

MONETARY AND COMPENSATION REWARD MANAGEMENT STRATEGIES AS PREDICTORS OF TEACHERS' INSTRUCTIONAL DELIVERY IN SECONDARY SCHOOLS IN NSUKKA EDUCATION ZONE

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Abstract

The study investigated monetary and compensation reward management strategies as predictors of teachers' effective instructional delivery in secondary schools in Nsukka education zone. Two research questions and two hypotheses were answered and tested to guide the study. The study adopted a correlational research design with a population of 1654 teachers 62 secondary schools in Nsukka Education zone of Enugu State, Nigeria. the sample size of the study 165 teachers representing 10% of the population of teachers. The sample size was arrived at through simple random sampling technique through balloting by replacement. Monetary and Compensation Reward Management Strategies Scale (MCRMSS) and Teachers' Effective Instructional Delivery Scale (TEIDS) were used for data collection. The instruments were face validated by three experts. Internal consistency reliability coefficients of MCRMSS and TEIDS were computed using Cronbach alpha. Simple regression was used to answer the research questions while t-test associated with simple regression was used to test the hypotheses at 0.05 level of significance. Based on the findings of this study, it was concluded that monetary and compensation reward management strategies are very indispensable in the effective instructional delivery of teachers in secondary schools in Nsukka education zone of Enugu State, Nigeria. Based on the conclusion, the following recommendations are made: The school administrators should provide soft loan for teachers who are in any form of monetary need or the other. Teachers who teach extra time should be duly compensated by the school principals.

Keywords: Monetary and Compensation Reward Management Strategies and Teachers' Effective Instructional Delivery

Introduction

The success of the education sectors can be predicated on the extent and quality of instructional delivery. Instruction delivery can be seen as the practice of teaching students in a school system (Mba, 2022). In the same vain, instructional delivery entails the discharge of instructional contents to the students (Ozoko, 2022). It has been observed that the level of instructional delivery in secondary school is suffering a lot of setbacks. This is made clear as most of the teachers are seen not covering their instructional contents, unprepared for instructional discharge, improper instructional and evaluation methods. The case of secondary schools in Nsukka state is not different from the general observations as most of the teachers come to class late and leave early, dictate notes, show little attention to behavioural manifestations of the students, among other things. These unpleasant condition in the education system posit great rot in the system which can be attributive to so many factors. Some of the attributable factors could be teachers' qualities, students factor as well as the principals' administrative strategies. Some of these administrative practices can be traceable to their reward management behaviours. According to Armstrong (2010) reward management are those welfare practices carried out in the school to keep the school running. Armstrong further stressed that the organization needs reward system to function expectedly.

In the same line of thought, Ikenyiri, and Ihua-Maduenyi (2011) opined that organizations should implement reward strategies that encompass both financial and non-financial aspects as this would ensure the satisfaction of different employees' needs, thus, increasing levels of employee productivity. Reward management has been described as the development, practice, maintenance, communication and evaluation of reward processes. The objectives of reward management are to ensure the accomplishment of both corporate, individual and unions goals and objectives through the formulation and implementation of appropriate policies and strategies for the organization. Given recent evidence that teacher quality is very important for student achievement but unrelated to most observable teacher characteristics. Rewarding teachers to perform well and attracting a pool of high-performing teachers are promising policies to improve student outcomes. The quest to improve public education has led policymakers and researchers to focus on how to increase teachers' productivity. Where firms have good performance measures, the employees will be motivated since pay is associated with improved terms and condition of service which result in higher productivity and better quality of the worker firm match.

A new wave of studies has used company-specific data to investigate the effects of the introduction of performance related schemes on some measure of employees' or establishments' performance shedding light on the "causal" effects of incentives on performance (Bryson et al, 2011). According to Merchant, (2007) every organisation gives pay increment to employees at all organisational levels. Guajardo (2011) found that monetary rewards are the strongest incentive in Africa, especially salary increase or performance-based rewards. Therefore, Narsee (2012) reported that monetary reward is the most important reward category. Wallace, Karanja, Charles, and Edward (2001) depend upon rewards like money as the main factor of motivation. In the same development, Wallace, Karanja, Charles, and Edward reported that greater number of employees depend on monetary rewards for effective productivity. Monetary reward cannot be dissociated from compensations.

According to McNadimara (2006), compensation includes issues regarding wage and salary programs, structures accruing from job descriptions, merit-based programs, bonus-based programs, commission-based programs among others while benefits typically refers to retirement plans, health life insurance, disability insurance, vacation, employee stock ownership among others. Compensation is planned in order to keep an effective workforce, to maintain fairness, objectivity and to ensure that companies comply with government regulations (Hameed, Ramzan, Zubair, Ali & Arslan, 2014). Compensation means payment made by an employer to his employees in return for their time, effort and skill used to render services to the organization (Clark, Kristensen and Westergard, 2009). It comprises different forms of financial and non-financial benefits and could be in form of salaries, wages and benefits like vacation, insurance, maternity, retirement allowances, bonuses, over-time pays, recognition rewards, sales commission etc (Tessema, Ready & Embaye, 2013). Compensation can also come in form of non-monetary benefits like organizational paid accommodation, health and insurance, business trips, flexi-time etc which may later translate into both intrinsic and extrinsic motivation targeted towards raising employees' productivity (Nyawa, 2017). Based on the forgoing, it has not been ascertained by scholars the relationship among monetary reward management, compensation reward management with teachers' instructional delivery. Based on this level of uncertainty and inconsistency in results, the researchers investigated monetary and compensation reward management strategies as predictors of teachers' effective instructional delivery in secondary schools in Nsukka education zone.

Purposes of the Study

The study investigated monetary and compensation reward management strategies as predictors of teachers' effective instructional delivery in secondary schools in Nsukka education zone. Specifically, the study sought to:

1. Determine the predictive power of monetary reward management strategy on teachers' instructional delivery in secondary schools in Nsukka education zone.
2. Find out the predictive power of compensation reward management strategy on teachers' instructional delivery in secondary schools in Nsukka education zone.

Research Questions

The following research questions were answered to guide the study.

1. What is the predictive power of monetary reward management strategy on teachers' instructional delivery in secondary schools in Nsukka education zone?

2. What is the predictive power of compensation reward management strategy on teachers' instructional delivery in secondary schools in Nsukka education zone?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. Monetary reward management strategy does not have a significant predictive power on teachers' instructional delivery in secondary schools in Nsukka education zone.
2. Compensation reward management strategy does not have a significant predictive power on teachers' instructional delivery in secondary schools in Nsukka education zone.

Methods

The study adopted a correlational research design with a population of 1654 teachers 62 secondary schools in Nsukka Education zone of Enugu State, Nigeria. the sample size of the study 165 teachers representing 10% of the population of teachers. The sample size was arrived at through simple random sampling technique through balloting by replacement. Monetary and Compensation Reward Management Strategies Scale (MCRMSS) and Teachers' Effective Instructional Delivery Scale (TEIDS) were used for data collection. The Monetary and Compensation Reward Management Strategies Scale (MCRMSS) has two sections of A and B. Section A contained the demographic information of the respondents such as school type and gender. The section B has two clusters of monetary and compensation with 10 items each making a total of 20 items for MCRMSS. The MCRMSS was structure with the response options of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1) respectively. The second instrument contains 10 items that elicited responses on instructional delivery from the teachers. The instrument TEIDS was designed to share the same properties of MCRMSS as in the demographic section as well as the response options. The instruments were face validated by three experts, two from Education Management and Planning, Department of Educational Foundations and the other from Measurement and Evaluation Unit, Science Education all in the Faculty of Education, University of Nigeria Nsukka. Internal consistency reliability coefficients of MCRMSS and TEIDS were computed using Cronbach alpha. Simple regression was used to answer the research questions while t-test associated with simple regression was used to test the hypotheses at 0.05 level of significance.

Results

Research question 1: What is the predictive power of monetary reward management strategy on teachers' instructional delivery in secondary schools in Nsukka education zone?

Table 1: simple regression of the extent of relationship between monetary reward and teachers' productivity

Model	R	R Square	Adjusted R Square	Decision
1	.907 ^a	.823	.854	Very High Extent

Data on table 1 revealed that the regression and regression square coefficients are 0.907 and 0.823 respectively. The predictive power is determined by the coefficient of determinism. The coefficient of determinism of 82.3% reveals that monetary reward management strategy on teachers' instructional delivery in secondary schools in Nsukka education zone to a very high extent.

Hypothesis 1: Monetary reward management strategy does not have a significant predictive power on teachers' instructional delivery in secondary schools in Nsukka education zone.

Table 2: t-test associated with simple regression of the extent of relationship between monetary reward and teachers' productivity

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1	(Constant)	2.201	.432		2.666	.000

Monetary	.901	.123	.907	20.444	.000
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Data on table 2 reveals that the t-test value of 20.444 associated with simple regression is rejected because the significant value of 0.00 is less than the alpha value of 0.05. Therefore, monetary reward management strategy significantly relates to teachers' instructional delivery in secondary schools in Nsukka education zone to a very high extent.

Research question 2: What is the predictive power of compensation reward management strategy on teachers' instructional delivery in secondary schools in Nsukka education zone?

Table 3: simple regression of the extent of relationship between compensation reward and teachers' productivity

Model	R	R Square	Adjusted R Square	Decision
1	.977 ^a	.954	.923	Very High Extent

Data on table 3 revealed that the regression and regression square coefficients are 0.977 and 0.954 respectively. The predictive power is determined by the coefficient of determinism. The coefficient of determinism of 95.4% reveals that compensation reward management strategy on teachers' instructional delivery in secondary schools in Nsukka education zone to a very high extent.

Hypothesis 2: Compensation reward management strategy does not have a significant predictive power on teachers' instructional delivery in secondary schools in Nsukka education zone.

Table 4: t-test associated with simple regression of the extent of relationship between compensation reward and teachers' productivity

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.233	.322		5.761	.000
	Compensation	.914	.009	.977	33.453	.000

Data on table 4 reveals that the t-test value of 33.453 associated with simple regression is rejected because the significant value of 0.00 is less than the alpha value of 0.05. Therefore, compensation reward significantly relates to teachers' instructional delivery in secondary schools in Nsukka education zone to a very high extent.

Discussion of the Findings

Monetary Reward and Teachers' Productivity

This study reveals that monetary reward predicts teachers' instructional delivery to a very high extent. This finding supports that of Moses (2016) that monetary incentive promotes teachers' activities in the school. Similarly, the finding buttressed that of Nalweyiso (2012) which found a positive significant relationship between monetary rewards with teachers' job commitment. The finding of this study showed that the more the teachers are given monetary reward, the high they record effective instructional delivery.

Compensation Reward and Teachers' Productivity

The finding of this study reveals that compensation reward predicts teachers' instructional delivery in secondary schools in Nsukka Education zone to a very high extent. This finding is consistent with that of Abdul, Muhammad, Hafiz, Ghazanfar, and Arslan (2014) that compensation has positive impact on employee performance. More so, the finding is in tandem with that of Onyango (2014) which found that employees compensation accounts for organization performance. This study has buttressed the fact that the more the teachers are compensated, the more they will achieve effective instructional delivery in secondary schools in Nsukka education zone.

Conclusion

Based on the findings of this study, it was concluded that monetary and compensation reward management strategies are very indispensable in the effective instructional delivery of teachers in secondary schools in the Nsukka education zone of Enugu State, Nigeria.

Recommendations

Based on the conclusion, the following recommendations are made:

1. The school administrators should provide soft loan for teachers who are in any form of monetary need or the other.
2. Teachers who teach extra time should be duly compensated by the school principals.

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