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CONTENTS

Financial and Non-Financial as Welfare Incentives on Job Satisfaction among Public Secondary School Teachers in Oyo, Oyo State, Nigeria

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Abstract

This study examined financial and nonfinancial as welfare incentives on job satisfaction among public secondary school teachers. This study utilized a descriptive research design while a simple sampling technique was used to select 225 public secondary school teachers. A self-constructed instrument was used to gather relevant data. Three research hypotheses were formulated while Pearson Product Moment Correlation was used to analyze the hypotheses. Findings revealed that there is shows that there is significant relationship between financial and job satisfaction among public secondary school teachers in Afijio local government area (r = .0.621, n=255, p (.013) <.05), there is a significant relationship between significant relationship between non-financial incentives and job satisfaction among public secondary school teachers in Afijio local government area (r = .210, n=255, p (.036) <.05). Furthermore, there is a joint significant relationship between financial/nonfinancial incentives and job satisfaction among public secondary school teachers in Afijio local government area. The study concluded that financial and non-financial incentives significantly influenced job satisfaction among teachers. Therefore, it was recommended among others that education stakeholder should make use of both financial and non-financial incentives to improve the organization productivity and job satisfaction.

Keywords: Financial incentives, non-financial incentives, teachers, job satisfaction

Introduction

Education is considered essential for any nation to develop and prosper socially, intellectually, and economically. Teachers contribute greatly to this prosperity by maintaining the value of the educational process, so it is vital for educational authorities at all levels to optimize the quality and effectiveness of teachers' satisfactions. In order to implement educational policies successfully and to achieve targets, schools need motivated teachers who are secure in their work and who are able to perform their duties to a high standard. Peck & Jacobs (2023) stated that improvements in financial and non-financial incentives have benefits for both students and teachers as well as the school management and the society at large. A well-motivated teacher will put in their best to achieve desired results (Clark, 2017).

Both financial and non-financial incentive are very important to the long-term growth and development of any educational system. They probably rank alongside professional knowledge and skills, core competencies, educational resources, and strategies as the veritable determinants of educational performance. Professional knowledge, skills, and incentive among teachers is fundamental for effective job satisfaction (Victor & Babatunde, 2019). Professional knowledge, skills, and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filak & Sheldon, 2018). Incentives in to employees cannot be overemphasized and are very essential in the lives of teachers because they form the fundamental reason for working in life. While almost every teacher works in order to satisfy his or her needs in life, job satisfaction in this context is the ability of the teaching profession or job to meet teachers' needs and improve teaching performance (Dweck, 2019).

Teachers expect financial and non-financial rewards for their services and efforts. In the absence of equitable pay and other non-financial incentives, teachers may get dissatisfied with their which may lead to poor job performance (Adewole, 2020). Furthermore, dissatisfaction resulting from the

unavailability of financial and non- financial reward may also lead to high teacher turnover. Rewards are categorized into two groups which are financial and non-financial rewards. Financial rewards are also called extrinsic rewards and non-financial rewards are called intrinsic rewards. The financial rewards include pay, bonuses, allowances, insurance, incentives, promotions and job security, while the non-financial rewards include appreciation, caring attitude from employer, and recognition (Armstrong, 2022). Often overlooked, promotion and career development opportunities can also act as an incentive for employees. Although, these also have a financial component and promotions are associated with a rise in salary. Non-financial incentives are types of reward that motivate employees by fulfilling their social and emotional needs instead of their financial ones (Fatoye, 2020). This does not mean that non-financial incentives necessarily cost nothing for an organization to provide, but they are often cheaper than financial incentives.

Studies have shown that financial and non-financial incentives greatly enhance job satisfaction and boost productivity. For example, Aarthi, & Srinivasan (2018) concluded that there is a positive relationship between welfare measures such as the provision of housing loan, health/medical insurance employee job satisfaction in an automobile industry. The authors concluded that as the strength of any organization depends entirely on the wellbeing of the employees, management should take special care to design welfare policies that will improve the wellbeing of employees. In the same vein, Suthamathi (2016) conducted a study on the provision of welfare facilities and its impact job satisfaction of employees in service industry such as hotels. Findings revealed that the provision of welfare facilities such as pension have positive relationship with employees' job satisfaction.

Other factors such as facilities for training and education allowance, facilities for career advancement, guidance and counseling, maintenance of rest and lunchroom are also important factors that can enhance employee job satisfaction and wellbeing. Ramamoorthy (2017) in a correlation study found that welfare measures such the provision of pensions, not only boost employee morale but

also enhance the wellbeing and satisfaction while Venkatesh, Maanasa Devi, Thiyagarajan, Arhan (2020) found that employee welfare facilities like medical, pantry, safety measures, free food in canteen, leave allowances enhances employee wellbeing, and job satisfactionas well as their performance.

Meenakshi (2020), in his study on analysis of workers welfare programmes and job satisfaction revealed the welfare measures such as attractive salary, loans and compensation facilities, education, housing, subsidized food, better working environment, stability of work force and provision of cooperative societies helps to maintain good industrial relations in the organizations. They concluded that these types of welfare facilities help to maintain a highly efficient workforce in the organization as well as the improved socioeconomic wellbeing of the employees. Steers and Porters (2018) are of the view that, the ways in which rewards are distributed within organizations and their relative amount have considerable impact on the levels of employee wellbeing. In most organizations the quantum of employees' rewards corresponds to their level of training and development. An employee is more satisfied and ready to do his job if he/she is well trained. Organizational rewards includes anything an employee values and desires that an employer is able to offer in exchange for employees contributions. A more educated employee seems to prosper in their career which implies that employees' wellbeing.

Johnson et al (2023) in their study on welfare packages and teachers' performance in public basic schools in West Akim Municipality, Ghana, gathered data from randomly sampled 153 teachers and purposively selected 15 key informants which revealed under functioning of professional responsibilities among public basic school teachers due to the deprivation of basic welfare packages (allowances, housing facilities, and medical health care), which consequently thwarts the academic performance of students and the quality education provision at the basic level just as welfare packages, the fair wages and salary provision impacts in all sectors and levels.

Job satisfaction and incentives are interdependent and interrelated. They are strongly associated, and their association can bring positive and successful results to any school. Yet, not all teachers can be motivated through identical factors: some may be inspired by achieving a higher level of authority and responsibility; some people may need flexibility and freedom in their work schedule; and others may be motivated by a sense of accomplishment. Job satisfaction or dissatisfaction is a result of teachers' perceptions of how well their job provides those things that they view as important and necessary to work well and to their enjoyment. Job dissatisfaction can be due to an absence of work-life balance, a lack of advancement and opportunities, a non-supportive working environment, a lack of encouragement, a lack of recognition, and stress (Adewole, 2019).

These factors also increase the teacher turnover rate (Ahmadi & Alireza, 2017). As a result, dissatisfied teachers may reduce their levels of performance and efficiency and may sabotage the work or leave the job (Sonmezer & Eryaman, 2018). Dissatisfied teachers leave the school and may deflate other teachers' motivation before they do (Feinstein & Vondrasek, 2021). A properly designed motivational reward structure is management's most powerful tool for mobilizing organizational commitment to successful strategy execution and productivity. However, this is not always an easy task as the design and management of motivational reward systems present managers with one of the most difficult human resource tasks. This is because what motivate individuals differs. Therefore, there is need to find out the needs and goals of employees in order to address them and achieve the required motivation. Studies have shown that there is crisis of motivation in most work organizations. Many organizations often invested large percentage of their resources to increase employee motivation, but these interventions do not always translate into higher levels of performance. This might be due to different perceptions between management and subordinates on the type of motivations to use to achieve set objectives. This study will therefore examine financial and none financial incentives as welfare strategies to motivate employees

Hypotheses

H01: There is no significant relationship between financial incentives and job satisfaction among public secondary school teachers in Afijio local government area.

H02: there is no significant relationship between non-financial incentives and job satisfaction among public secondary school teachers in Afijio local government area.

H03: there will be no significant joint relationship between independent variables (financial and non-financial) on job satisfaction among public secondary school teachers in Afijio local government area

Methodology

The descriptive survey research design was adopted for this study. The population for the study consists of all public secondary school teachers in Afijio local government area. A simple random sampling technique was used to select 225 secondary school teachers. A self-constructed instrument was used to gather relevant data. The questionnaire was tagged "Financial and Non-Financial Incentives on Job satisfaction". The instrument was made up of four sections. The section **A** contained items eliciting demographic characteristics of the participants, section **B** measured financial incentives, section B measured none financial incentives while section **D** measured job satisfaction. The responses ranged from Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Test-retest was carried out and a reliability co-efficient of 0.87 was obtained. Person Product Moment Correlation was used to analyze the research hypotheses formulated.

Result and Discussion

Hypothesis one: There is no significant relationship between financial and job satisfaction among public secondary school teachers in Afijio local government area.

Table1: Pearson Product Moment Correlation (PPMC) showing the relationship between financial and job satisfaction among public secondary school teachers in Afijio local government area

Variables	Mean	Std. Dev.	n	r	p-value	Remarks
Job satisfaction	23.12	4.78	255	0.621*	.013	Sig.
Financial	18.94	3.94				

* Sig. at 0.05 level

Table 4.2.1: shows that there is significant relationship between financial and job satisfaction among public secondary school teachers in Afijio local government area (r = .0.621, n=255, p (.013) <.05). The hypothesis is hereby rejected.

Hypothesis two: There is no significant relationship between non-financial incentives and job satisfaction among public secondary school teachers in Afijio local government area.

Table 4.2.2: Pearson Product Moment Correlation (PPMC) showing the relationship between non-financial incentives and job satisfaction among public secondary school teachers in Afijio local government area

Variables	Mean	Std. Dev.	n	r	p-value	Remarks
Job satisfaction	23.12	4.781	255	.210*	.036	Sig.
Non-financial incentives	20.67	3.926				

* Sig. at 0.05 level

Table 4.2.2: shows that there is a significant relationship between significant relationship between non-financial incentives and job satisfaction among public secondary school teachers in Afijio local government area (r = .210, n=255, p (.036) <.05). The hypothesis is therefore rejected.

Hypothesis three: There is no joint significant relationship between (financial and nonfinancial incentives) and job

satisfaction among public secondary school teachers in Afijio local government area.

Summary of Regression Analysis of the significant contribution of independent variables (financial and nonfinancial incentives) and dependent variable (job satisfaction) among public secondary school teachers in Afijio local government area

R	R Square	Adjusted R Square	Std. Error Estimate
0.967	0.935	0.934	0.679

Summary Regression ANOVA

	Sum of Squares	Df	Mean Square	F	P	Remark
Regression	621.122	2	310.561	318.200	0.003	Sig.
Residual	246.008	252	0.976			
Total	867.130	254				

Table 4.2.3 showed there was a significant joint relationship of independent variables (financial and nonfinancial) incentives on dependent variable (job satisfaction). That is job satisfaction correlated positively with the independent variables (financial and nonfinancial) incentives. The table also shows a coefficient of multiple correlations (R) of 0.967 and a multiple R square of 0.935. This means that 94.0% (R^2=0.935) of the variance in the job satisfaction is accounted for by the independent variables, when taken together. The significance of joint relationship was tested at $p<0.05$ using the F- ratio at the degree of freedom (df=2/252). The table also showed that the analysis of variance for the regression yielded an F-ratio of 318.200 (significant at 0.05 level).

Discussion of Findings

HO_1: There is no significant relationship between financial and job satisfaction among public secondary school teachers. The finding is line with the work of Chukwurah, Uzor, Iwuno,

& Chukwueloka, (2020) who studied the impact of financial incentives on the job satisfaction of workers in higher institutions in Nigeria and the finding established that financial incentives do motivate workers into higher productivity. Similarly, Josephine (2020) carried out a research on financial reward and employee retention in private primary schools. The major finding was that financial rewards took dominance as a factor of employee retention. Also, Kumar, Hossain, and Nasrin (2020) found that there is a positive association between financial rewards and job satisfaction.

HO_2: There is a significant relationship between non-financial incentives and job satisfaction among public secondary school teachers. The result is in corroborate with that of Nzewi (2017) who studied the impact of non- financial incentives on the performance of workers in higher Institutions. Findings established that non-financial incentives do motivate workers into higher productivity. Similarly, Kolawole, (2018) posited that non-financial motivated employee to increase productivity. Similarly, Orga, Mbah & Ekechukwu, (2018) examined the effect of non-financial rewards on staff productivity. It was established that creation of recreational center led to increase in employee productivity.

HO_3: There is a significant relationship between financial and nonfinancial incentives and job satisfaction among public secondary school teachers. The result of the findings is in support of Saddiqui (2019) whose study found that there are different factors that influence the motivation of employees which can be classified into two categories; financial and non-financial rewards. Likewise, Onwuka, Madu & Nweke, (2023) focused on comparative study of financial and non- financial motivation of employees in an organization and found out that recognition will help to advance the performance of the employee. Similarly, Yousaf, Abid, Butt, Ilyas & Ahmed (2019) found that there is a considerable relationship between the financial and nonfinancial incentives and the job satisfaction of employees. The study concluded that financial incentives have a stronger impact on job satisfaction than the non-

financial incentives. Also, Zachary (2019) found that there is a positive relationship between employee independence, recognition, career development and flexible working schedules and employee's satisfaction, performance and overall productivity.

Conclusion and Recommendations

The study concluded based that financial and non-financial incentives significantly influenced job satisfaction among secondary school teachers. Both financial and non-financial incentives are important factors for motivating the teacher satisfaction. The study observed that financial incentives such as basic salary, bonus fringe benefits, retirement benefits etc. are important motivational factors in the workplace. Non-financial incentives such as recognition, job security, and opportunity for career development, employee empowerment etc. are equally important to the employees in an organization.

More so, among the expected factors of non-financial incentives identified in this study; career advancement, participation in decision making, and recognition of employees' achievements and organizational climate positively affect employees' motivation and improves job satisfaction. School administration should evaluate their reward practice to ensure alignment with the possible impact of changes in the universal environment and to make provision for diverse necessities based on the needs of their workers. Teachers should be viewed as an important individual and considered as the human capital of any organization.

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