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STAFF REMUNERATION AS A CORRELATE OF TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract
The study investigated staff remuneration as a correlate of teachers' job satisfaction in public secondary schools in Anambra State. Four research questions guided the study and four null hypotheses were tested at 0.05 level of significance. The study was a correlational research design. The population of the study comprised 5133 teachers (756 males and 4377 female teachers) in 263 public secondary schools in the six Education Zones in Anambra State. The sample of 513 teachers (that is, 10% of the population) was used for the study. Stratified and simple random sampling techniques were used for the study. The instruments for data collection were researcher-structured questionnaires titled: Staff Remuneration Questionnaire (SRQ) and Teachers' Job Satisfaction Questionnaire (TJSQ). The instruments were subjected to face and construct validation. The reliability of the instrument was determined using Cronbach Alpha Coefficient method and the average coefficient value of 0.82 for SRQ and 0.83 for TJSQ were obtained which was considered highly reliable and suitable for the study. Pearson Product Moment Correlation and multiple regression analysis were used for the study. The study revealed that teachers' professional development (r = 0.551; p = 0.000), teachers' recognition (r = 0.568; p = 0.000) positively and significantly related to teachers' job satisfaction in public secondary schools in Anambra State to a moderate extent. The study also showed that payment of salary (r = 0.762; p = 0.000) and fringe benefit (r = 0.723; p = 0.000) positively and significantly related to teachers' job satisfaction in public secondary schools in Anambra State to a high extent. The study concluded that creating a good organisational climate and appropriate staff remuneration is of necessity because their components have shown to be a good determinant of teachers' job satisfaction in public secondary schools in Anambra State. Based on the findings, the study recommended that since staff remuneration is positively and significantly related to teachers' job satisfaction, administrators should practice regular staff remuneration in the school setting in order to keep sustaining teachers' job satisfaction in public secondary schools in Anambra State.

Keywords: Staff remuneration, Job Satisfaction, Salaries, Fringe Benefits, Professional Development, Recognition

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Introduction

Teachers' job has emerged as a critical component of maintaining a successful learning environment. Satisfied teachers devote their time and energy in performing their duties to ensure the success of students in learning environment. Job satisfaction is a positive reaction towards one's work experience. According to Ahiri, Dunifa, Ramly, Ilham and Ahiri (2023), job satisfaction is a positive belief, emotional state, feeling, and attitude that arise in a person as a result of an assessment of the work being done. Ikedimma, Orji, Ezema, Nwogbo and Onwumbiko (2023) described teachers' job satisfaction as a situation whereby teachers feel happy, motivated and continue to demonstrate commitment in pursuit set school objectives and goals.

Teacher who are satisfied with their job are bound to punctual to school, committed and dedicated to the discharging their duties. Ahiri et al (2023) pointed out that teachers who are satisfied with their work are more likely to positive attitude towards their responsibilities. In the same vein, Ikedimma et al (2023) maintained that a satisfied teacher would be devoid of absenteeism, truancy, 'eye-service', and other unproductive scenarios. Conversely, Ahiri et al (2023) argued that absenteeism from teaching, poor learning performance, a lack of enthusiasm in teaching, and a lack of discipline in teaching are the results of teacher dissatisfaction with their work. Similarly, Nguma, Shafack and Nfon (2023) opined that teachers' job dissatisfaction can result in a lack of interest in teaching, leading to non-coverage of the syllabus, high failure rate of student and truancy among others.

Some teachers seem to be dissatisfied with their job in public secondary schools in Anambra State. Ikedimma et al (2023) pointed out that the manner of nonchalant attitude to work, often demonstrated through regular absenteeism to work, truancy, 'eye-service' and undue excuses by teachers could be probably due to their dissatisfaction with their job in public secondary schools in Anambra State. Also, Nwankwo and Ifeanyi (2021) noted that lower levels of job satisfaction among teachers have results in frequent absenteeism from school, aggressive behavior towards colleagues and learners, early exits from the profession and psychological withdrawal from work in secondary schools in Anambra State. The level of teachers' job satisfaction is likely to be high, if they are provided better remuneration.

Staff remuneration is considered as a very important variable in increasing teachers' job satisfaction. It is defined as monetary or non-monetary package in form of salaries, wages, bonuses, incentives, allowances and benefits that are accrued or given to an employee or group of employees by the employer as a result of services rendered by the employee(s) or commitment to the organization (Ojeleye, 2017). He further opined that remuneration often refers to the total compensation received by an employee, which includes not only the person's basic salary but health, insurance and other forms of compensation. The major objective of most organizational remuneration packages are to attract, retain and motivate qualified and competent employees. Thahir *et al.* (2022) affirmed that remuneration encompasses so many things like the use of fringe benefits, incentives, style of management, work condition, wages and salaries, promotion and others to influence workers' productivity. Continuing Thahir *et al.* opined that in the developing nations like Africa, there is no greater motivation for workers like rewards usually in the form of wages and salaries. Toropova *et al.* (2021) were of the opinion that amongst other things, motivational techniques that could be employed by principals in motivating teachers involve the use of fringe benefits, payment of salaries, conducive work environment, teachers' professional development, involvement in decision-making and teachers' teamwork among others. This study was limited to fringe

benefits, payment of salaries, professional development and recognition, as staff remuneration packages in public secondary schools in Anambra State.

Teachers' fringe benefits are additional compensation provided to teachers that is not directly related with their salary or wages for the performance of a specific service. Some fringe benefits such as social security and health insurance are required by law, while others are voluntarily provided by the employer. Examples of optional fringe benefits include free breakfast and lunch, gym membership, employee stock options, transportation benefits, retirement planning services, childcare, and education assistance, among others. Fringe benefits are a form of pay, often from employers to employees, and considered compensation for services beyond the employees' normal rate of pay. They can be made in the form of property, services, cash, or cash equivalents (Ibojo & Asabi, 2017). Cash equivalents are things that can be turned into cash fairly quickly, such as savings bonds. Teachers' fringe benefits in this study are regarded as the collection of various benefits provided by an employer, which are exempted from taxation as long as certain conditions are met. Thus, teachers' fringe benefits varies according to schools and can come in different forms like medical and dental insurance, use of a company's car, housing allowance, educational assistance, vacation pay, sick pay, meals and employees' discounts among others.

Teachers' salary is a fixed amount of money agreed every year as pay for teachers, usually paid directly into his or her bank account every month. A salary is a form of payment from an employer to an employee, which might be specified in an employment contract. It is contrasted with piece wages, where each job, hour or other unit is paid separately, rather than on a periodic basis. From the point of view of running a business, salary could also be viewed as the cost of acquiring and retaining human resources for running operations, and is then termed personnel expense or salary expense. In accounting, salaries are recorded in payroll accounts (Grub, 2020).

Salary is the regular payment by an employer to an employee for employment that is expressed either monthly or annually, but is paid most commonly on a monthly basis, especially to white collar workers, managers, directors and professionals (Obiora, 2019). Salary is a fixed amount of money or compensation paid to an employee by an employer in return for work performed. Salary is commonly paid in fixed intervals, for example, monthly payments of one-twelfth of the annual salary. It is typically determined by comparing market pay rates for people performing similar work in similar industries in the same region, and is also determined by leveling the pay rates and ranges established by an individual employer. Salary is also affected by the number of people available to perform the specific job in the employer's employment locale (Adekanmbi & Ukpere, 2021). Teachers' salary in this study is regarded as the reward for service and a source of livelihood for teachers. It is usually paid on a monthly basis. Regular payment of teachers' salary enhances their performance and boosts their morale.

Teachers' professional development is designed for the manpower development of the school system and the educational enterprise as a whole. If teachers are to perform their functions effectively and efficiently, it becomes imperative for them to require training in new skills and modern methodology.If a teacher is equipped on the job through development programmes, it will be reflected in the job performance. This made Onaolapo *et al.* (2020) to argue that teachers can only put in their best, if their professional needs to carry out their functions/duties are provided through staff development. This has made staff development become necessary especially in highly-populated schools where schools are short-staffed and

some teachers are required to teach subjects outside their fields of specialization. In order to realize the overall aim of the school system, the teachers must be mobilized, directed, stimulated and motivated towards optimal performance of their duties. Teachers need to be motivated to partake in seminars, workshops and conferences. Therefore, staff development is a dynamic (professional) function involving stimulating teachers to improve the entire teaching-learning situation (Maclean, 2018). Thus, the ultimate aim of professional programmes for teachers is to ensure the effectiveness of teachers in the classroom and to increase students' achievement consequently. Teachers' professional development in this study is regarded as the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills, and competence in the teaching profession. Therefore, it encompasses all forms of education and training given to a teacher who is already on the job of teaching and learning.

Recognition occurs when teachers' employers share teachers' good work and achievement with them and even with extended audience. Orajaka (2021) noted that appreciation and recognition are good indication that the behaviour of the teacher is valued. They further observed that it is common in a workplace for employers to get more of the employees' behaviour they recognise and appreciate. They make teachers to fulfill tasks and their dreams. They are capable of eliciting good work performance needed to maintain commitment in schools. Principals' quick feedback after observing teachers teach good lessons, after assessing their school records or consistently being punctual to school, will help school administrators maintain what can be described as "psychological contract". Teachers' recognition can be as candid as a pat-on-the-back and a genuine compliment. It can also be as simple as a 'thank you', praises, applause or a friendly greeting at work (Mackenzie & Nwafor, 2019).

Teachers' recognition matters as it supports, validates and encourages teachers to continue doing what they do best, engaging and enriching students' lives. Teachers' recognition is not just about ego or accolades. It motivates them to continue the pursuit of excellence. A simple acknowledgment from principals is often exactly what teachers need to push themselves and their students to reach their collective potential (Ndungu, 2017). As teachers, recognition and appreciation for hard work and dedication is critically important as it fosters continued engagement and validation. It boosts their self-esteem. It gives them a voice in their profession. It renews confidence in their teaching.

Teachers, like other employees have a moral obligation for overall development of their country. On the way of doing that, they want to be professionally effective and satisfied on their job. As indicated by Jaiyeoba and Jibril (2016), satisfied and motivated teachers are important for any educational system. The success or failure of the education system depends mainly on the level of satisfaction obtained on the job and consequently exhibit high level of commitment on the job. Without motivated workforce, an organization could lose all that they have earned over the years. The implication of non-commitment to duty and the high rate of teachers' attrition arising from poor job satisfaction have drawn increased attention from an array of perspective including education ministries and general society. Though seldom articulated, the interest in these trends centres on their consequences for the students. Job satisfaction of teachers has direct implications on the learners and the overall success of the school as an organization.

Motivation of teachers in performing their tasks and work is highly affected in public secondary schools in Anambra State. Most teachers in Nigeria and Anambra State in

particular could not fulfill much of their basic needs. Beyond this, their social status, recognition, advancement and acceptance by the community has deteriorated, many teachers are de-motivated and unsatisfactory in performing their work properly as well as ready to leave their profession if they get an opportunity for better salary. Thus, salary and social status, organisational climate, lack of reward and recognition by the school community and society, school mal-administration and classroom interaction with their students seems to have implications on teachers' job satisfaction in a work place. As such, the extent to which staff remuneration is related to job satisfaction among secondary school teachers is still in doubt and requires very urgent research attention, hence the need for this present study.

Statement of the Problem

Over the past few years, secondary school system in Anambra State has witnessed obvious loss of teachers' commitment to their professional responsibilities evidenced by poor attitude to duty and low performance of teachers in schools. The unsatisfactory performance of some teachers often experienced in schools is always attributed to non-motivating fringe benefits, non-regular payment of teachers' salaries, inadequate teachers' professional development, non-involvement of teachers in decision-making, poor teamwork among teachers and poor work environment among others. Some qualified teachers are quitting teaching profession thereby giving room for the unqualified ones. Most of the teachers on ground are not given the opportunity for training and retraining so as to gain more knowledge and acquire basic teaching skills.

In some public secondary schools in Anambra State, teachers are said to be truant. Some come late to school, some undertake irregular and unauthorized movement from school, some use the official hours for their private businesses, some do not exhibit zeal in performing assigned responsibilities, while some show low level of commitment to school activities. Due to this, many schools seem not to be living up to the expected standard of quality output despite the presence or availability of professionally trained teachers and facilities. At times, disloyalties, conspiracy, quarrels, among others, exist in public secondary schools between teachers, and between teachers and principals. Thus, the researcher sought to find out how staff remuneration correlates to teachers' job satisfaction in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study was to examine staff remuneration as correlate of teachers' job satisfaction in public secondary schools in Anambra State. Specifically, the study sought to:

1. Investigate the extent payment of salaries relates to teachers' job satisfaction in public secondary schools in Anambra State.
2. Examine the extent fringe benefits relate to teachers' job satisfaction in public secondary schools in Anambra State.
3. Assess the extent professional development relates to teachers' job satisfaction in public secondary schools in Anambra State.
4. Determine the extent recognition relates to teachers' job satisfaction in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent does payment of salaries relate to teachers' job satisfaction in public secondary schools in Anambra State?

2. To what extent does fringe benefits relate to teachers' job satisfaction in public secondary schools in Anambra State?
3. To what extent does professional development relate to teachers' job satisfaction in public secondary schools in Anambra State?
4. To what extent does recognition relate to teachers' job satisfaction in public secondary schools in Anambra State?

Hypotheses

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

1. Payment of salaries do not significantly relate to teachers' job satisfaction in public secondary schools in Anambra State.
2. Fringe benefits do not significantly relate to teachers' job satisfaction in public secondary schools in Anambra State.
3. Professional development does not significantly relate to teachers' job satisfaction in public secondary schools in Anambra State.
4. Recognition does not significantly relate to teachers' job satisfaction in public secondary schools in Anambra State.

Methods

Correlational research design was adopted for the study. The study was carried out in Anambra State, Nigeria. Anambra State is one of the five States in South-East Geo-Political Zone of Nigeria. The population of the study comprised 5133 teachers (756 males and 4377 female teachers) in 263 public secondary schools in the six Education Zones in Anambra State. A sample size of 513 teachers (that is, 10% of the population) was drawn for the study using stratified and simple random sampling technique was used for the study.

Three instruments were used for data collection: Staff Remuneration Questionnaire (SRQ) and Teachers' Job Satisfaction Questionnaire (TJSQ). The instruments are structured in four sections namely A, B and C. Section A deals with the personal data of the respondents, while section B and C deals with SRQ and TJSQ. The instrument SRQ contained 40-items spread across four Clusters 'A-D.' Cluster 'A' elicits information on payment of salaries with 10-items; Cluster 'B' elicits information on fringe benefits with 10-items; Cluster 'C' elicits information on professional development with 10-items and Cluster 'D' elicits information on recognition with 10-items. These items were placed on 5-point scale of Very High Extent (VHE) (5 points), High Extent (HE) (4 points), Moderate Extent (ME) (3 points), Low Extent (LE) (2 points) and Very Low Extent (VLE) (1 point). Teachers' Job Satisfaction Questionnaire (TJSQ) as structured by the researcher measured teachers' job satisfaction in public secondary schools in Anambra State. The instrument TJSQ has 20-items with a 5-point rating scale of Very High Extent (VHE) (5 points), High Extent (HE) (4 points), Moderate Extent (ME) (3 points), Low Extent (LE) (2 points) and Very Low Extent (VLE) (1 point).

Validation of the Instrument

The face validation of the instruments was determined by three experts, two in Educational Management and one in Measurement and Evaluation, all in the Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, construct validation of the instrument was obtained using Principal Component Analysis Method. Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was obtained as 0.891; which is high enough to conduct Principal Component

Analysis. Bartlett's Test of Sphericity [χ^2 (32) = 468.574, p<.000], showed strong correlation of the variables and significant enough to conduct the Principal Component Analysis.

The reliability of the instruments was determined using Cronbach Alpha. Cronbach's Alpha was used because it is the most valuable for indicating scale reliability in the sense of the equivalence of items within single-construct scales. The responses were analysed, while the reliability coefficient values of 0.83 for payment of salaries; 0.82 for fringe benefits; 0.82 for professional development; 0.81 for recognition with an overall coefficient 0.82 and 0.83 was obtained for teachers' job satisfaction. The instruments were administered to the respondents by the researcher with the help of two research assistants who were briefed on how to administer and retrieve the instrument from the sampled respondents. Thus, out of 513 copies of the instrument administered, 492 (96%) of the instrument were correctly completed and returned, while 21(4%) were either misplaced or not correctly filled. Pearson Product Moment Correlation was used to answer the research questions and test hypotheses 1 to 8 at 0.05 level of significance. Multiple regression analysis was used to test hypothesis 9 at 0.05 level of significance. Pearson Product Moment Correlation and multiple regression analysis were used because this is a relationship study that tends to measure the extent of association between a quantitative independent variable and two quantitative dependent variables. The study did not intend to study casual relationship between the variables. The Statistical Package for Social Sciences (SPSS) version 25 was used for the study. For the decision rule, Nworgu's (2015) guidelines were used to describe the magnitude and direction of correction between two variables.

Correlation (r) of +/- .00 to .19 = Very Low Relationship
Correlation (r) of +/- .20 to .39 = Low Relationship
Correlation (r) of +/- .40 to .59 = Moderate Relationship
Correlation (r) of +/- .60 to .79 = High Relationship
Correlation (r) of +/- .80 and Above = Very High Relationship

Where the negative coefficient indicated a negative relationship or correlation between variables, positive coefficient indicated positive relationship or correlation between variables. To ascertain whether the correlation was significant, if probability value (p-value) was equal to or less than .05level of significance, the null hypothesis was rejected which indicates that the relationship is significant; where it was greater than .05 level of significance, the null hypothesis was not be rejected.

Results

Research Question 1: To what extent does payment of salary relate to teachers' job satisfaction in public secondary schools in Anambra State?

Table 1: Summary of Pearson Product Moment Correlation on the relationship between payment of salary and teachers' job satisfaction in public secondary schools in Anambra State

Variables	N	r	r^2	Remark
Payment of Salary	492	0.762	0.647	High Positive Relationship
Teachers' Job Satisfaction	492			

***Significant at p < 0.05*

The summary result of Pearson Product-Moment Correlation Coefficient in Table 1 showed that payment of salary is positively related to teachers' job satisfaction in public secondary schools in Anambra State with: r = 0.762, r^2 = 0.647 and N = 492. The Pearson 'r' revealed a high positive correlation coefficient value of 0.762 which indicated that there was a high positive relationship existing between payment of salary and teachers' job satisfaction in public secondary schools in Anambra State. This implies that a unit improvement in payment of salary led to 0.762 (76%) increase in teachers' job satisfaction in public secondary schools in Anambra State. The coefficient of determination (r^2) which was valued at0.647 showed that the explanatory power of the variable was highly strong. This implied that 65% of the variations in teachers' job satisfaction in public secondary schools in Anambra State were accounted for by the variations in the payment of teachers' salary. Hence, when schools practice regular payment of teachers' salaries, it would not only keep teachers' satisfied but also contributes to less disputes and grievances among teachers in public secondary schools in Anambra State.

Research Question 2: To what extent does fringe benefit relate to teachers' job satisfaction in public secondary schools in Anambra State?

Table 2: Summary of Pearson Product Moment Correlation on the relationship between fringe benefit and teachers' job satisfaction in public secondary schools in Anambra State

Variables	N	R	r^2	Remark
Fringe Benefit	492			
		0.723	0.635	High Positive Relationship
Teachers' Job Satisfaction	492			

***Significant at p < 0.05*

The summary result of Pearson Product-Moment Correlation Coefficient in Table 2 showed that fringe benefit is positively related to teachers' job satisfaction in public secondary schools in Anambra State with: r = 0.723, r^2 = 0.635 and N = 492. The Pearson 'r' revealed a high positive correlation coefficient value of 0.723 which indicated that there was a high positive relationship existing between fringe benefit and teachers' job satisfaction in public secondary schools in Anambra State. This implied that a unit improvement in regular fringe benefit led to 0.723(72%) increase in teachers' job satisfaction in public secondary schools in Anambra State. The coefficient of determination (r^2) which was valued at0.635 showed that the explanatory power of the variable was highly strong. This implied that 64% of the variations in teachers' job satisfaction in public secondary schools in Anambra State were accounted for by the variations in the fringe benefit. Hence, when schools practice regular fringe benefit to teachers, it would not only get teachers' satisfied with their job but also motivate the teachers to achievement more in public secondary schools in Anambra State.

Research Question 3: To what extent does professional development relate to teachers' job satisfaction in public secondary schools in Anambra State?

Table 3: Summary of Pearson Product Moment Correlation on the relationship between professional development and teachers' job satisfaction in public secondary schools in Anambra State

Variables	N	r	r^2	Remark
Professional Development	492			
		0.551	0.497	Moderate Positive Relationship
Teachers' Job Satisfaction	492			

***Significant at p < 0.05*

The summary result of Pearson Product-Moment Correlation Coefficient in Table 3 showed that professional development is positively related to teachers' job satisfaction in public secondary schools in Anambra State with: r = 0.551, r^2 = 0.497 and N = 492. The Pearson 'r' revealed a moderate positive correlation coefficient value of 0.551 which indicated that there was a moderate positive relationship existing between professional development and teachers' job satisfaction in public secondary schools in Anambra State. This implied that a unit improvement in professional development led to 0.551(55%) increase in teachers' job satisfaction in public secondary schools in Anambra State. The coefficient of determination (r^2) which was valued at 0.497 showed that the explanatory power of the variable was moderately strong. This implied that 50% of the variations in teachers' job satisfaction in public secondary schools in Anambra State were accounted for by the variations in their professional development. Hence, when schools engage teachers in professional development, it would not only get teachers' satisfied with their job but also help to bolster their confidence in their work.

Research Question 4: To what extent does recognition relate to teachers' job satisfaction in public secondary schools in Anambra State?

Table 4: Summary of Pearson Product Moment Correlation on the relationship between recognition and teachers' job satisfaction in public secondary schools in Anambra State

Variables	N	R	r^2	Remark
Recognition	492			
		0.568	0.418	Moderate Positive Relationship
Teachers' Job Satisfaction	492			

***Significant at p < 0.05*

The summary result of Pearson Product-Moment Correlation Coefficient in Table 4 showed that recognition is positively related to teachers' job satisfaction in public secondary schools in Anambra State with: r = 0.568, r^2 = 0.418 and N = 492. The Pearson 'r' revealed a moderate positive correlation coefficient value of 0.568 which indicated that there was a moderate positive relationship existing between recognition and teachers' job satisfaction in public secondary schools in Anambra State. This implied that a unit improvement in recognition leads to 0.568(57%) increase in teachers' job satisfaction in public secondary schools in Anambra State. The coefficient of determination (r^2) which was valued at0.418 showed that the explanatory power of the variable was moderately strong. This implies that 42% of the variations in teachers' job satisfaction in public secondary schools in Anambra State were accounted for by the variations in teachers' recognition. Hence, when schools practice teachers' recognition for job well done, it would not only reinforce positive behaviours, builds self-esteem and confidence, but also boosts their motivation and enthusiasm.

H_{01}: Payment of salary does not significantly relate to teachers' job satisfaction in public secondary schools in Anambra State.

Table 5: Summary of Pearson Product Moment Correlation on the significant correlation between payment of salary and teachers' job satisfaction in public secondary schools in Anambra State

Variables	N	r	r^2	p-value	Remark
Payment of Salary	492				
		0.762	0.647	0.000	Significant
Teachers' Job Satisfaction	492				

***Significant at p < 0.05*

The summary result of Pearson Product Moment Correlation Coefficient in Table 5 showed the significant relationship between payment of salary and teachers' job satisfaction in public secondary schools in Anambra State with p-value = 0.000. Since p-value (0.000) is less than 0.05, the study rejected the null hypothesis that payment of salary does not significantly relate to teachers' job satisfaction in public secondary schools in Anambra State and accepted the alternative hypothesis that payment of salary significantly relates to teachers' job satisfaction in public secondary schools in Anambra State.

H_{02}: Fringe benefit does not significantly relate to teachers' job satisfaction in public secondary schools in Anambra State.

Table 6: Summary of Pearson Product Moment Correlation on the significant correlation between fringe benefit and teachers' job satisfaction in public secondary schools in Anambra State

Variables	N	r	r^2	p-value	Remark
Fringe Benefit	492				
		0.723	0.635	0.000	Significant
Teachers' Job Satisfaction	492				

***Significant at p < 0.05*

The summary result of Pearson Product Moment Correlation Coefficient in Table 14 showed the significant relationship between fringe benefit and teachers' job satisfaction in public secondary schools in Anambra State with p-value = 0.000. Since p-value (0.000) is less than 0.05, the study rejected the null hypothesis that fringe benefit does not significantly relate to teachers' job satisfaction in public secondary schools in Anambra State and accepted the alternative hypothesis that fringe benefit significantly relate to teachers' job satisfaction in public secondary schools in Anambra State.

H_{03}: Professional development does not significantly relate to teachers' job satisfaction in public secondary schools in Anambra State.

Table 7: Summary of Pearson Product Moment Correlation on the significant correlation between professional development and teachers' job satisfaction in public secondary schools in Anambra State

Variables	N	r	r^2	p-value	Remark
Professional Development	492				
		0.551	0.497	0.000	Significant
Teachers' Job Satisfaction	492				

***Significant at p < 0.05*

The summary result of Pearson Product Moment Correlation Coefficient in Table 7 showed the significant relationship between professional development and teachers' job satisfaction in public secondary schools in Anambra State with p-value = 0.000. Since p-value (0.000) is less than 0.05, the study rejected the null hypothesis that professional development does not significantly relate to teachers' job satisfaction in public secondary schools in Anambra State and accepted the alternative hypothesis that professional development significantly relates to teachers' job satisfaction in public secondary schools in Anambra State.

H_{04}: Recognition does not significantly relate to teachers' job satisfaction in public secondary schools in Anambra State.

Table 8: Summary of Pearson Product Moment Correlation on the significant correlation between recognition and teachers' job satisfaction in public secondary schools in Anambra State

Variables	N	r	r^2	p-value	Remark
Recognition	492				
		0.568	0.418	0.000	Significant
Teachers' Job Satisfaction	492				

***Significant at p < 0.05*

The summary result of Pearson Product Moment Correlation Coefficient in Table 8 showed the significant relationship between recognition and teachers' job satisfaction in public secondary schools in Anambra State with p-value = 0.000. Since p-value (0.000) is less than 0.05, the study rejected the null hypothesis that recognition does not significantly relate to teachers' job satisfaction in public secondary schools in Anambra State and accepted the alternative hypothesis that recognition significantly relates to teachers' job satisfaction in public secondary schools in Anambra State.

Discussion of the Findings

Findings on the extent payment of salary relates to teachers' job satisfaction in public secondary schools in Anambra State revealed that payment of salary is positively related to teachers' job satisfaction in public secondary schools in Anambra State to a high extent. The study also showed that payment of salary is significantly related to teachers' job satisfaction in public secondary schools in Anambra State. The result of the findings raised from the fact that teachers agreed that payment of salaries give them the zeal to work, save them the embarrassment of being a debtor thereby motivate them to work, boost their morale toward their work, lead to positive teaching and learning outcomes, enhance them job commitment to work, enables them to settle their outstanding debts in order to focus on their duties, provide them with cash thereby facilitating their coming to school early, make them to energize the behaviour of students, improves their standard of living, and make them to sustain students' interest for a longer activity in the classroom. The finding of the study is in consonance with Adekanmi and Ukpere (2021) who disclosed that payment of salaries and teachers' job satisfaction has a positive and significant relationship. Thus, increase or prompt or regular payment of salaries leads to higher job satisfaction of teachers in schools (Ofojebe & Nnnebedum, 2016). The studies along with the present study advocated that payment of salaries do not only contribute to teachers' effectiveness but also to their job satisfaction. The similarities observed in the studies could be as a result of teachers being satisfied with the frequencies and mode of payment of salaries in various schools. Again, regular payment of

teachers' salaries is the most vital motivational technique that helps to promote and improve teachers' job satisfaction in schools.

Findings on the extent fringe benefits relates to teachers' job satisfaction in public secondary schools in Anambra State showed that fringe benefits is positively related to teachers' job satisfaction in public secondary schools in Anambra State to a high extent. The finding is in agreement with the studies of Toropova *et al.* (2021) whose findings indicated that a unit change in fringe benefits causes a proportional unit change in teachers' job satisfaction. The study also showed that fringe benefits are significantly related to teachers' job satisfaction in public secondary schools in Anambra State. The findings is as a result of teachers accepting that their satisfaction on the job emanate from the provision of free transportation, school payment of hospital bills, provision of scholarship to teachers' children, provision of loan, provision of wardrobe allowance, availability of free accommodations, provision of free drugs, duty tour allowances paid, welfare packages given and amenities such as water and light provided for teachers that enhance their job in the school. Thus, providing fringe benefits to teachers get them satisfied with their job. The findings are in line with the findings of Ibojo and Asabi (2017) and Ohide and Mbogo (2018). They observed that fringe benefits have a positive and significant relationship with teachers' job satisfaction. The similarity of the findings is as a result of using similar fringe benefits such school payment of hospital bills, provision of loan to teachers, availability of free accommodations and provision of free transportation among others. The use of fringe benefits as a support services is provided by school authorities to teachers in order to motivate them and boost their morale for better performance and achievement in schools. It can be deducted that most schools use fringe benefits as a reward for hard work and compensation system for teachers to get them satisfied with their job.

Findings on the extent professional development relates to teachers' job satisfaction in public secondary schools in Anambra State indicated that professional development is positively related to teachers' job satisfaction in public secondary schools in Anambra State to a moderate extent. The study also showed that payment of salary is significantly related to teachers' job satisfaction in public secondary schools in Anambra State. The result of the findings is as a result of the fact that teachers are encouraged to go for conferences, newly employed staff are given orientation training, the school organizes symposium for teachers, school principals encourage experienced staff to mentor less experienced staff, schools organize seminar for teachers to get acquainted with policies, staff are encouraged to go for workshops for better service delivery, in-service training creates the chance for teachers to get feedback about their instruction, teachers are provided with opportunities to learn and use the skills learned to generate new knowledge, attending training is a part of a continuous process to build on teachers' current knowledge, and sponsoring teachers to capacity building workshop increases teachers' job satisfaction. This result is in agreement with the findings of Ogbu (2017) and Onaolapo *et al.* (2020). Ogbu found a positive and significant relationship between in-service training and job satisfaction in schools. They argued that teachers engage themselves in seminar and conference training in order to develop their teaching skills and knowledge. Onaolapo *et al.* (2020) disclosed that professional development of teachers have a positive and significant relationship with job satisfaction.

On the other hand, positive and significant relationship between professional development and teachers' job satisfaction in schools could be attributed to teachers being better at planning their time and staying organized with the teaching profession. This ultimately makes teachers more efficient and gives them extra time to focus on students

rather than the paperwork. This finding is in line with the finding of Maclean (2018) who indicated that teachers who attend in-service training give them the edge over their colleagues as it positively and significantly contribute to teachers' job satisfaction. In the words of Tijani (2020), the positive and significant correlation between professional development of teachers on their job satisfaction is as a result of teachers attending in-service training, seminar and conferences. The fact remains that the positive and significant relationship observed by the previous and present studies could be prove that professional development boosts up the efficiency and effectiveness of teachers and develops a sense of perfect behaviour in their working strategies. Professional development acts as a catalyst for teachers' effectiveness. Onaolapo *et al.* (2020) revealed that it is also a way of updating teachers' skills and knowledge for improving teaching and learning which lead to better job performance. Thus, teachers' professional development is important for teachers to face new challenges and changes in the educated world.

Findings on the extent recognition relates to teachers' job satisfaction in public secondary schools in Anambra State indicated that recognition is positively related to teachers' job satisfaction in public secondary schools in Anambra State to a moderate extent. The study also showed that recognition is significantly related to teachers' job satisfaction in public secondary schools in Anambra State. The result of the findings is as a result of the fact that teachers feel genuinely esteemed when management share with others their good work performance; teachers have perception of oneness in the school when there is show of gratitude from management; teachers become more positive about teaching job when treasured by school principals; teachers are retained in schools due to implementation of reward packages; teachers feel fulfilled in schools with a culture of praise; teachers' recognition reinforces specific good behaviours of them; teachers have greater passion for teaching job when management acknowledges their contributions to teaching; teachers develop emotional connections to the workplace when recognized with their input; teachers' recognition build their self-esteem; and teachers recognition improve team culture. This finding is in line with Orajaka's (2021) findings that teachers receiving kind words and recognition from principals boost their morale for better performance. In the words of Pfister et al. (2020), recognition for hard work and dedication is critically important as it fosters continued engagement and validation. Mackenzie and Nwafor (2019) contended that it is valuable for students to share the joy and pride to see teachers they know get recognized as it will serve as a source of motivation for teachers to teach the students well and for the students to learn and put up acceptable behaviour in schools. The similarities of the findings with the previous study are imbibed in the fact that recognition boost teachers' self-esteem, renew confidence in their teaching, give teachers a voice in their profession, inspire them to work harder, and validate their ideas that they are doing the "right thing".

Conclusion

Based on the outcome of this study, it is concluded that staff remuneration is very crucial for improving teachers' job satisfaction in public secondary schools in Anambra State. Staff remuneration is extremely important in public secondary schools due to the fact that performance of secondary education relates directly to the quality of staff remuneration programmes available. Appropriate staff remuneration builds trust, respect, good interpersonal relations, improve commitment and boost morale of teachers in schools. The study therefore concluded that creating appropriate staff remuneration is of necessity because their serious components have shown to be a good determinant of teachers' job satisfaction in public secondary schools in Anambra State.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Since staff remuneration is positively and significantly related to teachers' job satisfaction, the principals should practice regular staff remuneration in the school setting in order to keep sustaining teachers' job satisfaction in public secondary schools in Anambra State.
2. A combination of fringe benefit, professional development and recognition should be sustained and practiced in various schools in order to improve teachers' job satisfaction in public secondary schools in the State.
3. School authorities should ensure that good fringe benefits, salary structure, professional development and recognition are adequately provided and maintained for teachers for improved job satisfaction.
4. School authorities should set up policies and programmes that would improve the work conditions of teachers, likewise create room for adequate teachers' support services and empowerment in form of fringe benefits.
5. The State Government should review the current teachers' salaries and make it more attractive in order to motivate teachers, thereby directly enhancing their effectiveness and improving their satisfaction.

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