliable to use for the study. The instrument was administered to the respondents with the help of two research assistance. 110 copies of the questionnaire were administered to respondents and 110 copies were returned, none got missed. Mean and standard deviation were used to analyze data while t- test statistical tool was used to test the hypotheses at 0.05 alpha level of significance.

**4.0 RESULTS**

**Research question1:** What is the various form of compensation for teachers in Imo state public secondary schools?

**Table 1: shows the mean responses and standard deviation of male and female teachers on the various form of compensation for teachers in Imo state public secondary schools.**

S/N	Items Statement	X1	SD1	DEC1	X2	SD2	DEC2
1	Payment of salary as at when due.	3.78	.46	Agree	3.56	.61	Agree
2	In-service training	3.82	.38	Agree	3.58	.57	Agree
3	Leave grants	3.50	.54	Agree	3.42	.49	Agree
4	Subsidized transport scheme	3.52	.67	Agree	3.46	.67	Agree
5	Subsidized housing scheme	3.10	.58	Agree	3.32	.62	Agree
6	promotion	3.18	.52	Agree	3.22	.54	Agree
7	Free medical treatment	3.40	.63	Agree	3.44	.08	Agree
8	Christmass and easter bonuses	3.24	.71	Agree	3.42	.57	Agree
9	Recognition for job well done	3.56	.61	Agree	3.78	.46	Agree
10	Loan facilities to teachers.	3.42	.49	Agree	3.50	.54	Agree
11	Scholarship to teachers	3.58	.57	Agree	3.82	.38	Agree

12	Proper placement	3.32	.62	Agree	3.4	.71	Agree
13	Insurance system	3.46	.67	Agree	3.52	.61	Agree
14	Subsidized charges for drugs	3.22	.54	Agree	3.10	.58	Agree
15	Ward-rope allowance	3.44	.08	Agree	3.18	.52	Agree
16	Maternity leave with pay for both male and female teachers.	3.42	.57	Agree	3.24	.71	Agree

The data from table 1: collected in respect of items 1-16 of the instrument which dwelt on the mean score of male and female teachers on the various form of compensation for teachers in Imo state public secondary schools shows that both the male and female teachers has their mean score above decision rules of 2.50. This shows that they accepted that the items represent the various form of compensation for teachers in Imo state public secondary schools. The male teachers have mean values ranging from 3.0- 3.82 and standard deviation of .38-71, while the female teachers have their mean score ranging from 3.22-3.58 and standard deviation range of .08-.67 respectively. This implies that both the male and female teachers accepted that the items represent the various form of compensation for teachers in Imo state public secondary schools. This is in line with the assertion of Alab (2015), Egwogu (2015) that the various form of compensation for teachers and students in Imo state public secondary schools are: leave, subsidized transport system, payment of salary as at when due, free health treatment scheme among others.

**Research question 2:** What are the challenges teacher’s encounters for inadequate compensation in Imo state public secondary schools?

SN		MEAN	SD	DECISION	MEAN	SD	DECISION
1	Non- payment of salary as when due	3.42	.64	Agree	3.54	.57	Agree
2	No leave allowance	3.30	.64	Agree	3.42	.60	Agree
3	Lack of subsidized transport allowance	3.52	.64	Agree	3.58	.53	Agree
4	Lack of in-service training	3.30	.73	Agree	3.38	.60	Agree
5	Improper placement	3.42	.67	Agree	3.28	.70	Agree

6	Lack of subsidized health scheme	3.42	.53	Agree	3.38	.56	Agree
7	Lack of promotion	3.52	.54	Agree	3.46	.50	Agree
8	Teachers are not provided for Christ-mass/ Easter bonuses	3.42	.53	Agree	3.38	.60	Agree
9	Teachers are not recognized for job well done	3.58	.49	Agree	3.54	.50	Agree
10	Lack of awards to deserving members	3.40	.67	Agree	3.54	.64	Agree
11	Loan facilities are not provided to teachers	3.46	.57	Agree	3.62	.56	Agree
12	Lack of Improper placement for teachers	3.54	.57	Agree	3.60	.56	Agree
13	Lack of enduring insurance system	3.36	.66	Agree	3.40	.67	Agree
14	Lack of subsidized charges for drugs bought by teachers	3.42	.60	Agree	3.30	.64	Agree
15	teachers Feeding scheme not provided in the school	3.54	.57	Agree	3.42	.64	Agree
16	Teachers are not provided for ward-rope allowance	3.58	.53	Agree	3.52	.64	Agree

17	Maternity leave with allowance are not provided to teachers	3.38	.60	Agree			
18	No subsidized hospital bills for teachers.	3.28	.60	Agree			

The data on table 2: collected in respect of items 1-16 of the instrument in table 2: which dwells on the mean score of male and female teachers on the challenges teacher’s encounters for inadequate compensation in Imo state public secondary schools shows that both male and female have their mean score above 2.50. This shows that they accepted that no compensation has dealt so many challenges to teachers and students in public secondary schools in Imo state. A breakdown of this shows that male teachers have mean values ranging from 3.30-3.58 and standard deviation range of .49-.73, while the female teachers have their mean score ranging from 3.28-3.60 and standard deviation range of .50-.70 respectively. This implies that both male and female teachers accepted that teachers encounter various challenges for inadequate compensation in Imo state public secondary schools. The data generated from the analysis is in line with the contribution of Oku (2019), that inadequate salary payment, lack of subsidized health scheme, in-service training, lack of subsidized transport allowance among others are the challenges teachers encounter in public secondary schools in Imo state.

**Table 3: t-test analysis of the on the difference in mean scores of male and female students on the various challenges for compensation teachers encounter in Imo state public secondary schools**

Status	No	X	SD	df	t-cal	Sig	Decision
Male	50	3.71	.43	98	-880	.331	accepted
Female	50	3.76	.38				

The result of the hypothesis which states that there is no significant difference between male and female teachers on the various challenges teachers encounter for no compensation in Imo state public secondary schools is accepted. This is because, the t-calculated of -880 is less than the critical value of .381 which is significant at 0.05 level of significance. Thus, there is no significant difference between mean scores of male and female teachers on the challenges teachers encounter for no compensation in Imo state public secondary schools.

**5.0 DISCUSSION OF FINDINGS**

The data from research question one that was collected dwells on the mean score of male and female teachers on the various form of compensation for teachers in Imo state public secondary schools. Both the male and female teachers accepted that the items represent the various form of compensation for teachers in Imo state public secondary schools. This is in line with the



assertion of Alabi (2015) and Egwuogu (2015) that the various form of compensation for teachers and students in Imo state public secondary schools are: leave, subsidized transport system, payment of salary as at when due, free health treatment scheme among others. on the other hand, Obadara (2012), opines that teachers compensation should be considered utmost priority in raising their ego, while Obadara (2012). Identified that compensation

The data collected in research question two: which dwells on the mean score of male and female teachers on the challenges teacher's encounters for inadequate compensation in Imo state public secondary schools show that teachers accepted that no compensation has dealt so many challenges to teachers and students in public secondary schools in Imo state. The data generated from the analysis is in line with the contribution of Oku (2019), that inadequate salary payment, lack of subsidized health scheme, in-service training, lack of subsidized transport allowance among others are the challenges teachers encounter in public secondary schools in Imo state. In the same vein, Uwazuruike (2016), affirmed that inadequate compensation of teachers have caused teachers to constitute unions to ask for their right from the government. He however affirmed that, the ugly phenomenon has caused teachers to behave as professional militancy group inquest for their rights.

## 5.1 Recommendations

The following recommendation guided the study

1. The study recommended that Government should pay lecturers as at when due to enable teachers discharge their duties effectively and efficiently in public secondary schools in Imo state.
2. The study also recommended that other fringe benefits such as leave allowances, bonuses, promotion, housing scheme and transportation scheme among others should be given to teachers as agreed for teachers reward system in public secondary schools in Imo state among others.

## 6.0 CONCLUSION

Teachers are the pivot for the training of humans as work force who occupy the helm of government and private institution affairs in Imo state economy. Adequate compensation as at when due is a panacea for staff development. Compensation in the civil service or public service is a foothold for the development of Nigerian economy and Imo state economy in particular. Teachers are totally awash and embarrassed to decipher the exactitude of responsibilities of the government to education industry in Imo state.

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