



DYNAMICS OF ORGANIZATIONAL REWARD SYSTEM AND TEACHING STAFF MORALE IN PUBLIC SENIOR SECONDARY SCHOOLS IN IMO STATE, NIGERIA

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Abstract:

The study investigated the dynamics of organizational reward system and teaching staff morale in public senior secondary schools in Imo State. Three research questions and three hypotheses guided the study. The study adopted correlation design. The population of the study was six thousand five hundred and sixty six (6566) teachers while a sample of three hundred and seventy seven (377) teachers was drawn through systematic random sampling technique. Two questionnaires titled: Dynamics of Organizational Reward System Questionnaire (DORSQ) and Teaching Staff Morale Questionnaire (TSMQ) were used for data collection. The reliability coefficient of improved work-life was 0.77 and recognition was 0.79 using Cronbach alpha. Simple regression was used to answer research question one and two and multiple regression was used to answer research question three. Similarly, t-test associated with simple regressions was used to test hypotheses one and two and ANOVA associated with multiple regressions was used to test hypothesis three. The finding among others is that improved work-life predicted teaching staff morale by 25.3%. The study contributed that dynamics of organizational reward system (improved work life and recognition) jointly predicted teaching staff morale by 50.2% in public senior secondary schools in Imo State, Nigeria.

Keywords: reward system, teaching staff morale, secondary schools, Imo state, Nigeria

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1. Introduction

Organizations have found it rewarding to consciously design a framework for effective personnel management. This is because the teachers as school personnel are directly responsible for productivity and service delivery. Bustillo and Pedraza (2017) stated that teaching staff are to be personnel management to ensure optimum productivity. These involve activities of planning, organizing, coordinating, controlling, supervising, motivating, development of employees and disciplining of staff. In the educational industry, personnel management refers to the process of ensuring that the quality, morale and optimum productivity of teaching personnel are maintained.

In the work of Obasi (2013, 94) he believed that *“in terms of job content and rewards for teachers, there is a kind of systematic motivation crises within the Nigeria educational system”*. This is in line with Maslow postulation that prospective rewards are what motivate workers to work. Without rewards, workers would not find the morale to work. The need disposition and personality of workers determine how individuals behaved in an organization. From the above premise, it can be deduced that rewards for teachers is for teachers' morale. Green, Burchell and Felstead (2012) identified improved work-life and recognition as rewards which teachers can be given.

Morale is a major factor that influences quality of service of teachers in the school system. This factor increases teaching staff output as a result of internal satisfaction. In view of morale, it seems that teachers with high level of morale express greater level of commitment to duty, willingness to accept additional responsibilities as well as put in additional working hours, maintain quality and increase productivity. On the other hand, teachers with low morale may be psychologically disengaged from work and the workplace.

Dynamics of organizational rewards, therefore, could be compensation reward, recognition reward and appreciation reward. Reward system could be measured on how teachers perceive their job and how they assert themselves in their roles and responsibilities. Reward systems are instruments used by employers and administrators to attract and retain the desired/required caliber of workers and also get workers to perform their jobs effectively and efficiently.

Teachers, no doubt work in one of the harshest environments. With inadequate supply of school facility in public schools, most teacher work in over-crowded staff rooms with poor ventilation, dilapidated classroom blocks and unsafe environment. This situation offers school principals and educational administrators an opportunity to consciously link performance to improved work-life. A simple gesture of re-painting the teaching staff room, providing electricity, better office furniture and computers as forms of reward system would boost as well as maintain teachers' professional morale.

In this regard, improved work-life is a form of reward. It is a conscious improvement of work-life of teacher. Every teacher wants to work in a safer and more comfortable environment. Organizations have capitalized on this expectation by consciously making it a form of reward. They reward a worker by making his office more

conducive (by providing air-conditioner, television, personal computer, internet facility and better office furniture); providing an official car, or assigning a driver to the worker. This gesture (of reward) provides morale and job satisfaction thus raises employees' professional morale. One of the most interesting approaches to morale is the improved working life program, which is a system approach to job design and promising development in the broad area of job enrichment.

Recognition is also form of reward teachers look forward to receive for exceptional service delivery. It is suitable for satisfying the egoistic and self-actualization need of workers. In Hierarchy of Need theory, Maslow noted that workers bring these needs to the workplace and would work only if they would be rewarded with these needs. Teachers are human beings with emotions and feelings. They (like other workers) have such egoistic and self-actualization needs thus they work even harder to ensure that students perform better in the continuous assessment and internal/external examinations. Apart from classroom teaching and learning task, teachers undertake other responsibilities within the school systems. They involve in the school extra-curricular activities, serve in committees supervise students and social activities. Most teachers even put in extra hours of work in other to help slow learners with areas where they may be having difficulties. The volume of work of the average teacher in Imo State is quite enormous due to inadequate supply of subject teachers in most schools. Given the above situation, it is imperative that teachers are rewarded with praises and recognition.

Labour is characteristically mobile and teachers are as it were in constant search for better opportunities in terms of the degree to which their needs would be met. Like every other employees, public secondary school teachers in Nigeria, are constantly moonlighting and hunting for more rewarding job opportunities. In this assertion, the researcher intends to investigate whether improved work life and recognition could be used to predict teaching staff morale in public senior secondary schools in Imo State.

2. Statement of the Problem

Teachers are one of the least rewarded civil servants despite their high volume of work, critical role and contributions towards present and future development in Imo State. The issue of teachers' re-occurring truancy, lateness to work and absenteeism could be traceable to lack of teachers' Reward system in public senior secondary schools in Imo State.

2.1 Aim and Objectives of the Study

The study examined the extent dynamics of organizational reward system predicts teaching staff morale in public senior secondary schools in Imo State. Specifically, the objectives of the study sought to:

- 1) investigate the extent improved work-life predicts teaching staff morale in public senior secondary schools in Imo State.

- 2) determine the extent recognition predicts teaching staff morale in public senior secondary schools in Imo State.
- 3) ascertain the extent improved work life and recognition jointly predict teaching staff morale in public senior secondary schools in Imo State.

2.2 Research Questions

The following research questions guided the study;

- 1) To what extent does improved work-life predict teaching staff morale in public senior secondary schools in Imo State?
- 2) To what extent does recognition predict teaching staff morale in public senior secondary schools in Imo State?
- 3) To what extent do improved work life and recognition jointly predict teaching staff morale in public senior secondary schools in Imo State?

2.3 Hypotheses

The following hypotheses tested at 0.05 level of significance guided the study:

- 1) Improved work-life does not significantly predict teaching staff morale in public senior secondary schools in Imo State.
- 2) Recognition does not significantly predict teaching staff morale in public senior secondary schools in Imo State.
- 3) Improved work life and recognition do not significantly jointly predict teaching staff morale in public senior secondary schools in Imo State.

2.4 Review

2.4.1 Reward System

Reward is anything given in to a worker to encourage desirable behaviour. Ogwudire in Lawler (2013) viewed reward as anything tangible or intangible, material or non-material that gives an employee impetus to behave in desirable manner and drop undesirable behaviours. Apart from all-important role of financial reward, workers are to increase their performance in organization, non-financial reward such as recognition, praise, certificate of merit, prizes, smiles, complement, friendly looks help is strengthening good and productive relationship between teachers and the school management (Paton, 2009).

Reward has been defined by different authors, however Stoner (2008) definition agreed that reward is the degree to which allocations are based on employee performance, in contrast to seniority, favouritism or any other non- performance criterion. In Armstrong (2001), it is a total encouragement that includes compensation (comprising of base pay, short-term rewards and long-term rewards), benefits (including health, retirement and work/life benefits, which account for an increasing portion of the rewards) and careers (including training and development, lateral moves, stretch assignments and career rewards). In the same vein, Zingheim and Schuster (2010) defined rewards as anything that increases the frequency of an employee action. In this regard, Reward system according to Armstrong (2001) consists of an organization's integrated

policies, processes and practices for rewarding its employees in accordance with their contribution, skill and competence and their markets worth.

This implies that reward is sensitively developed within the framework of the organization's reward philosophy, policies and strategies that contains the arrangements in the form of processes, structures, practices and procedures which provides and maintains appropriate types and levels of remuneration, benefits and other forms of reward. Robert (2015) opined that reward system must involve the process of developing and implementing strategies and policies that help the organization to achieve its objectives by obtaining and keeping the people it needs and increasing their morale and commitment, which in turn help the organization to achieve its mandate. This definition acknowledged that outcome of rewards and recognition to include improvement in performance. Non-monetary rewards like recognition, praise, achievement, empowerment and professional growth, which are all appreciations that help to stimulate and build confidence in the teachers. Other reward system consists of financial rewards (fixed and variable pay) and employee benefits, which all together may comprise total remuneration. Nevertheless, Reward system can be seen as a set of relationship, which aim at developing the psychological contract, and positive relationship between employers and employees (Sarvadi, 2015).

On this note, Johnson (2010) outlined the aims of reward system to include attracting, retaining and stimulating employee, to support the attainment of organization's strategic and short-term objectives by helping to ensure that it has the skilled and competent staff that are committed, and well-motivated work force necessary for meeting its expectations (Abdul, 2014). By this, they can achieve school goals by treating employees equitably and fairly in relation to work they do and their contribution to educational system.

Specific rewards as perceived by Abdul include material items (money and things), personal non-material items (distribution, prestige, power), desirable physical conditions (good lighting, clean classroom) and ideal benefactions (personal ideals, goals, priorities), Hoy and Miskel (2013). Being oriented to advantage desires, specific reward system is designed to encourage each person in co-operative work or in a group by providing rewards that have value to much employee. General reward on the other hand in the work of Chester Barnard cited in Andrews (2008) has attractiveness habitual method and opportunities for enlarged participation in the informal organization.

Generally, reward, in the work of Andrew (2008) further said they are non-material and complex because they involve more than a single individual and created in relation to a social group in the organization. Interestingly, Barnard observed that organizations such as schools often lack the resources to offer enough specific reward system. Rather than allowing the organization to dissolve or change purposes, administrators use persuasion to change the attitudes of the employees to be satisfied with the reward system offered by the organization. Administrators and public policy makers, Barnard further suggests attempts to persuade teachers to elevate the general

reward of service to children and to reduce their emphasis on specific reward such as higher salaries and fringe benefits to teachers.

In a study conducted by Andrews and Erwin (2013) proposed performance-based rewards, this is a situation that involves the design and administration of rewards for jobs performed. In this situation, staff efforts and performance in the organization would increase substantially if they perceived that they are adequately compensated in line with the quality and quantity of work done. The notion of rewarding employees for a job well done has existed since the 19th century when “piece-work” systems were first implemented (Sawchuk, 2010). Piece-work systems simply involve plans which directly associate the employee’s level of pay to their output levels. From these piece-work systems evolved the traditional merit program. The traditional merit program is based on performance appraisals which employers evaluate to determine whether or not the employee is deserving of an increase in pay, this type of merit programme could be seen within both the public and private sectors organizations (Scherer, 2013).

2.4.2 Improved Work-Life and Teaching Staff Morale

Improving teachers work life can improve their overall health and general well-being. Importantly, it improves their morale, leading to improved performance in the school. However, a study by the Australia Institute as cited in V (2010) revealed that improved work-life in Australia is actually deteriorating for four in 10 people. Some of the key reasons for this is manager expectations increasing and concerns over job security. It’s therefore important that steps are taken to help improve employees work life. Vanwyk and Pienaar (2008) suggested employer’s work-life strategies as:

A. Provide Staff with more Flexibility

Flexible working hours, part-time work, alternate working hours and even working from home, have been shown to considerably increase morale, productivity and lead to higher performance. Offering more flexible work arrangements to employees can also lead to reduced staff turnover, increased staff retention and can cut absenteeism. Support employees with technology. Employers can support a better work-life balance for employees by providing appropriate technology to aid with day-to-day tasks. By choosing the right technology tools, staff can become more organised and productive. Collaborative tools can also help staff feel less overwhelmed.

B. Establish Boundaries

Whilst technology does help staff stay up-to-date on everything, no matter where they are, it can make it difficult to leave work at the office. It can become tempting to constantly check what’s happening with work. In fact, according to research by The Australia Institute, as cited above, Australians donate \$110 billion to their employers every year, simply through unpaid overtime. It’s therefore important to encourage employees to leave work at the office. You could even set boundaries around times when emails should not be sent.

C. Encourage Staff to Take their Annual Leave

According to a study by V (2010) many Australian's find them not taking all their annual leave. However, annual leave can provide many benefits to both individuals and businesses. It allows staff to switch off, de-stress and come back to the office feeling more energized and productive. Encourage staff to take their annual leave and work with them to find ways that will allow them to fully switch off. Support family time. Understanding employee family commitments is an essential piece of the work-life balance puzzle. Making your employees aware of local childcare facilities or being flexible when employees need to leave the office a little earlier to collect their children from school or childcare can go a long way towards improving relations and performance in the workplace. Not only can it help to increase employee morale, it can also boost your school reputation as a respected employer.

D. Help Staff to Have Improved Work-life

Ensuring staff have time to exercise and eat well are important components of improve work-life. Ensure there are healthy options in the work canteen or provide free bowls of fruit in the office. If staff don't have time to exercise after a long day at work, why not bring the exercise to them? You could run yoga classes during lunch breaks, or introduce a "cycle to work" scheme, similar to what they have in Western Nations. Not only will employees' physical and mental well-being benefit, they'll also have higher energy levels and less stress. Leave your door open.

Every employee is different and will deal with their work-life balance in different ways. It is therefore important that employees feel they can communicate their needs to you. Set time aside to talk to employees, to discuss what can be done to help ease or change the situation and bring their work-life balance to a better place. By implementing these work-life strategies, employees' physical and mental well-being (morale) as well as overall health can improve. It can also boost their performance at work, by helping people relax, re-energize and improve staff morale. Whilst creating a better work-life balance may not always be easy, it's important to do your part as a school administrator. Without your support, employees can become stressed and unproductive, which can lead to a negative impact on the overall behaviour of teachers.

In organizations and on the home front, the challenge of work or life is rising to the top of many employers and employees' consciousness. In today's fast-paced society, human resource professionals seek options to positively impact the bottom line of their companies, improve employee morale, retain employees with valuable company knowledge, and keep pace with workplace trends (Vedder, 2005). In the light of these, Ezeala (2017) identified the worries and fears of teachers as regard to their safety and health in the school system as the engage in their statutory responsibilities. Today in the fast-running phase of life, people really find it difficult to manage a balance between the pressures of work place and the duties of a home-maker, be it a male or female. Their life hops at either end of a see-saw and often ends up in a juggling life. This contemporary managerial issue has become a challenging factor of not only the young corporate who

had just started their family life but also the young and middle-aged parents who needs to provide constant attention to their children who are fast-growing students or young adults. Adapting to a strategy where an emotional intelligence becomes the lead factor would help achieve equilibrium of Work-Life Management (teacher evaluation kit glossary, TEKG, 2013).

Work-life balance is an issue not just for individuals, but for employers, the market, the state and society as a whole. The future workforce and consumer market is dependent on women bearing, and parents raising children. The move from a single male breadwinner family model to one where both parents participate in paid employment has made it increasingly difficult to raise children while the workplace continues to be modeled on male breadwinner workers. Wali (2011) suggested “work-family” evolved into “work-life” partly in response to workers without family responsibilities who felt that employees with children were getting benefits that they were not. The term “life” applies to any non-paid activities or commitments. While the term does not generally include “unpaid work” when referring to work, it could be extended to cover that (Wunke, 2005).

In very past years, organizations looked at “work” and “life” as independent domains. Employees were expected to place the organizations’ interests ahead of their own. In the past, organizations reacted that, what happens to employees outside the office is their own business, what they do in the office is their business. With changing time, attitudes have changed. Organizations and managers today have come to accept the impact that work-life has on personal life and vice-versa. Recent years have seen a growing number of organizations operate under the assumption that personal life and work life are complementary to each other and not competing priorities. It helps employees balance their work lives with their personal life and leads to positive outcomes for the employee and the organization (Sergiovanni & Startt, 2015).

Therefore, a growing number of organizations have begun to adopt “work-life (family) programs” or “family-friendly practices”. Improved work-life is the term used to describe those practices at work place that acknowledge and aim to support the needs of employees in achieving a balance between the demands of their family life and work lives (Shabana & Shazia, 2013). Improved work-life can be attributed to perfect integration between work and life both not interfering with each other. In the current business world, people and organizations are working round the clock to meet the ever-growing demands. A slight delay in meeting the schedules or expectations is considered to be an organizational failure. To avoid delays and failures, employees are working hard and giving their heart and soul to achieve improved work-life which is creating an enormous pressure on them and hence they are forced to finish their jobs irrespective of time limit.

2.4.3 Recognition and Teaching Staff Morale

In the view of Bello and Adebayo (2014), recognition is a very rewarding experience for an excellent classroom teacher. Recognition for teachers builds off of some of the well-

known extrinsic and intrinsic motivational theories. It offers hope for meaningful recognition to the other teachers working to improve student-learning outcomes. It also brings pride and support from the teacher's students, administration, governing board and general public. Teachers are not satisfied with current evaluation processes as they have not lead to meaningful outcomes for most of the best teachers. School managers, school administrators and the governing boards can change the environment by expanding meaningful recognition programs for their exceptional teachers (Sekaran, 2013).

This is a tremendous honour, an incredible opportunity for me to advocate for students, represent teachers, and draw positive attention to our collective efforts in public education (Michelle Shearer, 2011 National Teacher of the Year). High School Chemistry Teacher, Frederick, Maryland. It was a lovely ceremony that made me feel very special as a teacher. It makes us feel like we have a place in the lives of the children we teach (p.160).

This article should help bring to the surface the lack of recognition presently existing for outstanding teachers in Imo State. It incorporates the important roles of extrinsic and intrinsic motivation to teachers receiving awards. The focus is primarily on teachers in secondary schools owned by the government. I have chosen to leave out evaluation and recognition in the university system due to the fact that their systems of evaluation of teachers depends in large part on research and publication whereas secondary school evaluation depend most entirely upon classroom teaching.

However, the role of school managers to encourage and promote recognition for outstanding teachers they work with in placing student teachers can play a significant role in expanding teacher recognition sensitivities and programs. Harris Interactive (2009) supported a study in which the Gordon S. Black Corporation identified recognition of excellence in teaching as one of the top three drivers of satisfaction among teachers in the US. Their survey of 23,569 teachers, however, found only 50 percent of the teachers reported a recognition program existed in their schools. It is hard to believe that many school administrators, teacher unions, and governing boards have neglected to realize the importance of recognition as a motivator for their teachers. A US national study by Andrews and Erwin (2011) of community college chief academic administrators had 633 of the 934 administrators surveyed return their questionnaire. A total of 55.7 percent of the colleges (353) reported awards and recognition program for their faculty.

The downside of the study was the fact that 44.3 percent of the reporting administrators had no teacher awards programmes. There was a strong suspicion that the majority of the 301 non-responding colleges did not respond due to their colleges don't have a recognition program. An earlier community college study by Andrews of 19 states documented 80 percent of the respondents as not having a recognition system in place. It appeared, indeed, that more community colleges had added recognition program between the 2001 and 2011 studies.

We are in the most important job there, and the most difficult one. Always put the children first. Believe in them. Trust them. Allow them to become your partners in the

learning process. Wonderful things will happen. Wisconsin Teacher of the Year, Lodi High School, Lodi, Wisconsin, USA recognizing that boys often respond well to physical stimuli, Loretta incorporates this type of activity into many of her lessons. She also conducts many play and game based learning sessions such as times tables competitions and word games (p.31).

Andrews (2011) identified a need for accountable teacher evaluation. Properly conducted, such evaluation can provide one of the major impacts for quality improvements in classroom teaching and student learning outcomes in our school systems. In order for this to happen teacher evaluation needs to produce a number of outcomes that are meaningful to the teachers, improves student outcomes and supports the educational values of the governing boards. Four of these outcomes according to Andrew (1) recognition awards and public awareness of the high quality of the best instructors; (2) assistance for those teachers needing support to improve; (3) providing the means and support to place some of the weakest teachers into a remediation program and if that fails, (4) reduce support dismissal steps and action (pp. 2).

The No Child Left Behind Act in the U.S. had written in a guarantee to the Act that there would be quality teachers in every classroom. It also made removal of incompetent teachers imperative. A part of accountable evaluation is the need for evaluation to be legally defensible when it comes to making decision. Legally defensible here is defined as: an action, conclusion, or statement that can be upheld under current legislation, governmental mandates, and court decisions (Teacher Evaluation Kit Glossary, 2013). Lee (2011) looked at President Obama's key elements in the Race to the Top program being pushed in the US. These elements call for serious teacher and principal evaluation processes, recognition for excellent teachers and principals, and removal of those teachers who continue to fail.

McNeil (2011) reported that four of the Race to the Top states that had been given large reward grants were lagging quite significantly in forming the aggressive evaluation being called for in the law one year after receiving their grants. Seventeen other states were praised for their progress in this area (p. 1). A recent study by Amabile and Kramer (2011) viewed diary entries of hundreds of employees of several different organisations in the US. The study was looking for ways to remove common barriers to progress of workers in order to boost long-term creative production. They found that clear goals and autonomy can uplift workers. This included encouragement, respect and collegiality by fellow workers and supervisors. The four broad categories they found to impact workers inner work life significantly were: (1) respect; (2) encouragement; (3) emotional support; and (4) affiliation. Each of these motivational theorists and researchers found recognition, encouragement and respect as motivational factors in improving workers production, morale and self-images.

2.5 Theory

2.5.1 Social Exchange Theory

Social exchange theory (SET) was propounded by a social scientist called George Homan in 1862 cited in (Ugboro, 2013). This theory dwells on the reciprocal actions that are contingent in rewarding reactions of others. The social exchange theory states that human behaviour is a process in which individuals supply one another with value services provided by the exchanging partners. Exchange does not relate to economics alone, where goods and services are exchanged or distributed. Dunwell (2016) stated that the key assumption of social exchange theory is that successive interactions engender obligations. Lawler (2013) remarked that series of discourse and exchange result from actions and inactions of actors, that these reciprocal interactions are capable of establishing healthy and productive connection between actors.

3. Methodology

The study adopted a correlation research design. The population of the study comprised all the six thousand five hundred and sixty six (6566) teachers in the two hundred and ninety six (296) public secondary schools in Imo State. A sample of three hundred and seventy seven (377) teachers was drawn through systematic random sampling technique. The research instruments utilized for data collection were “Dynamics of Organizational Reward System Questionnaire” (DORSQ) and “Teaching Staff Morale Questionnaire” (TSMQ). The instruments have 40 items in all structured after the modifying Likert’s 4-point type rating scales of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The reliability coefficients of improved work-life was 0.77 and recognition was 0.79 using Cronbach alpha. Out of 377 copies of questionnaire distributed 350 copies were properly filled and retrieved. Simple regression was used to answer research questions one and two while multiple regression was used to answer research question three. Similarly, t-test associated with simple regression was used to test hypotheses one and two while ANOVA associated with multiple regressions was used to test hypothesis three.

4. Results

Research Question 1: To what extent does improved work-life predict teaching staff morale in public senior secondary schools in Imo State?

Table 1: Simple regression on the extent improved work-life predict teaching staff morale in public senior secondary schools in Imo State

Model	R	R Square	Adjusted R Square
1	.503 ^a	.253	.251

Table 1 revealed that the regression correlation coefficient (R) was 0.503 while the R square and adjusted R square were .253 and .251 respectively. The coefficient of

determinism was calculated to be 25.3% (.253 x 100). This showed that improved work-life predicted 25.3% of teaching staff morale in public senior secondary schools in Imo State.

Research Question 2: To what extent does recognition predict teaching staff morale in public senior secondary schools in Imo State?

Table 2: Simple regression on the extent recognition predict teaching staff morale in public senior secondary schools in Imo State

Model	R	R Square	Adjusted R Square
1	.482 ^a	.232	.229

Table 2 revealed that the regression correlation coefficient (R) was 0.482 while the R square and adjusted R square were .232 and .229 respectively. The coefficient of determinism was calculated to be 23.2% (.232 x 100). This showed that recognition predicted 23.2% of teaching staff morale in public senior secondary schools in Imo State.

Research Question 3: To what extent do dynamics of organizational reward system (improved work life and recognition) jointly predict teaching staff morale in public senior secondary schools in Imo State?

Table 3: Multiple regression on the extent dynamics of organizational reward system predict teaching staff morale in public senior secondary schools in Imo State

Model	R	R Square	Adjusted R Square
	.708 ^a	.502	.492

Table 3 revealed that the regression correlation coefficient (R) was 0.708 while the R square and adjusted R square were .502 and .492 respectively. The coefficient of determinism was calculated to be 50.2%. This showed that dynamics of organizational reward system (improved work-life and recognition) jointly predicted 50.2% (.502 x 100) of teaching staff morale in public senior secondary schools in Imo State.

4.1 Test of Hypotheses

Hypothesis 1: Improved work-life does not significantly predict teaching staff morale in public senior secondary schools in Imo State.

Table 4 revealed that standard beta value and t-test were .503 and -10.295. The p-value of 0.000 is below the level of significance of 0.05 therefore, the null hypothesis is rejected. By implication, improved work-life significantly predicted teaching staff morale in public senior secondary schools in Imo State.

Table 4: t-test associated with simple regression
 on the independent prediction of work-life on teaching staff morale

Model		Unstandardized Coefficients		Standardized Coefficients	t	p-value Sig.	Decision
		B	Std. Error	Beta			
1	(Constant)	63.450	2.514		25.241	.000	Hypothesis Rejected
	Improved work life	-.705	.068	.503	-10.295	.000	

Hypothesis 2: Recognition does not significantly predict teaching staff morale in public senior secondary schools in Imo State.

Table 5: t-test associated with simple regression
 on the independent prediction of recognition on teaching staff morale

Model		Unstandardized Coefficients		Standardized Coefficients	t	p-value Sig.	Decision
		B	Std. Error	Beta			
1	(Constant)	55.824	1.879		29.706	.000	Hypothesis rejected
	Recognition	-.504	.052	.482	-9.720	.000	

Table 5 revealed that standard beta value and t-test were .482 and -9.720. The p-value of 0.000 is below the level of significance of 0.05 therefore, the null hypothesis is rejected. By implication, recognition significantly predicted teaching staff morale in public senior secondary schools in Imo State.

Hypothesis 3: Dynamics of organizational reward system (improved work-life and recognition) do not significantly jointly predict teaching staff morale in public senior secondary schools in Imo State.

Table 6: ANOVA associated with multiple regression on the joint
 prediction of dynamics of organizational reward system on teaching staff morale

Model		Sum of Squares	Df	Mean Square	F	p-value Sig.	Decision
1	Regression	1276.175	2	212.696	51.713	.000 ^a	Hypothesis rejected
	Residual	1266.797	350	4.113			
	Total	2542.971	348				

Table 6 revealed that the degrees of freedom were 6 and 384 with F ration value of 51.713. The p-value of 0.00 is less than the level of significance of 0.05 therefore, the hypothesis was rejected. By implication, dynamics of organizational reward system (remuneration, promotion, job security, allowance, improved work life and recognition) significantly jointly predicted teaching staff morale in public senior secondary schools in Imo State.

5. Summary of Findings

The findings of this study are summarized as shown below

- 1) Improved work-life predicted teaching staff morale by 25.3% in public senior secondary schools in Imo State.
- 2) Recognition predicted teaching staff morale by 23.2% in public senior secondary schools in Imo State.
- 3) Dynamics of organizational Reward system (improved work life and recognition) jointly predicted teaching staff morale by 50.2% in public senior secondary schools in Imo State.
- 4) Improved work-life significantly predicted teaching staff morale in public senior secondary schools in Imo State.
- 5) Recognition significantly predicted teaching staff morale in public senior secondary schools in Imo State.
- 6) Dynamics of organizational Reward system (improved work life and recognition) significantly jointly predicted teaching staff morale in public senior secondary schools in Imo State.

6. Discussion of Findings

6.1 Improved Work-Life and Teaching Staff Morale

The finding of the study revealed that work-life predicted teaching staff morale by only 25.3% in public senior secondary schools in Imo State. This is in agreement with Vanwyk and Pienaar (2008) who suggested that employer's improved work-life strategies involve flexible working hours, part-time work, alternate working hours and working from home have been shown to considerably increase morale, productivity and lead to higher performance. Offering more flexible work arrangements to employees can also lead to reduced staff turnover, increased staff retention and can cut absenteeism. Therefore, improved work-life significantly predicted teaching staff morale in public senior secondary schools in Imo State

6.2 Recognition and Teaching Staff Morale

The finding of the study revealed that recognition predicted teaching staff morale by only 23.2% in public senior secondary schools in Imo State. This is in agreement with Harris Interactive (2009) who supported a study in which the Gordon S. Black Corporation identified recognition of excellence in teaching as one of the top three drivers of satisfaction among teachers in the US. Their survey of 23,569 teachers, however, found only 50 percent of the teachers reported a recognition program existed in their schools. It is hard to believe that many school administrators, teacher unions, and governing boards have neglected to realize the importance of recognition as an instrument to boost teachers' morale. Therefore, recognition significantly predicted teaching staff morale in public senior secondary schools in Imo State.

7. Conclusion

The study was concluded that improved work-life predicted teaching staff morale by 25.3%, recognition predicted teaching staff morale by 23.2% and dynamics of organizational reward system (improved work life and recognition) jointly predicted teaching staff morale by 50.2% in public senior secondary schools in Imo State.

7.1 Recommendations

The following are hereby recommended.

- 1) Principals should reduce work load from teachers so as to have improved work-life that will increase teachers' morale in public senior secondary schools in Imo State.
- 2) School administrators should recognize teachers whenever they do well in other to improve their morale in public senior secondary schools in Imo State.

Conflict of Interest Statement

We the authors of the above article wish to notify you that this article is our original work and all necessary assistance have been duly acknowledged and as such there is no conflict of interest of any sought on the article.

About the Authors

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