

Administration of Salaries, Allowances and Teachers Attitude to Work in Public Secondary Schools in Akwa Ibom State, Nigeria

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Abstract

The study focuses on the administration of salaries, allowances and teachers attitude to work in public secondary schools in Akwa Ibom State, Nigeria. The research design adopted for the study was descriptive survey research design of the ex post facto type. A stratified random sampling technique was used in selecting 800 teachers from a population of 2,128 from 376 public secondary schools located in 31 local government areas of Akwa Ibom State, Nigeria. The instrument used for data collection was a fifty (50) item Human Resource Management and Teachers Attitude to Work Questionnaire (HRMTAWQ). Data collected were analysed using one way analysis of variance (ANOVA) statistical tools to test the formulated hypothesis at 0.05 level of significance. The study found out that there is a significant influence of administration of salaries and allowances on teachers attitude to work. Following this result, it is recommended that the government should give adequate attention to issues relating to human resource management practices. That is, the better the salaries and allowances of teachers, the more likely they are to put up positive attitude towards work

Keywords: Administration; Salaries and allowances; teachers attitude; Akwa Ibom State, Nigeria

Introduction

Public secondary schools are secondary schools that are operated under the state or public auspices. In some states fees are charged to students attending public secondary schools. But in Akwa Ibom State public secondary schools, are all tuition free. In Nigeria, public secondary schools can be described as a type of school owned and managed by the government excluding those owned by communities, missionary bodies and a group of individuals. Public secondary schools offer courses leading to Senior School Certificate Examination (SSCE), General Certificate Examination (GCE) and National Examination Council (NECO).

The Nigerian National Policy on Education recognizes full participation of government in the educational system. The policy seeks the inculcation of national consciousness and national unity, the inculcation of right type values and attitudes for the survival of the individual and the Nigerian society, the training of the mind in understanding of the world around, and the acquisition of appropriate skills, abilities and competences both mental and physical as equipment for the individual to live in and contribute to the development of the society (FGN, 2004, Udofia, 2013). The researchers observed that this policy must have necessitated the government interest and willingness to establish more secondary schools in Akwa Ibom State, Nigeria and also vastly expanding them day in, day out. Most teachers in these schools, are not happy with their lot and as a result most of them are negatively disposed with their jobs, and majority of the teachers are dissatisfied with their jobs and this make them withdraw physically from teaching (Emetaron, 2000). Over the years, teachers have been dejected and appear to be rejected. Their salaries and allowances are poor and are not paid in time. Most of them live from hand to mouth and other sections of the public tease them that their reward is in heaven (Nwadiani, 1997). Teachers according to (Newswatch, 2008) need good salary structure and allowances, teaching and learning resources, conducive environment for teaching and learning and adequate incentives.

In view of these observations the study seeks to find out the extent to which salaries and allowances administration influences teachers attitudes to work in public secondary schools in Akwa Ibom State, Nigeria.

Research design

The research design for this study was the ex post facto design. The choice of it was predicted on the premise that the variables under study had already occurred before the researchers started undertaking this study and as such could not inherently be manipulated, controlled and engineered.

The study took place after the independent variables had presumably exerted their influence on the dependent variable (teachers attitude to work) before the researchers got there. The possible influences among these variables were made from their occurrences and not from the direct intervention of the researchers.

Study area

The study area cover the entire Akwa Ibom State, Nigeria consisting of 31 Local Government Areas, namely: Abak, Eket, Esit Eket, Essien Udim, Etim Ekpo, Etinan, Ibeno, Eastern Obolo, Ibesikpo Asutan, Ikono, Ini, Ikot Abasi, Ikot Ekpene, Ika, Ibiono, Itu, Nsit Ibom, Nsit Atai, Nsit Ubium, Mkpato Enin, Mbo, Obot Akara, Okobo, Onna, Oron, Oruk Anam, Urue Offong Oruku, Udung Uko, Ukanafun, Uruan and Uyo. The state is located within the South eastern axis of Nigeria, wedged between Cross River State, Abia and Rivers States in the sandy deltaic coastal plain of the Guinea Coast. On the southern margin of the state is the Atlantic Ocean which stretches from Ikot Abasi to Oron.

Akwa Ibom State lies between latitudes $4^{\circ}32'$ and $5^{\circ}53'$, North of the Equator and longitudes $7^{\circ}25'$ and $8^{\circ}21'$ East of Greenwich Meridian. The state covers a total land area of 8,412 square kilometers encompassing the entire Qua Iboe River Basin, the Western part of the lower Cross River Basin and the eastern part of the lower Imo River basin. Akwa Ibom State has an ocean front which spans a distance of about 129 kilometers from Ikot Abasi Local Government Area in the West to Oron Local Government Area in the east (Ekpoh 2003). Much of the ocean front, especially around Eket and Uquo Ibeno axis has the potential of being developed into a beautiful beach resort area.

The state is made up of various ethnic groups, which include the following; Ibibio, Anang, Oron, Eket, Andoni and others. The state has a total population of 2,359,736 (FGN, 2004). Akwa Ibom State has a rich deposit of crude oil which is found in commercial quantity. There are few industrial establishments in the state namely: Exxon Mobil Producing Company Unlimited, Eket, Peacock Paint Company, Etina; Aluminum Smelting Company (ALSCON), Ikot Abasi; and Champion Breweries PLC (CBP), Uyo. Some people in the state are self employed in various trades like farming, trading, fishing and commercial motor cycling among others.

There are many public and private secondary schools in the state. The public secondary schools that spread across the state are managed by the State Secondary Education Board while the private schools are managed by their proprietors. In Akwa Ibom State, 17 Local Education Committees (LEC) are established for effective management of public secondary schools. These are located at Abak, Eket, Ukanafun, Etinan, Etim Ekpo, Nsit Ubium, Onna, Okobo, Oron, Ibesikpo Itu, Ikot Abasi, Esien Udim, Ikot Ekpene, Uruan and Uyo. The state has seven higher institutions including University of Uyo, Uyo; Akwa Ibom State University of Technology, Mkpato Enin; Polytechnic, Ikot Osurua; College of Education, Afaha Nsit, College of Agriculture Obio Akpa. The Maritime Academy, Oron and College of Arts and Science Nung Ukim (Ekpoh, 2003).

Population of the study

The population of the study was made up of all the teachers in Public Secondary Schools approved by the Akwa Ibom State Government. From the records available from the Planning, Research and Statistics Department of the State Secondary Education Board for the 2011-2012 academic session: there are 2,948 teachers in 237 public secondary schools in the 17 Local Education Centres in Akwa Ibom State, Nigeria.

Sample

A total of 44 public secondary schools were randomly selected for the study out of a total of 237 public secondary schools. A number of 800 teachers were randomly selected from a population of 3,948 teachers for the study.

Hypothesis

H_0 : Salaries and allowances do not significantly influence teachers attitude to work in public secondary schools in Akwa Ibom State, Nigeria.

H_1 : There is a significant influence of administration of salaries and allowances on teachers' attitude to work in public secondary schools, in Akwa Ibom State, Nigeria.

Salaries and allowances were considered in terms of their administration. The variable was categorized into three groups namely: Good, fair and poor administration of salaries and allowances. One-way analysis of variance test statistical technique was adopted in analyzing data for this hypothesis. The results of the analysis are presented in Table I.

Table 1. One way analysis of variance of the influence of salaries and allowances on teachers' attitude to work

S/N	Attitude to work in terms of:	Administration of salaries/allowance	N	\bar{X}	SD
1	Teaching	Good	222	14.29	3.648
		Fair	284	13.78	4.120
		Poor	294	13.14	4.015
		Total	800	13.70	3.978
2	Co-curricular activities	Good	222	11.71	2.765
		Fair	284	11.46	2.896
		poor	294	10.62	2.481
		Total	800	11.32	2.772
3	Record keeping	Good	222	13.67	7.346
		Fair	284	13.54	3.185
		Poor	294	12.52	3.139
		Total	800	13.30	5.081
4	Overall attitude to work	Good	222	40.27	10.444
		Fair	284	40.24	6.444
		Poor	294	38.20	5.552
		Total	800	39.69	8.001

S/N	Attitude to work in terms of:	Source of variation	SS	DF	MS	F
1.	Teaching	Between	166.320	2	83.160	5.312*
		Within	12477.260	797	15.655	
		Total	12643.580	799		
2.	Co-curricular activities	Between	159.483	2	79.741	10.632*
		Within	5977.872	797		
		Total	6137.355	799		
3.	Record keeping	Between	192.406	2	96.203	3.752*
		Within	20410.690	797	25.642	
		Total	20603.096	799		
4.	Overall attitude to work	Between	679.3111	2	339.656	5.364*
		Within	50469.309	797	63.324	
		Total	51148.620	799		

*Significant at .05, critical F=3.00

Results of the analysis in Table I show that the calculated F ration for the influence of salaries and allowances to teachers on teachers' attitude towards teaching (5.312), co-curricular activities (10.632), record keeping (3.752) and overall attitude towards work (5.364) were each greater than the critical F-ratio of 3.00 at 0.5 level of significance with 2 and 798 degrees of freedom. This means that administration of salaries and allowances to teachers significantly influence teachers' attitude towards work. The null hypothesis by these results is rejected.

A post-hoc comparison among means was carried out using Fishers Lerst Significant Difference (LSD) method to determine which mean pair difference(s) was/were responsible for the observed influence. The result of the analysis is presented in Table 2.

Table 2. Fisher's LDS of the influence of salaries and allowances on teachers' attitude to work

S/N	Attitude to work in terms of:	Salaries and Allowance	Good (n=222)	Fair (n=284)	Poor (n=294)
1	Teaching	Good	14.29 ^a	0.51 ^b	0.15
		Fair	2.17 ^c	13.78	0.64
		Poor	4.98*	2.77	13.14
		Total	(MSW = 15.655)		
2	Co-curricular activities	Good	11.71	0.25	1.09
		Fair	2.67	11.46	0.84
		poor	7.27*	5.60	10.62
		Total	(MSW = 7.500)		
3	Record keeping	Good	13.67	0.13	1.15
		Fair	0.41	13.54	1.02
		Poor	4.15	4.49	12.52
		Total	(MSW = 25.642)		

* significant at .05

(a) Group means are along the diagonals

(b) Differences among group means are above the diagonals

(c) T-values are below the diagonal

The results of Post-Hoc analysis in Table 2 show that there were significant pair-wise mean differences as follows: Attitude to teaching good and poor salaries/ allowances ($t=4.98, P<.05$); co-curricular activities – good and poor salaries/ allowance ($t= 7.27, P<.05$); fair and poor salaries/ allowances ($t=5.60, P<.05$); record keeping-good and poor salaries/ allowances ($t=4.15, P<.05$); fair and poor salaries/ allowances ($t=4.49, P<.05$).

These results imply that teachers who are given good and fair salaries and allowances have a significantly more positive attitude towards teaching, co-curricular activities and record keeping than their counterparts with poor salaries/allowances. Hence, the better the salaries and allowances of teachers, the more likely they are to put up positive attitude towards work.

Conclusion and Recommendation

Based on the research findings it is concluded that salaries/allowances had direct effect on teachers' attitude to work. Therefore it is recommended that the government of Akwa Ibom State Nigeria should make it as a matter of policy that teachers in public secondary schools are given their salaries and allowances when due to minimize unwholesome practices during public examinations.

Acknowledgement

We are very grateful; to the following and colleagues all concerned with education in various capacities, who read the manuscript and made many helpful comments and suggestions: A. Edet, U.I. Ekpoh and W. Ekpiken. Finally, our thanks are due to Irene who typed the manuscript and to the principals of public secondary schools who gave us permission to use their schools for the study.

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