

THE INFLUENCE OF SOME VARIABLES ON TEACHERS' EFFECTIVENESS: IMPLICATIONS FOR NATIONAL DEVELOPMENT

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Abstract

Teachers are the pivots of every educational endeavour, and it is only through them that any nation can achieve its educational yearnings. Their job satisfaction and adequate remuneration are important to improving their teaching effectiveness, which will equally contribute to national development. This study examined the relationship of remuneration and teachers' job satisfaction to teachers' effectiveness for national development. Three hypotheses, formulated and tested at $P < .05$, guided the study. A structured questionnaire containing 34 items was the instrument for the study. The data from the instrument were analysed, using the Pearson's Product Moment Correlation. The findings of the study indicate that there is a significant relationship between the remuneration of teachers and their job satisfaction. However, remuneration does not have significant relationship with the effectiveness of male teachers, but the female teachers' effectiveness was related to their remuneration. There was no significant relationship between the remuneration of teachers and their effectiveness with regard to their age.

Introduction

Teachers are invaluable assets of educational institutions, and invariably to national development. This is because, according to Onwuka (1999), the teachers transmit and interpret the nation's culture to youths; they are involved in character training of their students; they counsel students with regard to appropriate subjects and course of study in tertiary institutions. Teachers also play leading roles in the social, economic and political developments of the nation by assisting in the training of middle and high-level manpower, aside from raising the level of political awareness of the citizenry. They help to inculcate national consciousness and national unity through various courses and programmes in various levels of the educational system.

It can therefore be concluded that it is only through the teachers that any nation can achieve its educational yearnings, which will invariably contribute to its national development. National development, according to Rodney, (1972) is an on-going process of transforming the physical, economic, political and social environment of a nation into a more viable and stable policy, while Onwuka (1999) added that it implies increased skill and capacity of the citizens to grapple with their environment, greater freedom, creativity, self-discipline, responsibility and material well-being.

In the Nigerian educational context, (and Delta State in particular), the general notion is that the standard of education has fallen. Most of the time, this alleged fall in educational standard is attributed to lack of effectiveness on the part of the teachers (Enueme, 2000). Researchers like Fagbamiye (1981) and Onwuka (1989) hold the view that this lack of effectiveness is associated with the teachers' public image, while Okwor and Ohuche (1999) and Onwuka (1999), associated teachers' ineffectiveness to their remuneration system and hence job satisfaction. It is worthy to acknowledge the fact that there has been some increases in the salary of Nigerian workers, teachers inclusive but according to Okwor and Ohuche (1999), 'what now obtains is a far cry from the ideal' because the standard of living has become very high and the teaching profession has not yet attained the enviable

position already attained by such other professions like law, medicine, engineering, etc. It is therefore more difficult for the teachers to cope with the current economic situation in the country, as this seems to affect different teachers in different ways for according to Lawler (1977), the preferences for rewards will be significantly affected by age, sex, marital status and the number of children an employee has.

Statement of the Problem

There has been a growing concern about the quality of teachers that teach in our secondary schools. In the colonial days, teaching used to be viewed as a prestigious profession and the teachers did everything within their ability to live up to this expectation. These days, teachers do not seem to work as hard, instead, many engage in private

businesses at the expense of their primary duties.

The parents, government, religious organisations and different agencies are all complaining about the fallen standard of education in the country, but the more the complaints, the more nonchalant most teachers seem to become. The question therefore is, do teachers have job satisfaction? Is there any relationship between remuneration and teachers' job satisfaction? Is there any relationship between remuneration and teachers' effectiveness with regard to their age and gender?

Purpose of the Study

Specifically, the purpose of this study was to test, using the appropriate statistics:

1. Whether, there is any relationship between remuneration and teachers' job satisfaction.
2. Whether, there is any relationship between remuneration and teachers' effectiveness with regard to age.
3. Whether, there is any relationship between remuneration and teachers' effectiveness with regard to the sex of teachers.

The study consists of three hypotheses that were formulated and tested at .05 level of significance.

Hypotheses

HO1: There is no significant relationship between the mean responses of teachers on their remuneration and job satisfaction.

HO2: There is no significant relationship between the mean responses of teachers on their remuneration and effectiveness based on the age of teachers.

HO3: There is no significant relationship between remuneration and teachers' effectiveness based on the gender of teachers.

Methodology

The area of study for this research was Oshimili South Local Government Area (LGA) of Delta State, Asaba; situated in the Capital Territory of the State. Hence all the ethnic groups in the State were represented in the study. The population of the study comprised all the teachers in government owned Secondary Schools in Oshimili South LGA. Fifteen teachers from each of the six position already attained by such other professions like law, medicine, engineering, etc. It is therefore more difficult for the teachers to cope with the current economic situation in the country, as this seems to affect different teachers in different ways for according to Lawler (1977), the preferences for rewards will be significantly affected by age, sex, marital status and the number of children an employee has.

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secondary schools in the LGA were randomly selected. The sample size for the study therefore was 90 teachers.

a) Instrument for Data Collection

The instrument for the study was a structured questionnaire designed by the researcher and was validated by experts in educational administration and educational research. It contained 34 items constructed on a four point rating scale of "Strongly agree", "agree", "disagree", and "Strongly disagree" for items on remuneration/job satisfaction on the one hand, and "Very often", "Often", "Occasionally" and "Never" for items on teachers' effectiveness. The questionnaire was arranged in three parts (A, B & C). Part A dealt with the background information (Personal Data) of the respondents, while Parts B and C dealt with remuneration/job satisfaction and teachers' effectiveness, respectively,

b) Method of Data Analysis

The Pearson's Product Moment Correlation was used to analyse the data obtained from the study.

Results

The results are presented on the tables shown below:

Hypothesis 1: There is no significant relationship between the mean responses of teachers on their remuneration and job satisfaction,

Table 1: Relationship Between Remuneration and Job Satisfaction of Teachers

					Observed	Critical	Remarks
Variable	X	SD	N	D.f			
Remuneration	21.86	3.56	90				
				88	0.45	0.217	Sig.
Job Satisfaction	4.86	1.65	90				

The data shown above indicate that the observed r is 0.45, while the critical r is 0.217 at .05 (df 88) level. Since the observed r -value is greater than the critical r -value, the null hypothesis is rejected. Therefore, there is a significant relationship between remuneration and the job satisfaction of teachers.

Hypothesis 2: There is no significant relationship between the mean responses of teachers on their remuneration and the teachers' effectiveness with regard to their sex.

To test this hypothesis, the dependent variable (sex) is subdivided into male and female; hence two separate tables (2a) and (2b) were used for their results, as shown below:

Table 2a: Relationship Between Remuneration and Male Teachers' Effectiveness

					Observed	Critical	Remarks
Variable	X	SD	N	D.f			
Remuneration	20.76	3.12					
			21	19	-0.23	0.433	NS
Teacher Effectiveness	35.88	6.62					

The above data indicate that the observed r is -0.23, while the critical r is 0.433. Since the observed r-value is less than the critical r-value, the null hypothesis is upheld. This indicates that there is no relationship between remuneration and the effectiveness of male teachers.

Table 2b: Relationship Between Remuneration and Female Teachers' Effectiveness.

					Observed	Critical	Remarks
Variable	X	SD	N	D.f			
Remuneration	22.32	3.68					
			69	67	0.68	0.250	Sig.
Teacher Effectiveness	37.05	5.50					

The data shown above indicate that the observed r is 0.68 while the critical r is 0.250. Since the observed r-value is greater than the critical r-value, the null hypothesis is rejected. Therefore, there is a significant relationship between the remuneration and effectiveness of female teachers.

Hypothesis 3: There is no significant relationship between the mean responses of teachers on their remuneration and teachers' effectiveness with regard to age of the teachers.

To test this hypothesis, the dependent variable, Age, was subdivided into two: young and old teachers. Teachers that fall within 30 years and below were grouped as young teachers, while those that fall within 31 years and above were grouped as old teachers; hence two separate tables (3a and 3b) were used as shown below.

Table 3a: Relationship Between Remuneration and Effectiveness of Old Teachers

					Observed	Critical	Remarks
Variable	X	SD	N	D.f			
Remuneration	22.08	4.42					
			31	29	0.07	0.349	NS
Teacher Effectiveness	36.14	5.62					

The data shown on Table 3a above indicate that the observed r is 0.07, while the critical r is 0.349. Since the observed r -value is less than the critical r -value, the null hypothesis is upheld. Therefore, there is no significant relationship between remuneration and effectiveness of old teachers.

Table 3b: Relationship Between Remuneration and Effectiveness of Young Teachers

					Observed	Critical	Remarks
Variable	X	SD	N	D.f			
Remuneration	21.96	3,24					
			59	57	0.01	0.250	NS
Teacher Effectiveness	37.18	7.14					

The data on Table 3b above indicate that the observed r is 0.01, while the critical r -value is 0.250. Since the observed r -value is less than the critical r -value, the null hypothesis is rejected. Therefore, there is no significant relationship between the remuneration and effectiveness of young teachers.

Discussion

Job satisfaction as described by Encasator (1990:61) is "the totality of an individual's psychological, social and physical well-being with regard to his work and job performance". This study reveals that there is significant relationship between the remuneration of teachers and their job satisfaction. This supports Eneaslor (1990) and Okonkwo (1997), who related teachers' job satisfaction to the reward they receive from their work places, while it contradicts Herzberg, as cited by Peretomode (1991), who maintained that remuneration does not bring about job satisfaction but the absence of it brings about dissatisfaction.

Furthermore, the findings of this study revealed that there is no significant relationship between remuneration and job effectiveness of male teachers. The negative correlation indicates that there is an inverse relationship between the male teachers' remuneration and their teaching effectiveness, indicating that it is not their remuneration that induces them to work hard. This could be attributed to their interest for the job. This finding corroborates that of Ezeom (1998), who reported that sex of students does not affect their perception of teaching as a career. However, the study revealed that the female teachers' teaching effectiveness was related to their remuneration. This contradicts the findings of Ezeom (1998), while it corroborates that of Akanbi (1987), who observed a significant relationship between sex and people's perception of teaching as a career. The female teachers' response could also be attributed to the importance, which most women attach to material things.

With respect to age and its relationship with teachers' effectiveness, this study revealed that there is no significant relationship between the remuneration and teaching effectiveness of both old and young teachers.

This finding contradicts that of Rebores (1991), who intimated that younger employees appear to be more concerned with salary and educational reimbursement than the older employees. This finding implies that age is not a determinant of how teachers view their remuneration, and how it affects their effectiveness.

Recommendations

It is therefore recommended that:

- (1) For any meaningful national development to be achieved, teachers should be adequately remunerated to ensure that they have job satisfaction.
- (2) The condition of service of teachers should be improved upon to attract more male teachers, since their number in the teaching profession is fewer compared to their female counterpart, and more so¹ when they seem to be more committed to the job.

- (3) It is important to professionalize the teaching job to ensure that only people who are qualified and genuinely interested in teaching are recruited. This approach would ensure the proper development of the nation's human and material resources, which would invariably bring about true national development.

Conclusion

Teachers are the pivots of every educational process. They are therefore the invaluable assets of educational institutions and/or national development. But very often, this recognition is by mere lip service, particularly in the developing countries of which Nigeria is one. Hence, the teacher is often blamed for the fallen standard of education but hardly rewarded when there is any noticeable improvement in learners' performance.

The findings of this study related teachers' remuneration to their job satisfaction, and observed that the male teachers' effectiveness were not related to their remuneration, while the female teachers' effectiveness were related to their remuneration. However, age did not play a significant role in the relationship between remuneration and teachers' job satisfaction.

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