

Non-Financial Incentives and Teachers' Job Commitment in Private Secondary Schools in Akwa Ibom North-East Senatorial District

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Abstract

The study determined the relationship between non-financial incentives and teachers' job commitment in private secondary schools in Akwa Ibom North-East Senatorial District. To achieve the purpose of this study, two purposes, two research questions and two null hypotheses were tested at 0.05 level of significance to guide the study. Correlational research design was used for the study. The population of the study comprised all the 3,110 teachers in government approved private secondary schools in Akwa Ibom North-East senatorial. Multi-stage sampling technique was used in selecting 311 teachers, representing 10 percent of their population which was selected from 26 private secondary schools. Two sets of instruments were used for data collection, these include: Non-financial Incentives Questionnaire (NIQ) and Teachers' Job Commitment Questionnaire (TJCQ). The instrument was validated by one expert in Measurements and Evaluation from the Department of Psychological Foundations, of Education; and two experts in Educational Management and Planning, Faculty of Education, University of Uyo. The reliability of the instrument was determined using internal consistency method. The instrument was subjected to Cronbach Alpha Analysis and the indices of 0.92 and 0.86 for NIQ and TJCQ respectively were obtained. Pearson's Product Moment Correlation (PPMC) Statistical tool was used to analyze the data at 0.05 level of significance. Findings of the study revealed that, that job enrichment and staff recognition significantly relate to teachers' job commitment in private secondary schools. It was concluded that there is a relationship between non-financial incentives and teachers' job commitment in private secondary schools in Akwa Ibom North-East Senatorial District. It is recommended amongst others that, Private school owners and principals should employ more teachers so that work load can be reduced, this would enhance job commitment and high productivity.

Keywords: Commitment, Non-Financial, Incentives, Teachers, Job in Private

Introduction

Private school Principals use their effort to recruit teachers so that they may continually contribute towards the educational goals of producing productive people in their

respective society and the country at large. It is one thing to recruit a teacher; it is another to keep the teacher committed to work. Commitment is defined as an obligation, dedication or devotedness someone gives to something, someone or an organization. It can be the willingness to be loyal to someone or an organization, or the willingness to execute tasks diligently in an organization. Commitment can also be seen as investment in a specific career, an attitude reflecting the strength of the attachment between an employee and an organization. Therefore, teachers' commitment can be defined as the willingness to invest personal resources into the teaching task and thus remain in the teaching profession.

Teachers' commitment is the willingness to invest personal resources into the teaching task and thus remain in the teaching profession. Teachers' job commitment can be seen as the ways in which competence, excellence and hard work are expressed by teachers in the school. A teacher is expected to be committed to the school organization, students and the teaching profession. Teachers' commitment to the school organization for Abdeljalil and Syed (2014) is the major determinant of organizational effectiveness. This relates to positive behaviours which are useful for school development. Teachers with high levels of professional commitment to work are less involved in activities that are harmful to the organization. Teachers commitment to job may be expressed in teachers' efficient ways of presenting the lessons to students, creating time to be fully involved in the school extracurricular activities, weekly writing of lesson notes, improvisation of instructional materials where and when they are not present, resourcefulness in lesson writing and presentation. Other ways in which teachers' commitment can be expressed in secondary schools include: punctuality to school programmes, participating in community development services, development of good relationships in the school and their commitment to students. Given that teachers occupy such a central and vital position in the educational system, their commitment has been of paramount interest not only to educational authorities and other stakeholders but to other researchers as well (Azike & Ikediugwu, 2019).

A teacher is said to be committed when he/she shows a strong belief in and the acceptance of the school's goals and values; a willingness to exert considerable effort on behalf of the school; and a strong desire to maintain one's membership within the school. The teacher exhibits his or her commitment to the organization in several ways which could be affective, normative and continuative (Nazari & Emami, 2015). Teachers who are not committed to their job are those who are only interested in their success rather than school's success. They show low job commitment by not being eager to take up their periods to teach, they do not wake up at night to prepare ahead of the next day's lessons. They do not always participate in students' extra-curricular activities, and are not punctual to school. These affect their involvement to provide quality education and their ability in helping students towards academic achievement.

What makes teachers decide to join and remain committed to their job in the school depends on a number of factors which are financial and non-financial incentives as forms of motivation. Financial incentive are those monetary benefits teachers receive in return of their services from work. It can also be seen as a monetary benefit that is paid by an employer to motivate employees or to encourage a specific action or behavior. Monetary incentives can be

inform of basic salary, compensation, insurance, overtime pay, attendance incentives, profit sharing and retirement shares, etc. However, it is worthy to note that monetary incentives are not enough to motivate a teacher to be committed. As such, non-monetary incentives become necessary.

Non- monetary incentives refer to any form of non-financial reward which can be given to teachers to encourage them to put in their best in the place of work. Ilekon, *et al.*, (2019) noted that the reduction in the provision of monetary reward has driven school administrator's attention to the provision of non- monetary rewards to teachers. This is because some teachers in the school system need something more than money to keep them in their place of work and also to improve performance. Non-financial incentives do not enhance the employee's financial position directly but makes the job more attractive. Some of the non-financial incentives that a business organization offers might include-an attractive pension scheme, access to private medical care, help with long-term sickness, crèche facilities, counseling services, staff restaurant among others (Mansaray-Pearce, *et al.*, 2019). The Authours further noted that nonfinancial incentives can have an even more substantial impact on employee satisfaction and motivation than traditional financial rewards. Dim, *et al.*, (2020) opined that non-financial incentives are perfect making employees happy and ready to work. Teachers also expect nonfinancial rewards for services and efforts rendered in various schools where they work. The benefits teachers foresee for themselves motivates them to give in their best at work. These non-financial motivation according to Hughes (2017) include meeting the new challenges, appreciation, recognition, fringe benefit among others. These factors motivate employees to put in their best. The non-financial incentives considered in this study are: job enrichment and Staff recognition,

Job enrichment is a systematic way of encouraging employees by creating for them the opportunity to utilize various number of skills and capabilities in carrying out tasks. Job enrichment is also a process of developing jobs vertically and increases different tasks in a job (Robins and Judge, 2015). Simply put, job enrichment creates an opportunity for workers to have greater control over their work. Therefore, Job enrichment in secondary school is essentially the procedures of assigning higher responsibility to teachers by assembling, organizing and designing work for them to achieve the school goals. In a typical secondary school in Nigeria, job enrichment spurs job satisfaction by increasing the level of accountability and engendering the sense of freedom, autonomy and commitment so that employees can determine how tasks can be carried out and accomplished. It is common to say that where jobs are enriched commitment is inevitable. Although, some principals of private schools continue to load teachers with more responsibilities especially when a teacher is good at those responsibilities. It is worthy of note that reduced work-load can enhance commitment in the school.

Staff recognition according to Kim (2014) is the timely informal or formal acknowledgement of a person or team's behaviour, effort or business result that supports the organization's goals and value beyond normal expectations. Indeed, human beings by their nature want to be recognized for their efforts and teachers are no exception. Teachers can be recognized by applauding their effort and presenting such teacher to others as a staff that is

worthy of emulation. In a private school, this can be done by praising and recognizing the teacher at the staff meeting, PTA meeting or during devotion. This recognition can also be in the form of recommendation for staff development opportunities or career advancement, amongst others.

In private schools, teachers play central roles in school goals attainment, thus, principals must device means to get them committed to work. In Akwa Ibom North-west Senatorial District, Private secondary schools teachers are expected to write daily notes of lessons, administer class assignment to student and mark them; prepare students for inter school competitions, participate in extra-curricular activities, arrive in the school not later than 7:30am yet they seem not sufficiently rewarded financially for their efforts. Private schools are faced with many issues and it has created disillusion among the staff due to poor financial remuneration, heavy workload and no job security. The situation is compounded by poor working environment in some cases and lack of welfare packages that is given to the teachers in the public sectors. This has resulted in low commitment to work, eye service to the principal, and Brain drain of qualified teachers has been recorded in many of the private schools, while some schools are on the verge of losing the already few staff and hence turning private schools to time-marking places where staff are not committed but only marking time to leave to better paid secured and pensionable jobs. It is common to say that the poor financial reward given to teachers of private schools may be responsible for the observed poor commitment in schools. It is against this problem that this study seeks to examine whether any relationship exists between non-financial incentives and teachers' job commitment in private secondary schools in Akwa Ibom North-East Senatorial District? if there is, to what extent is the relationship?

Statement of the Problem

In Akwa Ibom North-East senatorial District, private schools are operating in highly competitive environment and this calls for proper management of teachers that would enhance staff organisational commitment in order to gain competitive advantage. Private secondary schools are faced with many issues amongst which is poor job commitment by teachers. Principals of schools often complain that most teachers employed in their schools are not committed to their jobs. This is evidenced in frequent resignations from job, a high number of teachers' seems not to relate well with students, and others failing to trace the causes of poor performance by students in their subjects; others include lateness to school and desiring to leave early, organizing home lessons for students instead of teaching the students during the school statutory hours, non-resourcefulness during lesson presentation, giving of lesson notes to students to help them copy on the board for other students and not participating in the school extracurricular activities amongst others. Other low commitment have are expressed by teachers' eye service to the principal, and Brain drain of qualified teachers has been recorded in many of the private schools, while some are on the verge of losing the already few staff and hence turning private schools to time-marking places where staff do are not committed but only marking time to leave to better paid secured and pensionable jobs.

The poor commitment by staff may be blamed on private school owner's continual focus on financial remuneration of teachers, the harsh staff policies of excessive deductions, job insecurity among others. This has become a problem to the proprietors, principals, students and the entire society to an extent that it has prompted many researchers such as Akpan (2017), Vahisthe and Khan (2020), Salau, *et al.*, (2020), to proffer solutions to the problem of poor commitment to work by teachers, yet, the problem still remain. Based on these, the researcher decided to use non-financial incentives such as Job enrichment, Staff recognition, and Staff development opportunities to see if the problem of poor commitment to job among teachers in private secondary schools can be solved. Therefore, the question now is does non-financial incentives predict teachers' job commitment in private secondary schools in Akwa Ibom North-East Senatorial District? if it does, to what extent is the prediction?

1.3. Purpose of the Study

This study was designed to determine the relationship between non-financial incentives and teachers' job commitment in private secondary schools in Akwa Ibom North-East Senatorial District. Nigeria. Specifically, the study sought to:

- i. determine the relationship between job enrichment and teachers' job commitment in private secondary schools
- ii. determine the relationship between staff recognition and teachers' job commitment in private secondary schools

Research Questions

To guide the study the following research questions were raised and answered:

- i. What is the relationship between Job enrichment and teachers' job commitment in private secondary schools?
- ii. What is the relationship between Staff recognition and teachers' job commitment in private secondary schools?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

- i. There is no significant relationship between Job enrichment and teachers' job commitment in private secondary schools.
- ii. There is no significant relationship between Staff recognition and teachers' job commitment in private secondary schools.

Methodology

Correlational research design was adopted for this study. This design is considered because it involves investigating the magnitude and direction (positive and negative) of relationship that exist between a dependent variable and one or more independent variables. The area of study was Uyo Education Zone of Akwa Ibom State, Nigeria. The population of the study comprised of all the 15 principals and 1156 teachers of the 15 public secondary schools in Uyo Education Zone of Akwa Ibom State. A purposive sample of 15 principals was used for the study, representing 100% of the total population in the study area, because they met the criteria for the study, while a sample of 258 teachers represented about 18 percent of

the entire population was selected using multi-stage sampling technique. For the purpose of this study, two researcher-made structured instruments entitled “Administrators’ Professional Development Questionnaire (APDQ) and Teachers Preparedness Questionnaire (TPQ) were used for data collection. The instrument for the research was given face validation by experts in measurement and evaluation. Cronbach Alpha coefficient was used to determine the reliability of the instrument. 30 teachers’ who were part of the population but did not take part in the study were used for reliability test. Linear regression analysis was used in answering all the 2 research questions, and for testing of all the null hypotheses at .05 significant level.

Results

Research Question 1: What is the relationship between Job enrichment and teachers’ job commitment in private secondary schools?

Table 1: Results of Pearson Product Moment Correlation Analysis of the nature of relationship between Job enrichment and teachers’ job commitment in private secondary schools (n=291)

Variable	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum xy$	r-cal	Decision
Job enrichment	7195	419679	60924	.55	moderate positive relationship
teachers’ job commitment	29882	1752498			

Result in Table 1 shows the type and strength of relationship between Job enrichment and teachers’ job commitment in private secondary schools. The results reveal that the calculated r-value of 0.55 is moderate in nature and in a positive direction. This therefore, means that there is a moderate positive relationship between Job enrichment and teachers’ job commitment in private secondary schools. The positive relationship occurs because increase in Job enrichment is accompanied with teachers’ job commitment in secondary schools.

Research Question 2: What is the relationship between Staff recognition and teachers’ job commitment in private secondary school?

Table 2: Result of Pearson Product Moment Correlation Analysis of the nature of relationship between Staff recognition and teachers’ job commitment in private secondary school (n=291)

Variable	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum xy$	r-cal	Decision
Staff recognition	8098	470080	69022	.551	moderate positive relationship
teachers’ job commitment	29882	1752498			

Result in Table 2 shows the type and strength of relationship between Staff recognition and teachers’ job commitment in private secondary schools. The results reveal that the

calculated r-value of 0.81 is moderate in nature and in a positive direction. This therefore, means that there is a moderate positive relationship between Staff recognition and teachers' job commitment in private secondary schools. The positive relationship occurs because increase in Staff recognition is accompanied with teachers' job commitment in secondary schools.

Null Hypothesis 1: There is no significant relationship between Job enrichment and teachers' job commitment in private secondary schools.

Table 3: Result Analysis of Pearson Product Moment Correlation Analysis of the relationship between Job enrichment and teachers' job commitment in private secondary schools

Variable	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum xy$	r-value	Decision at $P \leq 0.05$
Job enrichment	7195	419679			
Teachers' job commitment	29882	1752498	60924	.552	.000*

* = Significant at $P \leq 0.05$, N=291; df= 289, Source: Field survey (2025)

The result of the analysis presented in Table 3 revealed that the p- value of .000 is less than the significance value of .05 level of significance with 289 degree of freedom. The result is significant. Therefore, the null hypothesis that "there is no significant relationship between Job enrichment and teachers' job commitment in private secondary schools" is rejected. This means that, there is a significant relationship between Job enrichment and teachers' job commitment in private secondary schools.

Null Hypothesis 2; There is no significant relationship between Staff recognition and teachers' job commitment in private secondary schools.

Table 4: Pearson Product Moment Correlation Analysis of the relationship between Staff recognition and teachers' job commitment in private secondary schools

Variable	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum xy$	r-value	Decision at $P \leq 0.05$
Staff recognition	8098	470080			
Teachers' job commitment	29882	1752498	69022	.551	.000*

* = Significant at $P \leq 0.05$, N=291; df= 289, Source: Field survey (2024)

The result of the analysis presented in Table 4 revealed that the p- value of .000 is less than the significance value of .05 level of significance with 289 degree of freedom. The result is significant. Therefore, the null hypothesis that "there is no significant relationship between Staff recognition and teachers' job commitment in private secondary schools" is rejected. This

means that, there is a significant relationship between Staff recognition and teachers' job commitment in private secondary schools.

Discussion of Findings

Job Enrichment and Teachers' Job commitment

The findings revealed a moderate and significant relationship between Job enrichment and teachers' job commitment in private secondary schools in Akwa Ibom North-East Senatorial District. This result implies that when teachers are given job identity, they feel important in the eyes of others, delegated higher responsibility, realize ones competence, given freedom, participation in decision making, it gives them reasons to stay committed at work.

The finding of this study is in agreement with the findings of Kim (2014) whose findings revealed that, job enrichment has significant positive effect on employee commitment in private universities in Nigeria. The findings of this study also agree with the findings of Bawalla, and Omolawal (2023) who revealed that that non-financial rewards are a strong determinant of job commitment for the teachers in the state public secondary schools. This findings explains that schools in which principals are more concern about teachers' innovativeness than commanding control and where leadership and decision making is spread across all levels and where individual goals are met tend to enrich the teachers' Job.

Staff Recognition and Teachers' Job Commitment in Private Secondary Schools

The findings revealed a moderate and significant relationship between staff recognition and teachers' job commitment in private secondary schools in Akwa Ibom North-East Senatorial District. This result simply means that when teachers are commended or recognized for their performance, they tend to be committed to the job. The reason for this outcome may be attributed to teachers' feeling of being openly commended at staff meeting, applauded at the assembly ground before the students and receipts of commendation letters after an outstanding service at work, thus making them feel important in the job and be motivated to stay committed

The findings of this study is in agreement with the findings of Mackenzie and Nwafor (2019) who found a moderate positive relationship of $r=0.60$ between promotion and teachers commitment as well as $r=0.39$ between recognition and teachers commitment in these schools.. This study findings also agree with the findings of Karwai *et al.* (2022) who found that monetary reward, performance appraisal and appreciation have positive significant influence on teachers' contribution. While career progression and engagement have no significant influence on teachers' contribution.

Conclusion

It was concluded based on the findings of the study that there is a relationship between non-financial incentives and teachers' job commitment in private secondary schools in Akwa Ibom North-East Senatorial District. The study further concluded that job enrichment and staff

recognition significantly relate to teachers' job commitment in private secondary schools in Akwa Ibom North East Senatorial District.

Recommendations

It is recommended based on the findings and conclusions of this study that:

- i. Government should focus on giving teachers a considerable level of job autonomy through job enrichment. This would enable them to utilize their skills and ability to complete assigned task and take responsibility for their actions, as well as maintaining strong loyalty and commitment level to the organization.
- ii. Staff development opportunities should be provided for teachers by private school proprietors. This would encourage them to stay committed on the job and be committed to their professional responsibilities so that teachers' turnover could also be greatly reduced.

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