

Influence of Monthly Income on Secondary School Teachers Effectiveness and Attitude to Work in Jema'a Local Government Area of Kaduna State-Nigeria

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Abstract

This study examined the influence of monthly income on secondary school Teachers' effectiveness and attitude to work in Jema'a Local Government Area of Kaduna State, Nigeria. The study adopted a descriptive survey design. 257 Teachers were randomly sampled from a population of 326 Teachers through a stratified random sampling technique. One questionnaire titled Teachers Questionnaire (TQ) was designed with a Likert scale for the study to obtain data. The teachers' instrument had a reliability coefficient of 0.804 using the Cronbach alpha reliability test which implies 80.4 percent reliability. The findings of the study revealed among others that teachers' effectiveness and attitude to their work were influenced by regular payment of their monthly income. This implied that inconsistent payment of teachers' monthly income affects them negatively thus, leading to a fall in the quality of education. The study therefore, recommended among others that the Nigerian Government should increase its budgetary allocation to the education sector so that the monthly income of teachers will be paid promptly which will increase their effectiveness and enhance their attitude to work.

Keywords: Attitude to Work, Effectiveness, Monthly Income

Introduction

Education is one of the vital tools for emancipating mankind from ignorance, such that each society puts a lot of capital in it to ensure that the entire generation acquires the necessary skills, knowledge and the desired attitude for future survival. However, owing to its value, the extent to which education is measured depends on examination scores, yet academic achievement also corresponds to teachers' effectiveness and attitude. Education is an instrument for developing an individual in social, mental, physical, emotion, moral and

physiological aspect (Muñoz-Oliver, Gil-Madrona, & Gómez-Ramos, 2022). The problem of education is cross-sectoral which has affected the quality of education in Nigeria.

The quality of education in Nigeria is affected by multiple factors supporting the educational process. One of such factors is the welfare of teachers; teachers' welfare is poor compared to their peers in other climes. Public secondary school teachers in Nigeria have been reported to perform least due to a number of challenges which hinder their effectiveness. Osang, Osang and Akpama (2021) revealed that most teachers have reported their dissatisfaction as emanating from lack of housing, lack of improved salaries and other compensation needed to motivate and raise their performance. All these issues are tied to their monthly income which affects their effectiveness and attitude to work.

Income and reward system according to Okolie and Egbon (2024) can be described as an envelope of interrelated processes and activities that when put together ensure that government carries out an effective plan of reward and income system that will benefit the employee or people working in that organization. [Okwuise](#), Okwuise, Ndudi and Ndudi (2023) defined reward system to include all organizational components including the people, process, rules and decision making, activities involved in the allocation of compensation and benefits to employees in exchange for their contribution to the organization. In both definitions, the emphasis is on their income as a means of stimulating the effectiveness and attitude of the teacher towards the actualization of the goals and objectives of education.

Elna (2016) revealed that teachers' effectiveness is not just about teachers' knowledge, skills and disposition, but also about the conditions under which they work. Educationists are increasingly acknowledging this as a practical reality for making teachers in public secondary schools perform lesser than those in private schools. Successful efforts to raise teaching quality and student achievement, especially in public schools requires an intensive focus on working conditions of teachers by making sure that teachers' income is increased.

Attitude on the other hand is seen as a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon individual's response to all objects and situations with which it is related

(Elna, 2016). Furthermore, attitude also mean the individual's prevailing tendency to respond favourably or unfavourably to an object, person or group of people, institutions or events. No one is born with any attitude; attitude is learned through life experiences which makes an individual behave towards persons, profession, objects, issues or situations to which they are related. Attitude considerably influences one's behaviour accordingly. The individual's attitudes may be positive (favourable) or negative (unfavourable).

In Nigeria, many reports show that the status of teachers has declined in recent years. This decline is due both to material and non-material factors. In most cases, teachers believe that they do not receive the moral support and material recognition appropriate to the work they perform in the society. In many secondary schools, there is an increase in the number of students in each class without corresponding increase to the income of the teachers which affects the effectiveness and attitude of these teachers to work. Hence, the need for this study which examined the influence of monthly income on secondary school teachers effectiveness and attitude to work in Jema'a Local Government Area of Kaduna State Nigeria

Objectives of the Study

The study had the following specific objectives:

1. To find out the extent to which secondary school teachers' monthly income affects their effectiveness in Jema'a Local Government Area of Kaduna state.
2. To determine how the delay in the payment of teachers' monthly income affect their attitude towards their work in Jema'a Local Government Area of Kaduna State.

Research Questions

The study answered the following research questions:

- i. To what extent does secondary school teachers' monthly income affect their effectiveness in Jema'a Local Government Area of Kaduna state?
- ii. How does delay in the payment of teachers' monthly income affect their attitude towards their work in Jema'a Local Government Area of Kaduna State?

Theoretical Framework

This study was anchored on the Equity theory as propounded by John Stacey Adams in 1963. The theory states that employees expect fairness when been rewarded for the work done (Adams, 1963). An important factor in employer's motivation is whether individuals perceive the reward structure as being fair. The equity theory essentially refers to an employee's subjective judgment about the fairness of the reward he/she got in comparison with the inputs (efforts, time, education, and experience) when compared with others in the organization. The argument is that people work well in accordance to what they regard as fair. Employees consider whether management has treated them fairly, when they look at what they received for the effort they have made. The theory postulates that employees expect rewards or outcomes to be broadly proportional to their effort.

The theory explains that in any given situation, the greater the number and variety of rewards (income) that are available to the employees (teachers), the greater is the probability that extra effort (effectiveness and attitude) will be exerted in attaining the set goals or targets in the hope of getting the desired rewards. The theory is suitable to this study because the use of rewards can be likened to income of teachers, and other incentives that are likely to boost their morale and efficacy to deliver and discharge their duties effectively. The theory further helps to explain why low salary income determines the effectiveness and attitude of teachers in public secondary schools; When teachers feel they are unfairly treated, they are more likely to be less effective with a negative attitude on the job, but in the situation when they are treated equally with other workers, they tend to be more effective with a positive attitude on what they are doing.

Kelly, Sharpe and Fotou (2022) revealed that there are three components of attitudes – affective component (feeling or emotion), cognitive component (beliefs or ideas), and psychomotor component (behaviour towards someone or something). If a teacher's attitudes are negative, then, he will not be able to succeed in his profession. The teacher's intellectual attitude, effectiveness, emotional reactions, various habits, income and personality affects the students in terms of academic success, personality, interest, and so on.

Low effectiveness and attitude of teachers towards the teaching profession in Nigeria as observed by Odoh, (2017) include among others poor remuneration,

teachers' poor conditions of service, irregular payment of salaries, lack of uniform salary scale, poor conditions of schools' facilities, unfriendly school environment, low perception of others about teachers, lack of incentives, poor motivation, non-payment of allowances. Others include frequent teachers' transfer, transportation problems, over-crowded classrooms and lack of seriousness on the part of students. All these are among the factors that lower their morale for teaching. Some teachers for lack of job satisfaction tend to be disillusioned about the teaching profession and consequently exhibit some unethical behaviour.

According to Nasima and Alam (2015), Teaching no longer attracts favourable attention from the public and society. The high rate of indiscipline and arrogance exhibited by students and pupils make prospective teachers to develop a wrong perception of the teaching profession. Teachers are denied kind words and encouragement; their salaries are not regularly paid and allowances are reduced. Education administrators threaten them; students treat them with disrespect while members of the public refuse them sympathy. Consequently, they lack of job satisfaction and have become frustrated and exhibit behaviours that discourage students from developing interest in the teaching profession. Teacher' effectiveness and attitude towards the teaching profession can affect the students' attitude towards teaching. If teachers have job satisfaction, they will be effective and exhibit positive attitude. They can be satisfied through the regular payment of their monthly salaries (income).

Every teacher is expected to be paid at regular intervals for work done over the course of time. This is to ensure their seriousness, willingness and readiness to work and deliver pedagogical services effectively. Suhendri (2020) noted that the performance of a teacher can be improved by increasing the efficiency of resource allocation of his income and other incentives. Increase in monthly income or other incentives can make the teacher to perform effectively with a positive attitude to work. Nyamubi, (2017) disclosed that an increase and regular payment of monthly income is about increasing the effectiveness and positive attitude of teachers.

Income shapes the behaviour of a teacher or an employee in any organization. If the teacher is having a very good income that will motivate him or her to put in more in his/her work, that teacher will do more and put in his/her best because of the good income he or she is getting and with that, material rewards and incentives should be giving in other to encourage the teacher to

put in his/her best in the work place. For example, teachers are aware that if they behave in a certain way or do certain things, the system or organization will reward them with some incentives or even give them promotion to some higher offices. (Odiike, 2015)

Abdullah and Salihu (2018) examined the relationship between teachers' welfare package and teachers job performance in public junior secondary schools in Duste-Ma Local Government Area, Kastina State, Nigeria. The study adopted the Survey research design. Probability sampling techniques were employed to select 169 respondents from the targeted population of 4500 for the study. A self-develop research instrument was also used to obtain data which was analyzed with the aid of Pearson Product Moment Correlation. The findings of the study revealed that there was significant statistical relationship between teachers' welfare in terms of prompt payment of salaries, allowances and promotion. The reviewed study used Pearson Product Moment Correlation as instrument of analysis, while the present study used mean and standard deviation for analysis.

Similarly, Oshinowo and Olujuwon (2019) evaluated the predictive impacts of welfare packages on teachers' job satisfaction and productivity in public secondary schools in Lagos State Education District V, Nigeria. The study adopted the cross-sectional survey research design which was tailored towards the correlational descriptive research type. Non-probability sampling method was used to select 220 participants at random out of 3000 in the study area. The findings of the study indicated that staff training, house allowance and staff promotion allowances were positive on teachers' job satisfaction and productivity. The reviewed study was on staff training, house allowances and staff promotion while the present study was on effectiveness and attitude of teachers.

Asumah, Kuranchie and Mensah (2019) assessed the extent to which welfare management practices affected teachers' job performance in Ghana. The study adopted descriptive survey design. Questionnaires were administered on 165 participants who were selected from three high schools in the Sunyani Municipality, Ghana with the aid of simple random sampling technique. The finding revealed that there was a statistical significant positive effect of working conditions on teachers' job performance. The population of the reviewed study was not given unlike the present study which has a population.

On the whole, all the reviewed studies were on how management welfare packages affected teachers' performances, how monthly income affects teachers' motivation, how teachers' motivation affects their job performance and how teachers' effectiveness is affected by management decision. None of the literature reviewed discussed how monthly income affects teachers' attitude and how the prompt payment of teachers' monthly income affects their effectiveness in the study area. Hence, the justification for this study which examined the influence of monthly income of secondary school teachers on their effectiveness and attitude to work

Methodology

The research design adopted for this study was a descriptive survey design. The descriptive survey research was adopted because it allowed the collection of information from a sample of individuals as through their responses to questions. It allowed information to be gathered from a large sample of a given population and finding of the study will be generalized on the entire population (Shukla, 2020). The population for the study comprised of all the teachers in the secondary schools in Jema'a Local Government Area of Kaduna State. The schools had a population of 326 teachers (Kaduna State Ministry of Education, 2024). A sample of 257 teachers was selected and used for the study.

The study employed stratified sampling technique to select the sampled secondary schools for the study while it adopted the simple random sampling method for selecting the 257 teachers for the study. The instrument used for data collection in this study was a questionnaire titled teachers' questionnaire (TQ). The instrument was validated by three experts from Economics Education and two experts from Measurement and Evaluation all from the University of Jos. To ensure the reliability of the instrument used for the study using Cronbach alpha reliability test, the teachers' questionnaire had a reliability co-efficient of 0.80. This means that the instrument was reliable at 80.4 percent. Data collected from the questionnaire was analyzed using descriptive statistics of mean and standard deviation. The data was coded through Statistical Package for Social Sciences (SPSS Version 25) tool. This was done in order to translate questions into a more summarized form.

Results/Analysis

Explain the decision rule or cut off mean before answering the research questions

Research Questions one: To what extent does secondary school teachers' monthly income affect their effectiveness in their work in Jema'a Local Government Area of Plateau State. Table 1 shows the summary of teachers' responses on how teachers' monthly income affects their effectiveness to work.

Table 1: Summary of Results of Responses obtained from Teachers Showing the Influence of Monthly Income and Teachers' effectiveness to Work.

S/N	Item	Mean	Std	Decision
	I find it difficult to handle my classroom because of lack of income.	3.00	1.14	Agreed
	I do not manage my class effectively if I don't have income	2.94	0.77	Agreed
	As a teacher I treat my students equally without favouritism even when I don't have income.	3.10	0.89	Agreed
	My monthly income motivates me to manage my class effectively.	2.92	0.92	Agreed
	Without Payment of income, I still manage my class effectively	2.08	0.99	Disagreed

Results in Table 1 showed that the mean rating of the respondents were 3.00, 2.94, 3.10, 2.92 and 2.08 respectively with their corresponding standard deviations of 1.14,0.77, 0.89,0.92 and 0.98 respectively. Table 1 had mean ratings that were above the cut-off point of 2.5, this implies that the respondents were of the view that their monthly income affects teachers' effectiveness to work.

Research Question Two: How does delay in the payment of teachers' monthly income affect their attitude towards their work? Table 2 shows teachers' responses on how the delay in the payment of their monthly income affects their attitude to work.

Table 2: Summary of Results obtained from Teachers' Responses showing how delay in the payment of their monthly income affects their attitude to work

S/N	Item	Mean	Std	Decision
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Most teachers does not fill their record of work as they are used to	3.10	0.95	Disagreed
Most teachers find it difficult to meet their daily need when salary is delay	3.12	0.75	Disagreed
Some teacher are queried because of lack of dedication to duty	3.14	0.73	Disagreed
Teacher who perform well are giving reward	2.94	0.91	Disagreed
Teachers are been forced to look for alternative business plan B because of salary delay	2.88	0.82	Disagreed

Results in Table 2 showed that the mean ratings of the respondents were 3.10, 3.12, 3.14, 2.94 and 2.8 respectively and their corresponding standard deviation were 0.95,0.75,0.73,0.91 and 0.82 respectively. All the mean ratings of the items in Table 3 were above the cut-off mean of 2.50, this implies that the respondents were of the opinion that delay in the payment of monthly income affects the attitude of teachers to their work.

Discussion of Findings

The results of research question one which sought to know the extent to which monthly income affects teachers' effectiveness revealed that both teachers and students agreed that monthly incomes contribute to teachers' effectiveness to their work in Secondary Schools. This finding agrees with the work of Asumah, Kuranchie and Mensah (2019) who revealed that teachers are more effective when their monthly incomes are paid.

The results of research question two which sought to find out how delay in the payment of monthly income affects teachers' attitude to work revealed that both teachers and students' agreed that delay in the payment of monthly income affects teachers' attitude to work negatively. This finding agrees with the finding of Cox (2018) who opined that teachers are not dedicated to their work when salaries are delayed.

Conclusion

Based on the findings of this study, it can be concluded that income of teachers affects their effectiveness and delay in the payment of their income negatively affects their attitude to work. This implies that teachers are not

effective with a negative attitude to work if their income are not paid as at when due. This has a negative impact on students because they will not be well taught which will affect their academic performance.

Recommendations

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

- i. Government and other stakeholders in the educational sector should ensure that teachers are paid their monthly income in order to enhance their effectiveness. This will ultimately lead to an increase in the academic performance of secondary school students.

- ii. In order to mitigate the problem of delay in the payment of teachers' income, Government at all levels should increase their budget to the education sector to meet the 26 percent recommended by the United Nations Educational, Social and Cultural Organization (UNESCO). This will enable educational stakeholders to meet the financial demands of teachers and hence eliminate delay in the payment of their income which will ultimately make them to have positive attitudes to their work.

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