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A SURVEY OF PUBLIC AND PRIVATE SECONDARY SCHOOL TEACHERS' PREFERRED NON-FINANCIAL ORGANIZATIONAL REWARDS IN KWARA STATE, NIGERIA.

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Abstract

Organizational reward systems are all forms of financial and non-financial packages, efforts and policies built into organization's activities to pay, recognize and motivate good quantity and quality job performance among employees. This study surveyed teachers' preference for and administration of different categories of non-financial organizational rewards in public and private secondary schools in Kwara State. Cluster sampling technique was used to sample all the 536 teachers (i.e. 284 public teachers and 252 private teachers) in 20 randomly selected secondary schools in Ilorin metropolis. A researcher-made questionnaire titled *Non-financial Organizational Reward System Questionnaire (NORSQ)* was used to elicit data. The data were analyzed using percentages and chi-square. Findings revealed that a high percentage of teachers, irrespective of teaching in private or public secondary schools, preferred social recognition/attention (65.11%) and job design technique (61.75%) types of non-financial rewards as what can motivate their job commitment.

On the other hand, the least preferred non-financial reward by the teachers is the visual and auditory type (24.01%). However, their preference and non-preference for these categories of non-financial rewards were found to significantly differ on the basis of the ages of the teachers (i.e. whether young or older teacher). Thus, it was concluded that administering social recognition and attention and job design techniques on secondary school teachers in the state may impact positively on their job delivery depending on whether the teacher is young or older. Based on these findings, it was recommended that school owners and administrators school come up with policies that will promote use of the specified non-financial rewards, to enhance the quantity and quality of teachers' job delivery in public and private secondary schools.

Key Words: Preference, Administration.

Introduction

Organizational reward systems are all forms of financial and non-financial packages, efforts and policies built into organization's activities to pay, recognize and motivate employees' rendered services. In modern and traditional organizations, reward systems are applied to motivate effective performance and encourage employee's loyalty, and retention (Luthan, 2005). As expressed in different literature, organizational rewards can be classified into two. These are: the financial rewards and the non-financial rewards. The financial rewards include salaries, bonuses, incentive pay and benefits such as life/disability and health insurance and pension benefit. On the other hand, the non-financial rewards are formal recognition, performance feedback, favourable job design, gifts, social recognition and attention.

In many organizations, the use of financial rewards, specifically, money, pay rise, is the main instrument of shaping and motivating employees' job attitudes and retention, this is because, as Luthan (2005) put it, money is believed to help people attain both physical (clothing, automobiles, houses) and psychological objectives (status, self-esteem, a feeling of achievement). Generally, money has economic impacts and can be utilized in series of human advancement efforts. In doubt, researches already affirm that if pay systems are implemented appropriately, they can have positive impact on individual, team and organizational performance (Furnham & Argyle, 1998, Gupta & Shaw, 1998). The importance of financial rewards in job motivation has grown so much that its application or non-application often generate industrial dispute. Many organizations had had to lose serious human and non-human resources through its too high or too low pay system.

Because of the social and economic importance of money, there have been series of government and pressure groups efforts at mobilizing employees' commitment through pay rise schemes many of which Nigerian public teachers have benefited (Ejiogu, 1991, Tribune, 2010; Daily Trust, 2008). Specifically, teachers have joined other teams of civil servants in Nigeria to demand for pay rise and at many times, schools programmes were disrupted when the organizations' financial negotiating parties failed to reach agreement.

However, despite the importance of pay rise in job motivation, there are series of other non-financial organizational rewards that are already implemented in some national and multinational organizations and that are found to have reaching positive impacts on employees' job performance (Stajkovic & Luthan, 1999). Social recognition and attention rewards are some of the potent non-financial rewards in modern organizations. Though, they are common in multi-national profit oriented organizations, but they are generally used to motivate qualitative service and to ensure employees' retention. Social recognition and attention is reward

proprietors/proprietress, school managers/heads and other administrative superiors can extend to their subordinates or teachers in appreciation of their services to the development of the school. The recognition reward can be in the form of friendly greetings from the superior, soliciting subordinate's advice or suggestion on vital school issue, and can be administered as verbal and non-verbal incentives such as commendatory gestures, praise, and pat on the back or even smile. Social recognition has advantage of cost effective-it does not cost money to administer.

Performance feed back is another non-financial reward. Employees often desire to know how they are doing—particularly, to know how their superior view their organizational contributions (Gine, 2001; Falcone, 2003). Performance feedback enhances individual performance in beavioural management (Bursch & Strander, 1999). It can be administered as an annual written performance report or as verbal or non-verbal performance information. In modern organizations, performance feedbacks are displayed as individual employee's organizational contribution chart, graph or meter/counter. In a research, performance feedback was found to enhance job performance better than pay rise (Stajkovic & Luthan, 1999). However, administering performance feedback is said to yield more positive effects when it is immediate, graphic and specific (Luthans, 2005).

Job design is another non-financial organizational reward system that is gaining increase application in modern organizations. Job design is a method management organizations use to develop the content of job, assign and assess the job for better discharge or delivery. To apply job design type of non-financial reward in school, the school administrator can design the duties assign to teachers in a way that every staff has greater autonomy and responsibility in terms of planning, directing, and controlling his/her own performance. According to Luthans, (2005), job design becomes an organizational reward if it provides employer the opportunity for personal growth and meaningful work experience.

Another non-financial organizational reward system is the visual and auditory technique. This involves providing an enchanting beautiful and conducive physical environment for employees. This reward system appeals to staff's psych and social wellbeing because it provides motivating physical environment. Visual and auditory organizational reward can be packaged as piped-in music that is quietly played in the office while teachers work. Other types are provision of internet and e-mail facilities for staff's personal use, redecoration of work environment, private office and provision of national dailies in staff offices. Many of the above non-financial reward systems are effective in motivating employee's commitment and result-oriented job performance (Bursch & Strander, 1999; Stajkovic & Luthan, 1999; Luthans, 2005). There are researches that already confirm that the non-financial rewards can enhance performance than pay packages. While financial reward can

not be administered all the time, the non-financial rewards are administrable anytime, cost effective, not fixed and not tied to administrative rankings or status. Explaining on shortcoming of pay package, Luthans (2005) writes that since pay package is determined by market condition, their positive effects in motivating job performance may be short while- lasting only as the economy dictates. Trade unions agitation for pay rise is often founded on the belief that it will ameliorate staff welfare stress, increase performance and promote national economy. But there are indications that the world economy needs to be refocused on utilizing other organizational rewards systems. This research investigated preference of non-financial rewards among secondary school teachers in Kwara State, Nigeria. It also studied how frequent the non-financial reward systems are administered on public and private school teachers in the state capital by school owners and heads.

Research Questions

The following research questions were raised and answered in the study.

1. What is the pattern of teachers' preference for non-financial rewards in Kwara State?
2. How frequent are non-financial rewards administered on public and private secondary school teachers in Kwara State?
3. Is there significant difference in the non-financial rewards preferred by teachers in private and public secondary schools?
4. Is there significant difference in the non-financial rewards preferred by young and older teachers in private and public secondary schools?

Research Hypotheses

Two null-hypotheses were raised and tested in this study:

- H_{01} There is no significant difference in the non-financial rewards preferred by teachers in private and public secondary schools.
- H_{02} There is no significant difference in the non-financial rewards preferred by young and older teachers in private and public secondary schools.

Methodology

The study adopted survey research method. Twenty secondary schools consisting of seven (7) public schools and thirteen (13) private schools were randomly sampled for the purpose of the study. Cluster sampling technique was used to sample all the 536 teachers in the selected schools. The 536 sample consisted of 284 public teacher and 252 private teachers. The samples were further stratified on the basis of age. Teachers below 30 years of age were classified as young teachers and those above 30 years were classified as older teachers.

A researcher-made questionnaire titled Non-financial Organizational Reward System Questionnaire (NORSQ) was used in eliciting the needed data. The questionnaire was sectionalized. Section 'A' has items eliciting respondents' biodata. The Section 'B' presents five (5) categories of Non-financial Organizational Reward Systems namely: Social Recognition and Attention (SRA), Performance Feedback (PF), Formal Recognition (FR), Visual and Auditory Technique (VAT), and Job Design Technique (JDT). Each category consists of specific actions of reward that can be administered on employees to motivate their effective job performance. For example, the Job Design Technique (JDT) consists of actions such as: job with more responsibility, job rotation, flexible breaks, participation in decisions, self-managed teams etc. Respondents were asked to study the actions under each category and indicate the one they will prefer to be administered on them as non-financial organizational reward by their employers.

Another segment of the instrument asked respondents to indicate, through response options ranging from, *always, occasionally, and never*, the non-financial organizational rewards their employers had administered on them to commend their discharged duties. The validity of the instrument was ascertained through face validity approach while its reliability alpha coefficient of 0.74 was determined through using the KR20 formula, a version of *Kuder-Richardson formula* for determining reliability. The collected data were analyzed using percentages and chi-square statistic.

Findings

On the Tables below, the data collected were analyzed to illustrate the preferred non-financial rewards among the sampled teachers.

Table 1: Demographic description of the sampled respondents

School Type				Age			
Public		Private		Young		Older	
n	%	n	%	n	%	n	%
284	52.98	252	47.01	261	48.69	275	51.30

On Table 1, out of the 536 sampled teachers, 284 (52.98%) were drawn from public schools and the remaining 252 (47.01%) were drawn from private schools. On the basis of age, 261 (48.69%) of the sampled teachers were 30 years and below in age while 275 (51.30%) of the sampled teachers were above 30 years of age.

Answering the Research Questions

1. What is the pattern of secondary school teachers' preference for non-financial rewards in Kwara State?

Table 2: Percentage description of teachers' preference of non-financial rewards.

Non-financial Rewards	preferred		not preferred	
	n	%	n	%
1. Social Recognition and Attention (SRA)	349	65.11	187	34.88
2. Performance Feedback (PF)	155	28.91	381	71.08
3. Visual and Auditory Technique (VAT)	128	24.01	408	76.11
4. Job Design Technique (JDT)	331	61.75	205	38.24

As shown on Table 2 while 349 (65.11%) respondents preferred social recognition and attention, 155 (28.91%) respondents preferred performance feedback as non-financial organizational rewards. On the other hand, 128 (24.01%) respondents preferred visual and auditory techniques and 331 (61.75%) preferred job design technique as non-financial organizational rewards. This means that social recognition and attention which comprises of organizational friendly greetings, solicitation of suggestions from employees by superiors, verbal and nonverbal recognition or praise, formal acknowledgement of achievement, and letter of commendation is the most preferred form of non-financial organizational reward among teachers in Kwara State. The least preferred non-financial organizational reward is the visual and auditory rewards which include: provision of private office, piped in music while working, provision of internet and email for teacher's personal use, redecoration of work environment.

2. How frequent are non-financial rewards administered on public and private secondary school teachers in Kwara State?

Table 3: Percentages of frequency of application of non-financial rewards on teachers.

Non-financial rewards	Frequency of Application					
	Always		Occasionally		Never	
	n	%	n	%	n	%
1. Social Recognition and Attention (SRA)	43	0.82	78	14.55	415	77.42
2. Performance Feedback (PF)	63	11.75	20	3.7	453	84.51
3. Visual and Auditory Technique (VAT)	12	2.23	10	1.86	514	95.89
4. Job Design Technique (JDT)	34	6.34	56	10.44	446	83.20

Data on Table 3 show how frequent employers administered the specified non-financial organizational rewards on secondary school teachers in Kwara State. Thus, while 65.11% of sampled respondents (see Table 2) preferred social recognition and attention, only 15.37% (see Table 3: 0.82% + 14.55%) has ever received such non-financial reward from their employers. On the other hand, 84.51% of sampled teachers never received performance feedback on their jobs, 95.89% never receive visual and auditory rewards. Also, while 61.75% of the sampled respondents preferred job design reward (see Table 2), only 16.78% (see Table 3: 6.34% + 10.44) reported ever receiving it in the discharge of their assigned duties.

Hypothesis Testing

Research Hypotheses: Only the data indicating the number of sampled respondents showing preference (*preferred*) for each category of non-financial rewards as indicated on Table 2 were used in the analysis shown on the following tables.

H_{01} There is no significant difference in the non-financial rewards preferred by teachers in private and public secondary schools.

Table 4: X^2 Analysis of public and private teachers' preferred non-financial rewards

Variables tab-val	Categories of non-financial Rewards					df.	X^2 cal.	X^2
	SRA	PF	VAT	JDT	Total			
Public	168(164)	79(82)	88(89)	141(141)	476	3	5.24	7.82
Private	181(183)	76(74)	40(39)	190(191)	487			

As shown on Table 4, the X^2 calculated value (5.24) is less than the X^2 table value, 7.82. Thus, hypothesis one was accepted and it was concluded that there was no significant difference in public and private teachers' preference for different type of non-financial rewards in Kwara State, Nigeria.

H_{02} There is no significant difference in the non-financial rewards preferred by young and older teachers in private and public secondary schools.

Table 5: X^2 Analysis of young and older teachers' preferred non-financial rewards.

Variables tab-val	Categories of non-financial Rewards					df	X^2 cal.	X^2 tab
	SRA	PF	VAT	JDT	Total			
Young	112(115)	86(84)	91(90)	173(173)	462	3	10.65	7.82
Older	237(238)	71(70)	37(39)	158(156)	503			

Significance @ $p > 0.05$

Data on Table 5 show that the X^2 calculated value (10.65) is higher than the X^2 table value. Thus hypothesis 2 was rejected and it was concluded that the type of non-financial rewards that young teachers preferred are significantly different from those preferred by older teachers in secondary schools.

Discussion

In any organization, there are always managerial efforts directed towards improving employees' productivity. Managers are known to engage in ways of utilizing available human and nonhuman resources towards making their organizations survive and productive. In schools, efforts are always made to make teaching and non-teaching staff put in their best. However, in managing human resources, there is always the need to know the best strategy to apply in motivating employees' commitment and best practices. Some of such strategies managers often apply are administration of financial and non-financial rewards on employees.

Financial rewards are the common incentives in traditional and modern organizations and they are, in most cases, sources of organizational crises. The inability of financial rewards to always achieve what they are administered to achieve has prompted many organizations to find out alternatives in non-financial rewards. This study for example found out the preferred forms of non-financial rewards among secondary school teachers in Kwara State and it was discovered that a large percentage of teachers in public and private secondary schools in the state preferred series of non-financial rewards in the category of social recognition and attention. They also preferred non-financial rewards that are in form of job design.

Social recognition and attention are all forms of commendations and friendly interactions that school managers may direct towards teachers to make the teacher know that his contributions towards the growth of the school are recognized and appreciated by the authority. Social recognition includes such gestures like formal acknowledgement of teachers' achievements, letter of commendation, friendly greetings from the school boss, solicitation of teachers' advice and all other verbal and non-verbal praise that can make the teacher feel recognize and appreciated in

the networking of his/her school. Every human being craves for social affiliation. As human beings, teachers will want to feel sense of belonging and not alienation. Thus, when socially recognize, there is tendency that the teacher will put in is/her best effort to drive the school to success. The unfortunate thing that this study discovered is that despite the sampled teachers' love for social recognition and attention as organizational job motivator; they hardly receive it from their employers. Only 0.82% and another 14.55% of sampled respondents said they always and occasionally received, respectively, social recognition and attention from their school authorities. This implied that a very large percentage of the teachers (77.42%) in public and private school never received such commendations.

Another non-financial reward that the teachers preferred but don't always receive is the job design reward. Among the sampled teachers, 61.75% expressed that they would want to be rewarded with job designs; such that will include authority to schedule own work, flexible working hour, participation in decision making, job with more responsibility, job rotation and even job sharing. The teachers expressed believe in these job practices as what can motivate them to put more effort in discharging their duties. Yet, despite their preference for this form of non-financial reward, only 6.34% of them always receive it from their boss; and while 10.44% said they occasionally received it, 83.20% said such non-financial reward was never administered on them. Teachers' preference of these forms of non-financial rewards does not depend on whether they teach in public or private schools. This study finds out that there was no significant difference in private and public secondary school teachers' preference for non-financial rewards. Thus, public secondary school teachers' love for social recognition and attention or their love for favourable job designs is not quite different from private teachers love for the same categories of rewards. The study only finds out that their preference for the four categories of tested non-financial rewards significantly differed on the basis of age. This implies that the young teachers preferred different non-financial rewards compared to those preferred by older teachers. Non-financial rewards are not expensive to administer (Luthan, 2005), in fact, they are said to be organizational incentives that can not become threat to the budget of the organization. Their positive impacts can be lasting and they can easily be administered in the daily running of the organizations. Thus, non-financial rewards are possible alternatives to cumbersome financial rewards.

Conclusion

Secondary school teachers in public and private schools, particularly in Kwara State preferred non-financial rewards like social attention, recognition and favourable job designs to other non-financial rewards like performance feedback,

visual and auditory rewards. Irrespective of being teachers of private or public secondary schools, they will appreciate administration of these reward systems in the process of carrying out their assigned school duties.

Recommendations

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

1. Government, school owners and administrators should see non-financial rewards as possible alternatives to financial rewards in their bids to motivate productive job delivery among their employees.
2. More efforts should be made by government, school owners and administrators to utilize non-financial rewards like social recognition, attention and job design in their day to day governance of the schools.
3. In the administration of the forms of non-financial rewards mentioned in item 2 above, the administrators should be conscious of the age group of their teachers.
4. More researches should be conducted to find out more about non-financial rewards in relation to school administration and development. Such further researches can focus on why many of the discussed non-financial rewards are hardly applied in motivating teachers in the studied geographical area.

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