



## REWARD SYSTEM AND TEACHERS' PERFORMANCE: A STUDY OF PUBLIC AND PRIVATE SECONDARY SCHOOLS IN IJEBU-ODE LOCAL GOVERNMENT AREA OF OGUN STATE, NIGERIA

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### Abstract

*The success of any educational institution highly depends on the way it rewards its teachers in order to ensure their continual support towards school effectiveness and efficiency. The main objective of the study is to examine the effect of reward system on teachers' performance in public and private secondary schools in Ijebu-Ode Local Government Area, Ogun State. Survey research design was used for the study. Data was collected through the use of questionnaire. Descriptive statistics was used to analyze the respondents' bio-data, while multiple regression analysis was used to test the hypotheses formulated. Findings of the study revealed that monetary reward, fringe benefits, and career advancement opportunities) had significant effect on teachers' commitment in public secondary schools in Ijebu-Ode Local Government. Monetary reward, fringe benefits, and career advancement opportunities had no significant effect on students' academic performance in public secondary schools. Monetary reward, fringe benefits, and career advancement opportunities had significant influence on quality assurance in public schools. Monetary reward, fringe benefits, and career advancement opportunities had significant effect on teachers' commitment in private secondary schools in Ijebu-Ode Local Government. Monetary reward, fringe benefits, and career advancement opportunities had no significant effect on students' academic performance in private secondary schools. Monetary reward, fringe benefits, and career advancement opportunities had significant influence on quality assurance in private secondary schools. The study concluded that teachers' commitment, students' academic performance, and quality assurance in public and private secondary schools in Ijebu-Ode Local Government Area, Ogun State can only be realized when the right reward system in terms of provision of monetary reward, fringe benefits, and career advancement opportunities exist in such schools.*

**Keywords:** *Reward system, Fringe benefits, Students' academic performance, Teachers' commitment, Quality assurance*



## **Introduction**

The success of any educational institution highly depends on the teaching staff of such institution as well as the effective mobilization of the efforts of all people who make up the organization. Hence, much attention is paid to managerial responsibilities for eliciting productive behaviour. It is therefore necessary that all individuals in the school system work together towards the achievement of institutional goals and objectives (Ozoemena, 2013). Every institution has different ways of rewarding its teachers in order to ensure their continual support towards school effectiveness and efficiency. A reward system consists of financial rewards and employee benefits, which is commonly called total remuneration. It is the reward system that outlines the pay levels, pay structure, base pay, employee benefits and all non-financial rewards. From the teachers' point of view, reward system should meet their expectations in terms of equity and fairness. Hence, the ability of school management to provide fair and equitable rewards to all its teachers will enable them to work towards the rapid achievement of school goals and objectives (Yamoah, 2013).

Teachers at all levels of education are the foundation and bedrock of quality education in the society (Clark, 2006). Therefore, teachers need to impart students with adequate knowledge and skills, monitor students' progress, mold students' character, and provide guidance services under the guidance and supervisory role of the management. To carry out these tasks effectively, teachers engage in research activities to adequately equip themselves for effective lesson delivery. Therefore, teachers' performance is centered on the reward practices initiated and implemented by school management (Onuma, 2016). Efforts made by school management to reward teachers are very essential for teachers' performance in building sufficiently motivated and effective teachers who will impart students with the knowledge and skills needed to contribute towards the social and economic development of the nation. Reward system is the act of providing teachers with adequate incentives and fringe benefits needed to enhance their performance towards delivering quality education in their respective institutions. Imperatively, teachers need enough reward from their employers to be able to perform maximally. To perform maximally, teachers should work harder and demand more of themselves thus, achieving more takes special joy in winning and does not need gratification in order to perform. A teacher is judged to perform well if he is diligent in lesson preparation, disciplining of his pupils, evaluating learning outcomes, participating actively in extracurricular activities, and providing assistance to school administrators in moving the institution forward (Onuma, 2016).

According to Onocha (2002), teachers are important instrument in education. They are also the pivot on which the educational process hang. Teachers play a major role in the whims and caprices of the educational system. They can influence the teaching – learning outcomes either positively or negatively because they determine the quality of instructional delivery and also influence quality education when it comes to implementation of the curriculum and educational policies. They are to be considered when addressing issues such as: quality assurance; quality delivery (teaching), quality context and quality learning outcomes. Without teachers in the school system, there will definitely be no learning. Teaching makes learning take place and the teacher determines the quality of learning/instructions that will be given to students. This is the more reason why they should be rewarded properly for effectiveness and efficiency in the educational system (Ofojebe & Ezugoh, 2010).



Otitigbe (2016) revealed that incessant strike in the Nigerian education system is due to poor reward practices provided for teachers in terms of lack of fringe benefits, low salary, lack of promotion as at when due, delay in payment of long term arrears as well as political instability, and lack of government interest in the Nigerian educational system. Continuous strike embarked upon by teachers' union negatively affects teachers' commitment to work, hampers students' academic performance as well as disrupts academic activities. A study by Salman, Mohammed, Ogunlade, and Ayinla (2012) found that poor remuneration paid to teachers in terms of salary and allowances seriously affects their performance which in turn has contributed greatly to students' mass failure in Nigeria. Poor performance of teachers in Nigerian schools is due to inconsistency in government policies such as non-payment of teachers' allowances, embezzlement of teachers' pension fund, and non-inclusion of teachers in long service award programmes (Bello & Adebajo, 2014).

Teachers in government-owned secondary school in Ogun State under the umbrella of Nigerian Union of Teachers (NUT) often go on strikes due to poor conditions of work and inadequate reward given to them. For instance, between 2009 and 2015, public secondary school teachers in the state embarked on strikes in February 2009, October 2009, September 2012, October, 2013, January 2015, and October 2016 respectively due to fluctuation in gross net pay of staff salaries, delayed promotion and non-increment in salaries after acquiring additional qualification, failure of the state government to pay the agreed 27.5% increment, poor condition of service and delay in payment of teachers' salaries. Poor remuneration of teachers and failure of the state government to pay the agreed 27.5% increment has contributed immensely to teachers' absenteeism, late coming, poor attendance to classes, lack of sense of belonging and redundancy at work, poor students' academic performance, and low level of teachers' commitment (Bawalla & Nafiu, 2018).

Several studies have been conducted on reward system and teachers' performance. However, little has been done on comparative study on reward system and teachers' performance in public and private secondary schools in Ogun State, Nigeria. This study filled this gap in knowledge by investigating the effect of reward system on teachers' performance in public and private secondary schools in Ijebu-Ode Local Government Area, Ogun State. The study also filled the gap in knowledge by examining the combined effect of the independent variables on each of the dependent variable as there exists dearth of research that examined the combined effect of the independent variables on each of the dependent variable in the literature.

Therefore, the main objective of the study is to examine the effect of reward system on teachers' performance in public and private secondary schools in Ijebu-Ode Local Government Area, Ogun State. The specific objectives are to: i. examine the effect of reward system (monetary reward, fringe benefits, and career advancement opportunities) on teachers' commitment, ii. investigate the effect of reward system (monetary reward, fringe benefits, and career advancement opportunities) on students' academic performance, and iii. investigate the influence of reward system on (monetary reward, fringe benefits, and career advancement opportunities) on quality assurance in public and private secondary schools in Ijebu-Ode Local Government Area, Ogun State.



The research hypotheses developed for this study are stated as follows:

H<sub>01</sub>: Reward system (monetary reward, fringe benefits, and career advancement opportunities) have no significant effect on teachers' commitment in public secondary schools in Ijebu-Ode Local Government Area, Ogun State,

H<sub>02</sub>: Reward system (monetary reward, fringe benefits, and career advancement opportunities) have no significant effect on students' academic performance in public secondary schools in Ijebu-Ode Local Government Area, Ogun State,

H<sub>03</sub>: Reward system (monetary reward, fringe benefits, and career advancement opportunities) have no significant influence on quality assurance in public secondary schools in Ijebu-Ode Local Government Area, Ogun State,

H<sub>04</sub>: Reward system (monetary reward, fringe benefits, and career advancement opportunities) have no significant effect on teachers' commitment in private secondary schools in Ijebu-Ode Local Government Area, Ogun State,

H<sub>05</sub>: Reward system (monetary reward, fringe benefits, and career advancement opportunities) have no significant effect on students' academic performance in private secondary schools in Ijebu-Ode Local Government Area, Ogun State, and

H<sub>06</sub>: Reward system (monetary reward, fringe benefits, and career advancement opportunities) have no significant influence on quality assurance in private secondary schools in Ijebu-Ode Local Government Area, Ogun State.

## **Review of Related Literature**

### **Conceptual Review**

#### **Reward System**

Every organization reward its workers in form of wages and salaries, promotions, long service awards and certificates, end of the year bonus and other fringe benefits. These rewards are provided to encourage employees to work towards achieving organizational goals and objectives speedily from time to time (Bello & Adebajo, 2014). Reward system include the financial and non-financial incentives put in place by an organization to recompense employees who have made substantial contribution towards organizational performance. The aim of every reward provided by the management of any organization is to pay back employees for the time, energy, skills, talents, and knowledge they have exerted to ensure the organization keep attaining success continually (Malhotra, Budhwar, & Prowse, 2007). According to Dalvi and Ebrahimi (2013), a well-designed reward system creates a sense of belonging among employees in an organization. It also enhances employees' growth and development, and increases employees' self-esteem which in turn leads to improved firm performance. Thus, the success of an organization depends on how it motivates its employees from time to time and this can be achieved through an effective and efficient reward system.

#### **Types of Reward**

Every worker expects three (3) kinds of reward from his or her workplace namely: extrinsic, intrinsic and social rewards (Williamson, Burnett, & Bartol, 2009). Extrinsic rewards are those rewards provided by the organization which do not come from the content of the job itself. They include tangible material benefits such as pay in form of salaries and wages, fringe benefits and promotional opportunities. Intrinsic rewards refer to the intangible benefits that arise from the content of the job itself and have consequences for the psychological



development of the employees (Williamson *et al*, 2009). Intrinsic rewards include motivational characteristics of the job such as autonomy, feedback and participation in decision-making (Hackman & Oldham, 1976). Social rewards have to do with good interpersonal relationship an employee has with his co-workers and his superiors. Such relationship also includes adequate mentoring and supportive supervision an employee receives from his superiors. An organization can also reward its employees when it aligns the interests of the employees with the interests of the organization. It is therefore important for the management of an organization to carefully identify the needs, expectations and desires of its employees and offer those rewards that are satisfactory to them (Bayissa & Zewdie, 2010). Concepts on reward system discussed in this study include financial rewards, career advancement opportunities, and fringe benefits. Concepts on teachers' performance discussed in this study include organizational commitment, students' academic performance, and quality assurance.

### **Financial Reward**

Financial reward refers to the tangible reward given to all employees for their contributions towards organizational success. Financial reward include salary or pay, incentives, bonuses, promotion and job security. It also includes pay for performance such as performance bonus, job promotion, commission, and gratuities provided by an organization to enhance employees' performance (Erratul, Nur, Munirah, & Norlida, 2016). Employees want a fair pay for the work they do. A fair and equitable pay makes them feel appreciated for the services they render. Payment of adequate salary is seen as a powerful motivational incentive because it helps employees to meet their basic necessities of life. Bonuses are given to employees when they meet or exceed certain standard of performance in their workplace. Commission are paid to individual workers based on certain percentage of sales turnover they make during specific period of time (Saira, Madiha, Sumaira, & Anam, 2014).

Provision of adequate financial rewards helps a firm to retain its workers in such a way that the employees weigh or think of the financial benefits that will be lost if he decides to quit his current workplace (Obikoya, 2002).

### **Career Advancement Opportunities**

Career advancement opportunities entail creating opportunities for promotion within the company and providing opportunities for training and development that enable employees to improve their employability skills in the internal and external labour market (Shoaib, Noor, Tirmizi & Bashir, 2009). Organizations will motivate employees by spending more resources on training and development of employees as well promoting them when appropriate. Employees who benefit from their organizations through training and educational facilities become more committed and loyal to that organization. Educated and trained employees help in increased production and thus sustaining a competitive position for their organizations (Kwenin, 2013). Developing career paths and ladders are two techniques that can encourage employees to evolve in their profession. Whereas career paths are typically seen as more horizontal movements and career ladders are viewed as more vertical movements, both options serve to help employees grow their skills and knowledge and can lead to higher levels of commitment, retention, and performance (Society for Human Resources Management, 2016).



### **Fringe Benefits**

Fringe benefits are supplementary or in kind payments made to all employees of an organization in addition to their basic salaries. Fringe benefits are made available to all employees irrespective of differences in individual performance for as long as they are retained in the organization. The purpose of fringe benefits is to provide financial relief and extra comfort to all workers and encourage them to put in more efforts towards achieving organizational goals. Fringe benefits include employee security benefits, safety and health benefits, employees' welfare and recreational facilities, old age and retirement benefits, payment for time not worked, and personalized or individualized benefits made available to workers (Banjoko, 2002).

### **Organizational Commitment**

According to Allen and Meyer (1991), organizational commitment refers to an employee's strong identification, attachment, and involvement in an organization. Employees with high level of organizational commitment remain in an organization for a long period of time (Dost, Shari, Shaheen & Zulfiqar, 2011). There are three (3) components of organizational commitment namely: affective commitment, continuance commitment, and normative commitment. Affective commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization due to work experience and the need to feel physically and psychologically comfortable in the organization. Employees with a strong affective commitment continue employment because they want to do so. Continuance commitment is based on a need to remain in an organization due to the costs associated with leaving an organization. Continuance commitment is best predicted by personal investments which include education, skills acquired, pension contributions and perceived lack of career alternatives. Employees whose primary link to the organization is based on continuance commitment remain because they need to do so. Normative commitment reflects a feeling of obligation to continue employment. Normative commitment is the internalization of obligation and loyalty which are the result of financial and non-monetary investments made by an organization on behalf of the employee. Normative commitment may result from an organization's practice of 'rewarding in advance' including tuition reimbursements and/or the costs of on the job training. Employees with a high level of normative commitment feel that they ought to remain in the organization (Allen & Meyer, 1991).

### **Students' Academic Performance**

Students are the key assets of any educational institution of learning. Students' academic performance is one of the major criteria used by principals and instructional supervisors to assess the performance of teachers. Therefore, students have to work hard to come out with good grades in order to make their teachers, parents, and school proud (Alos, Caranto & David, 2015). Students' academic performance is measurable in terms of learning achievement, attainment and standards. Achievement comprises the knowledge, skills and attitudes acquired by the student. Attainment translates to the number of students completing prescribed academic programmes and obtaining qualifications. Standards imply official learning objectives in terms of societal and labour market expectations of the university system (Ibietan, Joshua & Azuh, 2016).



From the study of Enu, Agyman, and Nkum (2015), factors that affect students' academic performance include students' positive attitude towards lectures, teachers' encouragement, students' self-encouragement, teachers' positive attitude towards teaching, teachers' method of instruction, and teaching and learning materials.

According to Okyerefo, Favieh, and Lamptey (2011), factors that promote students' academic performance include effective supervision of teachers by school authorities, effective supervision of students by teachers, provision of appropriate materials for teaching and learning, provision of teachers' training, respect for teachers' ideas and suggestions by management in staff meetings, adequate take home assignments given to students, repetition of take home assignments failed, motivation from parents (supervision of students' academic work and reward for better performance), parents' interaction with teachers and school authorities in open days, group discussion among students on subjects taught, co-curricular activities (club activities and social groups), and role model influence (career fulfilment of parents and personalities on media).

### **Quality Assurance**

Quality assurance refers to the ability of educational institutions to meet the expectations of the users of manpower in relation to quality of skills acquired by the outputs (Ajayi & Akindutire, 2007). It also refers to the ability of institutions to meet certain criteria relating to the academic matters, staff-student ratio, staff mix by rank, staff development, physical facilities, funding, and adequate library facilities. According to Adegbesan (2011), quality assurance can be attained in Nigerian school system through a review of school curriculum and standards of education in order to meet the needs and aspiration of the society, harmonization of the internal and external criteria of quality assurance needed to raise the standard of excellence of the education system, adoption of modern teaching methods, techniques, and equipment in the classroom, evaluation of school curriculum in order to improve the standard of education, effective supervision of academic activities, full professionalization of teaching in the country in order to set a standard under which a qualified and well trained teacher must operate, and provision of adequate fund from the government to boost the quality of education required to meet the expectations of the society.

### **Theoretical Review**

Theories reviewed in this study include Herzberg Two Factor Theory and Adam's Equity Theory.

Herzberg's two factor theory was propounded by Fredrick Herzberg. Herzberg's two factor theory states that satisfaction and dissatisfaction are driven by two factors namely motivation and hygiene factors. Motivation factors are those aspects of the job that make people desire to perform and inform their decision to stay or quit an organization. These motivation factors are considered intrinsic to the content of the job and include variables such as achievement, recognition, the work itself, responsibility, advancement, and growth. Conversely, dissatisfying experiences called hygiene factors largely results from extrinsic (non-job related) factors such as company policies, salary, co-worker relations, and supervisory styles (Chiboiwa, Samuel & Chipunza, 2010).

Herzberg argued that eliminating the causes of dissatisfaction through hygiene factors would not result in a state of satisfaction but instead would result in a neutral state. Motivation would only occur as a result of the use of intrinsic motivation factors (Chiboiwa, Samuel & Chipunza,



2010). By removing dissatisfaction through the use of hygiene factors, peace in the workplace may be realized but it will not serve as a motivator for the employees (Mensah, 2014). Motivational factors such as work itself, achievement sensation, sense of responsibility, recognition, career growth, advancement, and development opportunities help employees recognize their value and worth within an organization. They serve as a source of internal (inner) satisfaction which leads to higher satisfaction while the hygiene factors cause external happiness but much powerful as compared to the motivational factors. The presence of hygiene factors is quite important for job satisfaction of employees as Herzberg proposed that these motivational and hygiene factors are interlinked. Hygiene factors remove dissatisfaction among employees while the motivational factors ultimately lead to satisfaction (Dartey-Baah & Amoako, 2011; Mensah, 2014).

A combination of the use of both intrinsic factors (opportunities for career advancement, responsibility, recognition, and achievement) and extrinsic factors (supervisor support, good work environment, job security, good salary, and interpersonal relationship with co-workers) factors will influence workers to remain in their workplace and contribute towards the growth and development of their organization (Chiboiwa, Samuel, & Chipunza, 2010).

Equity theory was propounded by John Stacey Adam. This theory posits that employees seek to maintain equity between the input they bring into a job (education, time, experience, commitment, and efforts) and the outcome they receive from it (promotion, recognition, and increased pay) against the perceived inputs and outcomes of other employees (Chiboiwa, Samuel & Chipunza, 2010). Equity theory proposes that individuals who perceive themselves as either under-rewarded or over-rewarded will experience distress and that this leads to efforts to restore equity within the organization. Organizations that enlightens all employees on what is required of them to be rewarded and promoted in the organization and does so create a sense of the practice of equitability among employees. When employees perceive this act of equity, they are not only satisfied with their jobs, but also stay with the organization to help in achieving its objectives (Bell & Martin, 2012).

This study is also anchored on Adam's equity. This is because when employees realize that their employer rewards them based on their individual performance, they invest their time, energy, and resources the more towards helping their firm to gain a competitive advantage in the industry/market in which they operate. In addition, employees who are not up and doing are challenged by this action embarked upon by their employer to improve on their performance in order to get better rewards.

### **Empirical Review**

The study of Bosco (2014) investigated the effect of financial and non-financial rewards on employees' performance in Nakumatt Holdings Limited, Nairobi, Kenya using descriptive cross-sectional survey research design and regression analysis. The study revealed that financial reward (pension pay, payment for extra hours worked, provision of loan, and remuneration) and non-financial reward (performance recognition, good work environment, provision of training programs, and opportunities for career advancement) has positive and significant effect on employees' performance. However, non-financial reward has more significant effect on employees' performance.



The study of Salah (2016) examined the influence of reward types (extrinsic, intrinsic, social, and reward mix) on employees' performance among full time employees in unified mining companies located in Southern part of Jordan using survey research design. Pearson moment correlation was used to test the hypotheses formulated. The study found that extrinsic reward (salaries, retirement benefits, performance bonus and awards, job security, job promotion, compensation and incentive policies, contract of employment, accommodation and transport allowance, and good work environment/working conditions) has a significant relationship with employees' performance. Secondly, intrinsic reward (recognition, praise and appreciation, work freedom and independence, advancement and growth, training and skills development, achievement acknowledgement, challenging assignments, participation in goal setting, job rotations, and responsibility and authority) has a significant relationship with employees' performance. Thirdly, social reward (supervisor support, social status, status symbols, group membership and affiliations, caring and supportive attitude, supportive environment, cordial relationship with colleagues, organizational supportive structure and culture, prestige enhancement, and off-job social recreation clubs' membership) has a significant relationship with employees' performance. Finally, reward mix (a combination of extrinsic, intrinsic, and social rewards) have significant relationship with employees' performance.

The study of Efanga and Akpan (2014) examined the role of principals in the dispensation of reward to teachers in public secondary schools in Akwa Ibom State, Nigeria. The study used ex-post facto survey research design and analysis of variance to test the hypothesis formulated. The study showed that there is a significant difference in teachers' commitment to work based on principals' dispensation of reward in terms of sponsorship of teachers' attendance of seminars for career growth and development, regular payment of leave allowances, and provision of loans. This implies that principals' dispensation of reward to teachers in terms of sponsorship of teachers' attendance of seminars for career growth and development, regular payment of leave allowances, and provision of loans influence teachers' commitment to work.

The study of Bello and Adebajo (2014) investigated the effect of reward system on employees' performance in public secondary schools under the administration of Lagos State Ministry of Education, District II. The study used descriptive survey research design, Pearson moment correlation and regression analysis to test the hypotheses formulated. The study indicated that salary package has a significant effect on employees' performance. Job allowances have significant effect on employees' performance. Finally, working conditions have significant relationship with employees' performance.

The study of Korir and Kipkebut (2016) examined the relationship between reward management and employee commitment in universities in Nakuru County, Kenya. The study used correlation research design and Pearson moment correlation to test the hypothesis formulated. The study discovered that financial reward has a positive and significant relationship with affective normative and continuance commitment of lecturers in universities in Nakuru County, Kenya. This implies that organizational commitment was high when employees received satisfactory financial rewards such as salary, bonuses, payment for trainings and seminars, transport, accommodation and medical allowances, annual pay increment, and overtime pay.

The study of Okinyi (2015) investigated the relationship between reward practices and employee commitment in faith-based organizations in Kakamega County, Kenya. The study employed survey research design and Pearson moment correlation when carrying out its study.



The study discovered that extrinsic reward (salary, bonus, benefits, and promotion) has a positive and significant relationship with employee commitment. However, salary has the most significant relationship with employee commitment. The study also showed that intrinsic reward (recognition, career advancement opportunities, responsibility, and learning opportunities) has a significant relationship with employee commitment in faith-based organizations in Kakamega County, Kenya. However, recognition has the most significant relationship with employee commitment.

The study of Ndungu (2017) investigated the effects of reward and recognition on employee performance in public educational institutions in Kenya with special focus on Kenyatta University, Kenya. The study employed cross-sectional survey research design, Pearson moment correlation, and regression analysis when carrying out its study. The sample of the study comprised of academic and non-academic staff of the university. The study indicated that intrinsic reward (achievement, recognition, challenging work, responsibility, promotion, and career growth), extrinsic reward (status, salary and fringe benefits, university policy and administration, relationship with co-workers, supervision, and job security), recognition, financial rewards, leadership styles, and work environment have significant relationship with employee performance. The study also showed that intrinsic reward, extrinsic reward, recognition, financial rewards, leadership styles, and work environment have significant effect on employee performance.

The study of Muhammad and Neelam (2013) investigated the impact of reward system on teachers' motivation in private schools in Karachi, Pakistan. The study looked at five dimensions of reward system namely, recognition, working conditions, work content, promotion, and salary. The study employed survey research design and regression analysis in carrying out its study. Findings of the study showed that recognition, working conditions, work content, and promotion have significant impact on teachers' motivation in private schools in Karachi while salary has no significant impact on teachers' motivation. However, recognition has the most significant impact on teachers' motivation.

### **Conceptual Model**

A research conceptual model was developed to show the effect of the independent variables (monetary reward, fringe benefits, and career advancement opportunities) on each of the dependent variable (teachers' commitment, students' academic performance, and quality assurance) in public and private secondary schools in Ijebu-Ode Local Government Area, Ogun State.

Independent Variable

Dependent Variable

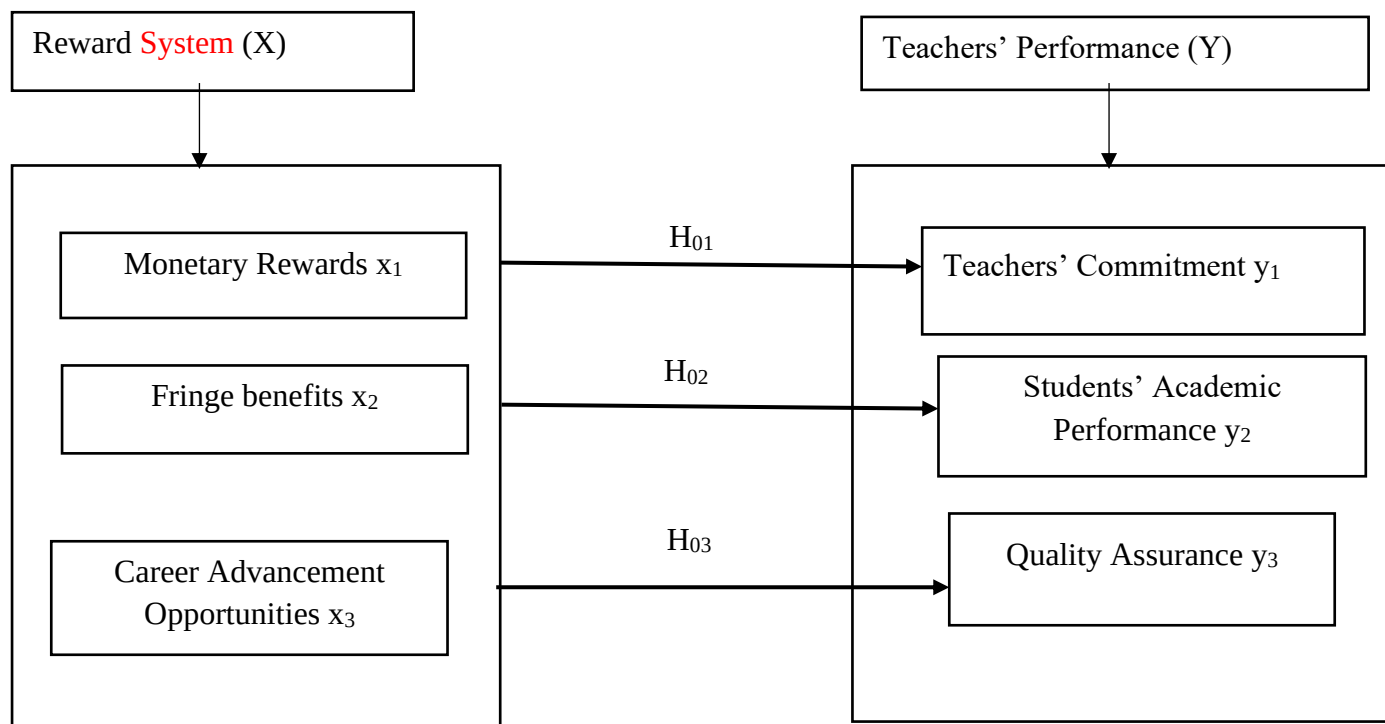


**Figure 1:** Reward System and Teachers' Performance

**Source:** Researchers' Conceptual Model (2018).

## METHODOLOGY

Survey research design was adopted for this study. This was done for three reasons. First, it is capable of obtaining information from large samples of the population. Second, it is well suited in gathering demographic data that describe the composition of the sample (McIntyre, 1999). Third, it is inclusive in the types and number of variables that can be studied; while it requires minimal investment to develop and administer, and is relatively easy for making generalizations (Bell, 1996 cited in Glasow, 2005). The population of this study comprises of public and private secondary schools in Ijebu-Ode Local Government Area of Ogun State, Nigeria. Simple random sampling technique was chosen as the sampling technique for this study. Simple random sampling technique was used for this study because it allows a researcher to give all the elements of his population equal opportunities to participate in his study (Sharma, 2017).

The research instrument used for this study was a structured questionnaire. The questionnaire enables the respondents to understand the intention of the study. It also enables the researcher to obtain information from the respondents easily (Asika, 2004). The study adapted the questionnaire of various authors on the variables of the study. Internal consistency method of reliability was used to test the reliability of the research instrument. Cronbach alpha was used to test the internal consistency of the research instrument. Cronbach alpha co-efficient determines the internal consistency or average correlation of items in a survey research instrument to gauge its reliability (Santos, 1999). A value of 0.70 and above shows that the research instrument is reliable (Santos, 1999). The questionnaire comprised of two major sections: Section A (demographic profile of the respondent) and Section B (Research construct



items). The questionnaire comprised of major construct items. However, modified Likert's interval rating scale with options ranging from strongly agree, agree, partially agree, partially disagree, disagree, and strongly disagree were used as the response patterns on the construct items. The pilot study was carried out by administering copies of the questionnaire to Ten (10) percent of the respondents who filled them and returned back to the researchers. Thereafter, the reliability of the research instrument was tested using Cronbach Alpha co-efficient. Descriptive statistics using simple percentages and frequency distribution tables was used to analyze the respondents' bio-data (gender, age, marital status, and educational qualifications) and responses on each item of the research instrument while multiple regression analysis was used to test the hypothesis formulated. These methods of data analysis were used with the aid of the Statistical Package for the Social Sciences (SPSS) version 23.

The table below shows the sources of the adapted research instrument.

**Table 1: Sources of Adapted Questionnaire**

| S/N | Variables                        | Sources of Research Instrument                              |
|-----|----------------------------------|-------------------------------------------------------------|
| 1.  | Monetary Reward                  | Laakso (2012)                                               |
| 2.  | Fringe Benefits                  | Steyn (2010) and Kamau (2013).                              |
| 3.  | Career Advancement Opportunities | Adeniji (2011), Kumar & Santhosh (2014), and Mensah (2014). |
| 4.  | Teachers' Commitment             | Baksh (2010), Adeniji (2011), and Egwakhe (2016).           |
| 5.  | Students' Academic Performance   | Aden, Yahye & Dahir (2013).                                 |
| 6.  | Quality Assurance                | Odunlami (2018).                                            |

The table below shows the Cronbach Alpha value of each item of the research instrument tested:

**Table 2: Cronbach Alpha Value of the Research Instrument**

| Variable                         | Number of Items | Public Secondary Schools | Private Secondary Schools |
|----------------------------------|-----------------|--------------------------|---------------------------|
| Teachers' Commitment             | 9               | 0.72                     | 0.87                      |
| Students' Academic Performance   | 6               | 0.75                     | 0.78                      |
| Quality Assurance                | 7               | 0.91                     | 0.79                      |
| Monetary Reward                  | 5               | 0.70                     | 0.73                      |
| Fringe Benefits                  | 5               | 0.86                     | 0.92                      |
| Career Advancement Opportunities | 5               | 0.84                     | 0.95                      |
| <b>Total</b>                     | 37              |                          |                           |

**Source:** Researchers' Computation (2018).



The table above shows the Cronbach Alpha value for each item of the research instrument tested which ranged between 0.70 and 0.95. This shows that the research instrument tested is reliable.

### DATA ANALYSIS, RESULTS AND DISCUSSION

Copies of questionnaires were administered to 510 teachers across the public and private secondary schools in Ijebu-Ode Local Government Area of Ogun State, Nigeria; out of which only 456 copies were filled and returned.

**Table 3: Analysis of Questionnaire Distribution and Retrieval Rate**

|               | FREQUENCY  | PERCENTAGE (%) |
|---------------|------------|----------------|
| Retrieved     | 456        | 89             |
| Not Retrieved | 54         | 11             |
| <b>TOTAL</b>  | <b>510</b> | <b>100</b>     |

Source:

*Researchers' Field Survey (2018).*

Table 2 above shows that 456 (89%) of the respondents filled and returned the questionnaire, while 54 (11%) of the respondents did not return the questionnaire. Thus, the percentage of questionnaires returned is high enough for the generalization of the outcome of this research work.

**Table 4: Analysis of the Respondents' Demography**

| VARIABLE                         | FREQUENCY | PERCENTAGE (%) |
|----------------------------------|-----------|----------------|
| <b>GENDER</b>                    |           |                |
| Male                             | 216       | 47.4           |
| Female                           | 240       | 52.6           |
| <b>Total</b>                     | 456       | 100            |
| <b>MARITAL STATUS</b>            |           |                |
| Single                           | 141       | 30.9           |
| Married                          | 315       | 69.1           |
| <b>Total</b>                     | 456       | 100            |
| <b>AGE</b>                       |           |                |
| 21-30                            | 133       | 29.1           |
| 31-40                            | 184       | 40.4           |
| 41-50                            | 101       | 22.2           |
| 51 and above                     | 38        | 8.3            |
| <b>Total</b>                     | 456       | 100            |
| <b>EDUCATIONAL QUALIFICATION</b> |           |                |
| NCE                              | 30        | 6.5            |
| Bachelor's Degree                | 349       | 76.5           |
| Master's Degree                  | 78        | 17             |
| <b>Total</b>                     | 456       | 100            |
|                                  |           |                |



| LENGTH OF SERVICE            |     |      |
|------------------------------|-----|------|
| Below 1 year                 | 57  | 12.6 |
| 1-5 years                    | 156 | 34.3 |
| 6-10 years                   | 152 | 33   |
| 11 years and above           | 91  | 20   |
| <b>Total</b>                 | 456 | 100  |
| CATEGORY OF SECONDARY SCHOOL |     |      |
| Public                       | 269 | 59   |
| Private                      | 187 | 41   |
| <b>Total</b>                 | 456 |      |

Source: Researchers' Field Survey (2018).

From the analysis of respondents' demography, 216 (47.4%) of the respondents are male while 240 (52.6%) are female. The marital status showed that 141 (30.9%) of the respondents are single while 315 (69.1%) are married. The age distribution of respondents showed that 133 (29.1%) of the respondents are within the age of 21-30 years, 184 (40.4%) are within the ages of 31-40 years, 101 (22.2%) are within the age of 41-50 years, and 38 (8.3%) are within the age of 51 years and above. The educational qualification showed that 30 (6.5%) of the respondents are NCE holders, 349 (76.5%) are Bachelor's degree holders, and 78 (17%) are Master's degree holders. In terms of length of service, 57 (12.6%) of the respondents have served below 1 year in their respective secondary schools, 156 (34.3%) have served between 1 to 5 years, 152 (33%) have worked between 6 to 10 years while 91 (20%) have served from 11 years and above. Finally, the table showed that 269 (59%) of the respondents are teachers in public secondary schools while 187 (41%) are teachers in private secondary schools.

Findings of the study revealed that monetary reward ( $\beta = 0.074$ ,  $t = 0.556$ ,  $p > 0.05$ ) had no significant effect on teachers' commitment, fringe benefits ( $\beta = -0.187$ ,  $t = -1.644$ ,  $p > 0.05$ ) had no significant effect on teachers' commitment while career advancement opportunities ( $\beta = 0.451$ ,  $t = 3.269$ ,  $p < 0.05$ ) had statistically significant effect on teachers' commitment in public secondary schools in Ijebu-Ode Local Government Area. The adjusted R squared of 0.094 showed that reward system (monetary reward, fringe benefits, and career advancement opportunities) explained only 9.4% of the variation in teachers' commitment in public secondary schools in Ijebu-Ode Local Government Area, Ogun State. This implies that 9.4% of the changes in teachers' commitment could be attributed to reward system in public secondary schools. The results indicated that the overall model was statistically significant as represented by  $F = 4.999$  with  $p\text{-value} (0.003) < 0.05$ .

The regression model indicated that holding reward system to a constant zero, teachers' commitment would be 33.231 implying that without reward system, teachers' commitment in public secondary schools in Ijebu-Ode Local Government Area was 33.231. Based on these findings, the null hypothesis ( $H_{01}$ ) which states that reward system (monetary reward, fringe benefits, and career advancement opportunities) has no significant effect on teachers' commitment is hereby rejected.

Results of the study confirmed that monetary reward ( $\beta = 0.209$ ,  $t = 2.048$ ,  $p < 0.05$ ) had statistically significant effect on students' academic performance, fringe benefits ( $\beta = -0.140$ ,  $t = -1.612$ ,  $p > 0.05$ ) had no significant effect on students' academic performance while career advancement opportunities ( $\beta = 0.084$ ,  $t = 0.799$ ,  $p > 0.05$ ) had no statistically significant effect



on students' academic performance in public secondary schools in Ijebu-Ode Local Government Area. The adjusted R squared of 0.038 showed that reward system (monetary reward, fringe benefits, and career advancement opportunities) explained only 3.8% of the variation in students' academic performance in public secondary schools in Ijebu-Ode Local Government Area, Ogun State. This implies that 3.8% of the changes in students' academic performance could be accounted to reward system in public secondary schools. The results indicated that the overall model was not statistically significant as represented by  $F = 2.502$  with  $p\text{-value} (0.063) > 0.05$ .

The regression model indicated that holding reward system to a constant zero, students' academic performance would be 24.657 implying that without reward system, students' academic performance in public secondary schools in Ijebu-Ode Local Government Area was 24.657. Based on these findings, the null hypothesis ( $H_{02}$ ) which states that reward system (monetary reward, fringe benefits, and career advancement opportunities) has no significant effect on students' academic performance is hereby not rejected.

Findings of the study affirmed that monetary reward ( $\beta = 0.064$ ,  $t = 0.625$ ,  $p > 0.05$ ) had no significant influence on quality assurance, fringe benefits ( $\beta = -0.085$ ,  $t = -0.974$ ,  $p > 0.05$ ) had no significant influence on quality assurance while career advancement opportunities ( $\beta = 0.302$ ,  $t = 2.844$ ,  $p < 0.05$ ) had statistically significant influence on quality assurance in public secondary schools in Ijebu-Ode Local Government Area. The adjusted R squared of 0.089 showed that reward system (monetary reward, fringe benefits, and career advancement opportunities) explained only 8.9% of the variation in quality assurance in public secondary schools in Ijebu-Ode Local Government Area, Ogun State. This implies that 8.9% of the changes in quality assurance could be accounted to reward system in public secondary schools. The results indicated that the overall model was statistically significant as represented by  $F = 4.728$  with  $p\text{-value} (0.004) < 0.05$ .

The regression model indicated that holding reward system to a constant zero, quality assurance would be 27.564 implying that without reward system, quality assurance in public secondary schools in Ijebu-Ode Local Government Area was 27.564. Based on these findings, the null hypothesis ( $H_{03}$ ) which states that reward system (monetary reward, fringe benefits, and career advancement opportunities) has no significant influence on quality assurance is hereby rejected.

Findings of the study revealed that monetary reward ( $\beta = 0.301$ ,  $t = 1.942$ ,  $p < 0.05$ ) and fringe benefits ( $\beta = 0.460$ ,  $t = 2.692$ ,  $p < 0.05$ ) had statistically significant effect on teachers' commitment while career advancement opportunities ( $\beta = 0.171$ ,  $t = 1.140$ ,  $p > 0.05$ ) had no significant effect on teachers' commitment. The adjusted R squared of 0.411 indicated that reward system (monetary reward, fringe benefits, and career advancement opportunities) explained only 41.1% of the variation in teachers' commitment in private secondary schools in Ijebu-Ode Local Government Area, Ogun State. This implies that 41.1% of the changes in teachers' commitment could be accounted to reward system in private secondary schools. The results indicated that the overall model was statistically significant as represented by  $F = 30.128$  with  $p\text{-value} (0.000) < 0.05$ . The regression model showed that holding reward system to a constant zero, teachers' commitment would be 20.759 implying that without reward system, teachers' commitment in private secondary schools in Ijebu-Ode Local Government Area was 20.759. Based on these findings, the null hypothesis ( $H_{04}$ ) which states that reward system



(monetary reward, fringe benefits, and career advancement opportunities) has no significant effect on teachers' commitment is hereby rejected.

Findings of the study showed that monetary reward ( $\beta = -0.074$ ,  $t = -0.772$ ,  $p > 0.05$ ) had no significant effect on students' academic performance, fringe benefits ( $\beta = 0.209$ ,  $t = 1.972$ ,  $p < 0.05$ ) had statistically significant effect on students' academic performance while career advancement opportunities ( $\beta = 0.000$ ,  $t = 0.005$ ,  $p > 0.05$ ) had no significant effect on students' academic performance. The adjusted R squared of 0.031 indicated that reward system (monetary reward, fringe benefits, and career advancement opportunities) explained only 3.1% of the variation in students' academic performance in private secondary schools in Ijebu-Ode Local Government Area, Ogun State. This implies that 3.1% of the changes in students' academic performance could be accounted to reward system in private secondary schools. The results indicated that the overall model was not statistically significant as represented by  $F = 2.322$  with  $p\text{-value} (0.078) > 0.05$ .

The regression model showed that holding reward system to a constant zero, students' academic performance would be 25.391 implying that without reward system, students' academic performance in private secondary schools in Ijebu-Ode Local Government Area was 20.759. Based on these findings, the null hypothesis ( $H_{05}$ ) which states that reward system (monetary reward, fringe benefits, and career advancement opportunities) has no significant effect on students' academic performance is hereby not rejected.

Results of the study revealed that monetary reward ( $\beta = 0.267$ ,  $t = 2.375$ ,  $p < 0.05$ ) had statistically significant influence on quality assurance, fringe benefits ( $\beta = -0.251$ ,  $t = -2.016$ ,  $p < 0.05$ ) had significant influence on quality assurance while career advancement opportunities ( $\beta = 0.191$ ,  $t = 0.228$ ,  $p > 0.05$ ) had no significant influence on quality assurance in private secondary schools in Ijebu-Ode Local Government Area. The adjusted R squared of 0.090 indicated that reward system (monetary reward, fringe benefits, and career advancement opportunities) explained only 9% of the variation in quality assurance in private secondary schools in Ijebu-Ode Local Government Area, Ogun State. This implies that 9% of the changes in quality assurance could be attributed to reward system in private secondary schools. The results indicated that the overall model was statistically significant as represented by  $F = 5.124$  with  $p\text{-value} (0.002) < 0.05$ . The regression model indicated that holding reward system to a constant zero, quality assurance would be 29.488 implying that without reward system, quality assurance in private secondary schools in Ijebu-Ode Local Government Area was 29.488. Based on these findings, the null hypothesis ( $H_{06}$ ) which states that reward system (monetary reward, fringe benefits, and career advancement opportunities) has no significant influence on quality assurance is hereby rejected.

Findings of this study indicated that reward system (monetary reward, fringe benefits, and career advancement opportunities) had significant effect on teachers' commitment in public and private secondary schools in Ijebu-Ode Local Government Area, Ogun State. This is in congruence with the findings of Bosco (2014) which revealed that financial reward (good remuneration and fringe benefits) and provision of opportunities for career advancement have significant effect on employees' performance. Findings of this study also support the study of Efanga and Akpan (2014) which discovered that there is a significant difference in teachers' commitment based on principals' dispensation of reward. This implies that efforts made by employers in public and private secondary schools to provide adequate reward for teachers in



terms of adequate remuneration, fringe benefits as well as opportunities for career advancement will help in increasing the level of teachers' commitment and loyalty needed to improve the standard of education in such institutions.

This study also discovered that reward system (monetary reward, fringe benefits, and career advancement opportunities) had no significant effect on students' academic performance in public and private secondary schools in Ijebu-Ode Local Government Area, Ogun State. Findings of this study is in congruence with the findings of Salah (2016) which indicated that salaries, fringe benefits, and opportunities for career growth had significant relationship with employees' performance. Result of this study implies that reward system embarked upon by employers in public and private secondary schools by providing teachers with good salary package, sufficient fringe benefits, and putting in place adequate funds and programmes that will boost the knowledge and skills of teachers as well as promoting teachers in due time may or may not inspire such teachers to take academic activities more seriously which in turn will improve the academic performance of students. This is because these teachers may see better job opportunities with better reward within and outside the country than the reward provided by their current employers. Hence, they can decide to switch over to such institutions.

Results of this study showed that reward system (monetary reward, fringe benefits, and career advancement opportunities) had significant influence on quality assurance in public and private secondary schools in Ijebu-Ode Local Government Area, Ogun State. This is in support of the study of Bello and Adebajo (2014) which affirmed that salary and job incentives have significant effect on employee performance. In addition, results of this study also agree with the study of Okinyi (2015) which confirmed that salary, benefits, and career advancement opportunities have significant impact on employees' commitment towards improving the quality of services rendered in faith-based organizations. Results of this study implies that employers' commitment towards increasing the rewards given to teachers in terms of fair remuneration package, good incentives/bonus, and provision of training programmes and opportunities for career growth will gear up teachers to remain in their institutions and put in maximum efforts towards improving the quality of education given to students. This in turn will help these institutions to gain local and global recognition in the education system.

### **Conclusion**

Based on the findings, this study concluded that teachers' commitment, students' academic performance, and quality assurance in public and private secondary schools in Ijebu-Ode Local Government Area, Ogun State can only be realized when the right reward practices in terms of provision of monetary reward, fringe benefits, and career advancement opportunities exist in such schools. Employers/management in public and private secondary schools will provide quality education to members of the society as well as gain local and global recognition when they provide adequate remuneration, fringe benefits and opportunities for career advancement that will motivate teachers to remain in their institutions for a long period of time and help in achieving institutional goals and objectives rapidly.

### **Recommendations**

This study recommended employers in public and private secondary schools should put in more efforts continually towards enhancing the reward given to teachers by increasing the monetary reward and fringe benefits provided for teachers as well as give them more opportunities to reach the peak of their career in order for them to exert maximum efforts towards improving



the standard of their respective institutions. Employers/management should hold meetings with teachers every academic session to find out ways in which the schools' reward system can be improved upon. Steps taken by management to implement teachers' suggestions at such meetings will spur up teachers to improve the quality of teaching provided to students as well as help their respective schools to attain local and global standards.

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**Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .344 <sup>a</sup> | .118     | .094              | 5.69966                    |

a. Predictors: (Constant), Career Advancement Opportunities, Fringe Benefits, Monetary Reward

**ANOVA<sup>a</sup>**

| Model |            | Sum of Squares | Df  | Mean Square | F     | Sig.              |
|-------|------------|----------------|-----|-------------|-------|-------------------|
| 1     | Regression | 487.168        | 3   | 162.389     | 4.999 | .003 <sup>b</sup> |
|       | Residual   | 3638.444       | 112 | 32.486      |       |                   |
|       | Total      | 4125.612       | 115 |             |       |                   |

a. Dependent Variable: Teachers' Commitment

b. Predictors: (Constant), Career Advancement Opportunities, Fringe Benefits, Monetary Reward

**Coefficients<sup>a</sup>**

| Model |                                  | Unstandardized Coefficients |            | Standardized Coefficients | T      | Sig. |
|-------|----------------------------------|-----------------------------|------------|---------------------------|--------|------|
|       |                                  | B                           | Std. Error | Beta                      |        |      |
| 1     | (Constant)                       | 33.231                      | 2.115      |                           | 15.714 | .000 |
|       | Monetary Reward                  | .074                        | .134       | .083                      | .556   | .580 |
|       | Fringe Benefits                  | -.187                       | .114       | -.237                     | -1.644 | .103 |
|       | Career Advancement Opportunities | .451                        | .138       | .401                      | 3.269  | .001 |

a. Dependent Variable: Teachers' Commitment

**Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .251 <sup>a</sup> | .063     | .038              | 4.35898                    |

a. Predictors: (Constant), Career Advancement Opportunities, Fringe Benefits, Monetary Reward

**ANOVA<sup>a</sup>**

| Model |            | Sum of Squares | Df  | Mean Square | F     | Sig.              |
|-------|------------|----------------|-----|-------------|-------|-------------------|
| 1     | Regression | 142.640        | 3   | 47.547      | 2.502 | .063 <sup>b</sup> |
|       | Residual   | 2128.075       | 112 | 19.001      |       |                   |
|       | Total      | 2270.716       | 115 |             |       |                   |

a. Dependent Variable: Students' Academic Performance

b. Predictors: (Constant), Career Advancement Opportunities, Fringe Benefits, Monetary Reward

**Coefficients<sup>a</sup>**

| Model |                                  | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|-------|----------------------------------|-----------------------------|------------|---------------------------|--------|------|
|       |                                  | B                           | Std. Error | Beta                      |        |      |
| 1     | (Constant)                       | 24.657                      | 1.617      |                           | 15.246 | .000 |
|       | Monetary Reward                  | .209                        | .102       | .317                      | 2.048  | .043 |
|       | Fringe Benefits                  | -.140                       | .087       | -.240                     | -1.612 | .110 |
|       | Career Advancement Opportunities | .084                        | .105       | .101                      | .799   | .426 |

a. Dependent Variable: Students' Academic Performance

**Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .335 <sup>a</sup> | .112     | .089              | 4.38732                    |

a. Predictors: (Constant), Career Advancement Opportunities, Fringe Benefits, Monetary Reward



**ANOVA<sup>a</sup>**

| Model |            | Sum of Squares | Df  | Mean Square | F     | Sig.              |
|-------|------------|----------------|-----|-------------|-------|-------------------|
| 1     | Regression | 273.017        | 3   | 91.006      | 4.728 | .004 <sup>b</sup> |
|       | Residual   | 2155.845       | 112 | 19.249      |       |                   |
|       | Total      | 2428.862       | 115 |             |       |                   |

a. Dependent Variable: Quality Assurance

b. Predictors: (Constant), Career Advancement Opportunities, Fringe Benefits, Monetary Reward

**Coefficients<sup>a</sup>**

| Model |                                  | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|-------|----------------------------------|-----------------------------|------------|---------------------------|--------|------|
|       |                                  | B                           | Std. Error | Beta                      |        |      |
| 1     | (Constant)                       | 27.564                      | 1.628      |                           | 16.934 | .000 |
|       | Monetary Reward                  | .064                        | .103       | .094                      | .625   | .533 |
|       | Fringe Benefits                  | -.085                       | .088       | -.141                     | -.974  | .332 |
|       | Career Advancement Opportunities | .302                        | .106       | .350                      | 2.844  | .005 |

a. Dependent Variable: Quality Assurance

**Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .652 <sup>a</sup> | .426     | .411              | 6.10863                    |

a. Predictors: (Constant), Career Advancement Opportunities, Monetary Reward, Fringe Benefits

**ANOVA<sup>a</sup>**

| Model |            | Sum of Squares | Df  | Mean Square | F      | Sig.              |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1     | Regression | 3372.733       | 3   | 1124.244    | 30.128 | .000 <sup>b</sup> |
|       | Residual   | 4552.481       | 122 | 37.315      |        |                   |
|       | Total      | 7925.214       | 125 |             |        |                   |

a. Dependent Variable: Teachers' Commitment

b. Predictors: (Constant), Career Advancement Opportunities, Monetary Reward, Fringe Benefits

**Coefficients<sup>a</sup>**

| Model |                                  | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|-------|----------------------------------|-----------------------------|------------|---------------------------|-------|------|
|       |                                  | B                           | Std. Error | Beta                      |       |      |
| 1     | (Constant)                       | 20.759                      | 2.172      |                           | 9.555 | .000 |
|       | Monetary Reward                  | .301                        | .155       | .242                      | 1.942 | .054 |
|       | Fringe Benefits                  | .460                        | .171       | .342                      | 2.692 | .008 |
|       | Career Advancement Opportunities | .171                        | .150       | .120                      | 1.140 | .257 |

a. Dependent Variable: Teachers' Commitment

**Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .232 <sup>a</sup> | .054     | .031              | 3.79306                    |

a. Predictors: (Constant), Career Advancement Opportunities, Monetary Reward, Fringe Benefits

**ANOVA<sup>a</sup>**

| Model |            | Sum of Squares | Df  | Mean Square | F     | Sig.              |
|-------|------------|----------------|-----|-------------|-------|-------------------|
| 1     | Regression | 100.238        | 3   | 33.413      | 2.322 | .078 <sup>b</sup> |
|       | Residual   | 1755.254       | 122 | 14.387      |       |                   |
|       | Total      | 1855.492       | 125 |             |       |                   |

a. Dependent Variable: Students' Academic Performance

b. Predictors: (Constant), Career Advancement Opportunities, Monetary Reward, Fringe Benefits

**Coefficients<sup>a</sup>**

| Model |                                  | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|-------|----------------------------------|-----------------------------|------------|---------------------------|--------|------|
|       |                                  | B                           | Std. Error | Beta                      |        |      |
| 1     | (Constant)                       | 25.391                      | 1.349      |                           | 18.823 | .000 |
|       | Monetary Reward                  | -.074                       | .096       | -.123                     | -.772  | .441 |
|       | Fringe Benefits                  | .209                        | .106       | .321                      | 1.972  | .051 |
|       | Career Advancement Opportunities | .000                        | .093       | .001                      | .005   | .996 |

a. Dependent Variable: Students' Academic Performance

**Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .335 <sup>a</sup> | .112     | .090              | 4.44225                    |

a. Predictors: (Constant), Career Advancement Opportunities, Monetary Reward, Fringe Benefits

**ANOVA<sup>a</sup>**

| Model |            | Sum of Squares | Df  | Mean Square | F     | Sig.              |
|-------|------------|----------------|-----|-------------|-------|-------------------|
| 1     | Regression | 303.323        | 3   | 101.108     | 5.124 | .002 <sup>b</sup> |
|       | Residual   | 2407.503       | 122 | 19.734      |       |                   |
|       | Total      | 2710.825       | 125 |             |       |                   |

a. Dependent Variable: Quality Assurance

b. Predictors: (Constant), Career Advancement Opportunities, Monetary Reward, Fringe Benefits

**Coefficients<sup>a</sup>**

| Model |                                  | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|-------|----------------------------------|-----------------------------|------------|---------------------------|--------|------|
|       |                                  | B                           | Std. Error | Beta                      |        |      |
| 1     | (Constant)                       | 29.488                      | 1.580      |                           | 18.665 | .000 |
|       | Monetary Reward                  | .267                        | .113       | .368                      | 2.375  | .019 |
|       | Fringe Benefits                  | -.251                       | .124       | -.318                     | -2.016 | .046 |
|       | Career Advancement Opportunities | .191                        | .109       | .228                      | 1.746  | .083 |

a. Dependent Variable: Quality Assurance