

*Influence of Teachers' Salaries on the Promotion of Sustainable National Development
in Lagos State Basic Schools, Nigeria*

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Abstract

In Nigeria and some other developing countries, teachers who are supposed to be the important resource that links the survival of the present and the future generation are not satisfied with their salaries and this has affected the quality of the educational system. Thus, the need to determine the relationship between teachers' salaries and sustainable National development became inevitable. The descriptive survey design was adopted for the study. A stratified random sampling technique was used to divide the population of 16,913 UBE teachers in Lagos state into five geographical zones after which a sample size of 378 teachers responded to two self-developed questionnaires titled "Teachers' Salaries' Questionnaire (TSQ) and Sustainable National Development Questionnaire (SNDQ)." Both the TSQ and SNDQ were a 4-point Likert-type scale (four response options). The construct validity of the instrument was done through average variance extraction measurement while the reliability of the instrument was measured through Cronbach alpha with a split-half reliability coefficient that ranged from 0.71 to 0.88. Data were collected and analysed through descriptive and inferential statistics of correlation, ANOVA and regression analysis, tested at 0.05 and 0.01 levels of significance. The major finding revealed that teachers' salaries strongly correlated with sustainable National Development. This finding poses serious consequences and implications for students' academic performance and the attainment of Sustainable Development Goals. Thus, it is recommended among others that the Nigerian Government and policymakers should embed sustainability in budgetary allocation for education, thereby, making adequate financial resources available for increased teachers' salaries.

Keywords: Education, Motivation, Sustainable National Development, Teachers' Motivation, Universal Basic Education

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1. Introduction

The issue of sustainability has become a recurrent discourse by many scholars and researchers because it has a lot to do with today and the future. This is why Boeve-de Pauw, Gericke, Olsson and Teresa Berglund (2015) concluded that sustaining the natural environment and resources as well as developing wealth and well-being for a growing population is the most important issue for survival. Edet and Beyin (2018), also define sustainability as the ability to sustain, maintain, provide for or nourish something for an indefinite period without damaging or depleting it. The implication of this for any nation is the need to focus on the present generation's development without compromising those of the future generation. This implication can be connected to a statement made by an American Professor of Education Dr Ivan Welton as reported by Adesulu, Abayomi, Youdeowei, Kwenuya, Iruoma, and Enwere in the Nigerian Online Vanguard news of October 8, 2015 that tomorrow's future is in today's classroom of every teacher.

However, in Nigeria and some other developing countries, teachers who are supposed to be the important resource that links the survival of the present and the future generation are not satisfied with their jobs as most studies confirm this. For instance, the studies of Ejiogwu (1983), Akinwunmi, (2000), Ololube, (2006), Alabi, (2011), Suleimann, (2012), Chiemeka-Unogui, (2018) and Alfagira, (2019) found that teachers have been poorly motivated and this has affected the quality of the educational system. The study by Doggor (2014) also found that Universal Basic Education (UBE) teachers are not satisfied with their salaries and conditions surrounding their service apart from inadequate provision of teaching and learning facilities. Emeya and Antiaobong (2016) also found that the joint contribution of teachers' motivation and regular payment of salary increased agricultural science teachers' commitment in the Port-Harcourt Local Government area of Rivers State. These findings also tally with the notion of Alfagira (2019) that motivation is one of the main factors that can influence employee performance in organizations. The implication of this is that teachers will be induced and willing to put in their best (without being forced) in achieving educational goals when certain inducements are given to them.

Meanwhile, in advanced countries like the United State of America and the United Kingdom, government look out for what is best for its teachers in terms of welfare package while their Nigerian counterparts have to fight for better conditions of service with the government before any such thing is granted to them. The American National Education Association (2015) as reported by Vanguard News on May 6, 2015, reported that (depending on the state), high school teachers in the US get as much as \$48,631. While the best-paid 10 per cent in the field made approximately \$86,720, the bottom 10 per cent made \$37,230. Newly qualified teachers in England and Wales start on the main salary scale, which rises incrementally from £22,023 to £32,187, though salaries may be higher depending on location. Salaries on the main scale in Northern Ireland range from £21,804 to £31,868. Similarly, high school teachers in South Africa earn an average of R166,068 per year.

The UNESCO Report (2020) also confirms the influence and powerful effect teachers have on the provision of equitable, accessible, qualitative and sustainable global development. In the same vein, Nwakasi and Cummins (2018) found that teachers are crucial inputs of any educational system because they have the command of the knowledge and skills to offer learners. However, while this is true and undebatable, its effective implementation is greatly dependent on the motivation, commitment and support of many stakeholders and institutions including school leaders supporting teachers who are involved with implementing Education

for Sustainable Development pedagogies. Basic Education programme, which according to Suleimann, (2012) is the early childhood care and education and nine (9) years of formal schooling was introduced by the Federal Government of Nigeria in September 1999 along with the Universal Basic Education Commission (UBEC) to facilitate the achievement of its objectives. According to Mbanefo (2000), the provision of free, universal basic education for every Nigerian child of school age among others is the major objective of UBE.

However, as discovered by Chiemeka-Unogui (2018), inadequate trained teachers and infrastructure, non-availability of equipment and learning materials and poor funding have been major problems of Universal Basic Education in Nigeria. The study of Suleimann (2012) also found that the effectiveness of the Universal Basic Education Programme has been grossly hindered by inadequate funds. Moreover, a UNESCO Report (2020), still put the figure of out-of-school children in Nigeria at 10.2 million in spite of significant progress made on the programme since 2000. Although in Lagos state (which is the focus of this study), the government has been committed to the promotion of quality basic education as various development programmes have been organized for teachers, issues of low salary payment still remain a staggering issue. This problem is peculiar in light of the fact that Lagos state is a centre of excellence and a known pacesetter in the education sector of the nation and also with the largest number of private schools.

The major concern of this study stems from the fact that these myriad problems facing UBE in Nigeria, particularly Lagos State may pose a greater challenge to the future generation in achieving quality UBE and consequently promoting sustainable national development. It also becomes pertinent to find out to what extent teacher's salaries/fringe benefits can influence sustainable development in Lagos State Universal Basic Education (UBE) teachers. This paper therefore tries to look at the influence of teachers' salaries/fringe benefits on UBE teachers who actually determine what is to be taught, how to teach it) and its attendant impact on sustainable national development. With this, the researchers stand the chance of providing an empirical basis to explore the scientific validity of the variables under investigation.

1.1 Research Objectives

The purpose of the study was achieved through the following objectives:

1. To investigate the relationship between teachers' salaries and sustainable national development in Lagos State Basic schools.
2. To find out the difference in the perception of male and female teachers on the influence of salaries on sustainable national development in Lagos State Basic schools.

1.2 Research Hypotheses

The following hypotheses were formulated to guide the study:

1. There is no significant relationship between teachers' salaries and sustainable national development in Lagos State Basic schools.
2. There is no significant difference in the perception of male and female teachers on the influence of salaries on sustainable national development in Lagos State Basic schools.

1.3 Review of Related Literature

Teachers' Salaries/Fringe Benefits and Sustainable National Development

According to the Incheon Declaration and Sustainable Development Goal4-Education (SDG4-Education) 2030 Framework for Action (2014), a major feature of SDG4-Education is ensuring that children and youth have access to and are able to complete quality education. Another important feature is ensuring that sufficient quality education leads to relevant, equitable and effective learning outcomes at all levels and in all settings. The requirement for this goal is the need to meet the needs of all learners through relevant teaching and learning methods, content, and well-qualified, trained, adequately remunerated and motivated teachers. According to them, teachers are regarded as a major determinant of achieving all of the SDG4-Education 2030 agenda.

However, according to several studies on teachers' motivation, the salaries of teachers especially in Africa have been seen as generally poor. For instance, Jerotich and Box (2015) and UNESCOIICBA (2017) found poor remuneration, ineffective administrative supervision, low government support, lack of teaching incentives, absence of teaching materials, and poor teaching conditions as hindrances to increasing teachers' motivation. Some other researchers also found that teachers' motivation increases with the regular and timely payment of salaries as well as bonus-pay schemes. For example, in India, irregular payment of teachers' salaries was found to be a major source of low motivation (Ramachandran and Pal 2005). Vroom's theory (1964) also emphasized that employee effort will lead to performance and performance will lead to rewards.

Similarly, Bozpolat (2016) also opined that highly motivated teachers are likely to be successful at their jobs as such motivation could energise them to go the extra mile to improve students' performance by ensuring the achievement of learning outcomes. This was why Nyakundi (2012), concluded that an organization's success depends on how the organization continues to motivate its employees. Jerotich & Box (2015), Li et al. (2014) and Ololube (2006) also found that work motivation relates positively to job satisfaction. Similarly, Abdulrahman, Abdulrahman and Xu (2018) found that most teachers in Tanzania are less motivated and this limited their job performance.

However, the study of Michaelowa (2002) does not find a salary structure to be an obvious determinant of teacher job satisfaction. Delannoy and Sedlacek (2000) also note that generally in Brazil, salary increases were not effective measures in increasing teacher's performance. The conclusion reached in this study is that how teachers are paid are more important than how much they are paid if they find a way of supporting themselves and their families. Similarly, the study of Korb and Akintunde (2013), found that monthly salary did not significantly relate to teacher job satisfaction. The study of Judge and Church (2000) also found that across many years, organizations, and types of jobs, employees evaluated the nature of the work itself as the most important job facet. In the same vein, Youlonfoun (1992) while attesting to the importance of good and prompt payment of salaries in motivating employees, he however concluded that there are other factors that hinder commitment to teaching.

Going through the above literature, it is obvious that a lot of studies have been done on the impact of teachers' salaries and effectiveness in Nigeria. However, very few or no empirical studies have been carried out on the present study in Nigeria particularly in Lagos State. Moreover, in spite of the fact that many studies have established the crucial roles of teachers

in the realisation of sustainable development goals (SDG), Goal 4 in particular and having realised the mirage of problems that befell the MDG and UBE in the past, which hampered its full realisation as rightly pointed out in the SDG blueprint of 2015, nothing much has been done to solve these problems. Coupled with this, is the low salary level of teachers.

Gender and Influence of Teachers' Salaries on Sustainable National Development

There is a dearth of adequate research on the perception that male and female teachers have on how their salaries influence Sustainable National Development and this is one of the needs for this study. However, one of the few studies relevant to this study is that of Ofili, Usiholo and Oronsaye (2009) who found that the main cause of job dissatisfaction and reason for wanting to leave the teaching job was poor salary and that although the female teachers were more dissatisfied with the job than their male counterparts, more male teachers had intention to quit than the female. The explanation the researchers advocated for this difference was the mobility of men because of the desire for more financial gains while women are found to be more predisposed to family responsibilities which the teaching job often allows.

Similarly, the findings of Vašková, (2005) showed significant differences in the perception of motivating factors for good work performance and that while women value workplace interpersonal relationships, respectful treatment by the employer, and the ability to reconcile work and family life, men place more value on basic salary and bonuses and this affect their motivation on the job. However, the study of Kalnická (2004) found gender differences only among rank-and-file staff as discovered by some researchers that women in management adapt to male thinking and conduct, whether knowingly or not, and internalize the values prevailing in a male-dominated market. The divergent finding on gender differences in the influence of teachers' salaries on sustainable National Development shows that the literature on this discourse is inconclusive and thus justifies the need for gender differences as one of the variables for this study.

2. Research Design and Methodology

2.1 Research Design

This study made use of a descriptive survey design. This type of design was relevant to this study because data was generated from respondents about their opinions on the influence of UBE teachers' motivation on sustainable national development. The study sought descriptive and self-reported information from teachers in Lagos state primary schools.

2.2 Population

The target population of the study consists of 8,587 teachers in all the 1014 public primary schools and 8,326 teachers in the 349 junior secondary schools in Lagos State (Lagos State Annual School Censors Report, 2019).

2.3 Sampling Procedures and Sample Size

The sample size for this study was calculated through the Research Advisor Table (2006). Thus, for a population of 16,913 UBE teachers in Lagos state a sample size of 378 teachers was used. All the UBE schools (primary and Junior Secondary Schools) in Lagos State were stratified into five geographical zones: Ikorodu, Badagry, Ikeja, Lagos Island and Epe. One Local

Government Area was randomly selected to represent each of the five geographical zones. The schools and teachers used were further selected through a stratified random sampling technique in order to avoid bias in selection.

2.4 Instrumentation

The instruments for data collection were two self-developed questionnaires titled “Teachers’ Salaries’ Questionnaire (TSQ) and Sustainable National Development Questionnaire (SNDQ). The TSQ instrument consisted of two sections. Section A focused on personal and demographic data from the respondents. While Section B comprised eleven items on Teachers’ salaries and fringe benefits, the Sustainable National Development Questionnaire SNDQ comprised twenty items. Both the TSQ and SNDQ were a 4-point Likert type scale (four response options) of Strongly Agree (SA), Agree (A) to Disagree (D) and Strongly Disagree (SD). The construct validity of the instrument was done through average variance extraction measurement while the reliability of the instrument was carried out on the 30 UBE teachers in Ogun State and measured through Cronbach alpha with split-half reliability coefficient which ranged from 0.71 to 0.88 indicating that the instruments were reliable and suitable for the study.

3. Research Findings, Discussions and Conclusions

3.1 Research Findings

The data were collected and analysed through descriptive and inferential statistics of correlation, ANOVA and regression analysis while the hypotheses were tested at 0.05 and 0.01 levels of significance. These methods of data analysis were suitable because of the need to evaluate the mean which is a descriptive statistic and the relevance of estimating the relationship between the variables which was done by Pearson’s moment correlation coefficient and the relative effects of the independent variables on the dependent variable.

The findings of the study are presented according to the research hypotheses as follows:

Hypothesis Testing

Hypothesis 1: There is no significant relationship between teachers’ salaries and sustainable national development in Lagos State Basic schools.

Table 1: Correlation Coefficient of Teachers’ Salaries and Sustainable National Development

| N | TSF \bar{x}_2 | SND Y | R | P | Comment |
|-----|--------------------|----------|--------|--------|---------------------------------------|
| 378 | 26.85 | 52.23 | 0.49** | 0.0001 | Ho ₂ is therefore rejected |

Source: Researchers’ Field Survey Result (2019)

Interpretation: The mean response of teachers’ salaries/fringe benefits (TSF) is 26.85 while the sustainable national development questionnaire (SND) is 52.23. A moderate relationship exists between TMSF and SND and this relationship is significant at both 0.05 and 0.01 levels of significance ($r = 0.49$). Thus, Hypothesis 1 of no significant relationship between teachers’ salaries/fringe benefits and sustainable national development is rejected.

Hypothesis 2: There is no significant difference in the perception of male and female teachers on the influence of teachers' salaries on sustainable national development in Lagos State Basic Schools.

Table 2: Paired Sample Statistics of Male And Female Teachers' Perception of Teachers' Salaries and Sustainable National Development

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|---|-------------|----------|-----------------------|------------------------|
| Pair 1 | Male Teachers' Perception of Teachers' Salaries/Fringe Benefits | 27.55 | 114 | 5.366 | .503 |
| | Male teachers' perception of Sustainable Development | 53.54 | 114 | 7.975 | .747 |
| Pair 2 | Female Teachers' Perception of Teachers' Salaries/Fringe Benefits | 26.78 | 228 | 5.582 | .370 |
| | Female teachers' perception of Sustainable Development | 52.07 | 228 | 9.483 | .628 |

Source: Researchers' Field Survey Result (2019)

The mean perception of motivation in terms of salaries and fringe benefits by male teachers is 27.55 with a standard deviation of 5.366 while the average for the female is 26.78 with a standard deviation of 5.582. The mean perception for male teachers is higher than that of the female but the responses of the female on the matter are more diverse as shown in table 2. Also, the mean perception of sustainable development for male teachers is 53.54 with a standard deviation of 7.975, while the one for the female is 52.07 with a standard deviation of 9.483 showing that the mean perception of male teachers on the relationship between teachers' salaries and sustainable national development is also higher in male teachers than in female but the more diverse opinion was expressed by the female.

Table 3: One Sample Test of Male and Female Teachers' Perception of Teachers' Salaries and Sustainable National Development

| | Test Value = 0 | | | | | |
|--|----------------|-----|--------------------|--------------------|---|-------|
| | t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| Teachers' Motivation in Terms -of Teachers' Salaries/Fringe Benefits Male | 54.867 | 115 | .000 | 27.474 | 26.48 | 28.47 |
| Sustainable Development- Male | 71.890 | 114 | .000 | 53.626 | 52.15 | 55.10 |
| Teachers' Motivation in Terms of Teachers' Salaries/Fringe Benefits- Female | 73.35 | 234 | .000 | 26.728 | 26.01 | 27.45 |
| Sustainable Development- Female | 78.19 | 229 | .000 | 51.826 | 50.52 | 53.13 |

In table 3 above, the One Sample Test showed a significant difference in the mean perception of the male and female teachers on the relationship between teachers' salaries/fringe benefits sustainable national development.

3.2 Discussion of Findings

The finding of the first hypothesis revealed a significant relationship between teachers' salaries/ fringe benefits and sustainable national development. This finding agrees with the view of Dintelman (2002), Arubayi (1985) and Church (2000) who maintained that the most basic needs of teachers are met through salaries/ fringe benefits, and also makes teachers perform well on the job. Similarly, the studies of Glewwe et al. (2003); Andrew (2004) and Nyakundi (2012) agree with the findings of this study as they also concluded that salaries/fringe benefits of employees aid the organisation's survival. The reasons for this may not be far-fetched. Firstly, it may be because the standard of living (food, accommodation, clothings, payment of children's school fees and the likes) are on the high side, thus, desire to meet these needs may be the major reason why increased and high salaries may be a major priority of teachers in Lagos State.

On the contrary, the studies of Youlonfoun (1992), Turner (2001), Michaelowa (2002) Delannoy and Sedlacek (2000), do not agree that salaries/ fringe benefits are not what the teachers need most and that it was not significantly related with teacher job satisfaction. This contradiction also shows that as much as the finding of this study has revealed a significant relationship between the provision of teachers' salaries and fringe benefits, other factors can undermine commitment to teaching, thus affecting sustainable national development. The study of Korb and Akintunde (2013) is also contrary to this present study as it concluded that money is not the most important factor for teachers' improved productivity. This divergent literature further justified the need for this study.

The second hypothesis no significant difference in the perception of male and female teachers on the influence of teachers' salaries on sustainable national development showed a significant difference. The study also revealed that the perception of male teachers on the relationship between teachers' salaries and sustainable national development in Lagos State Basic Schools was more than their female counterparts. Although there is a dearth of research on the present study, very few studies like those of Ofili, Usiholo and Oronsaye (2009) found that the main cause of job dissatisfaction and reason for wanting to leave the teaching job was poor salary and that although the female teachers were more dissatisfied with the job than their male counterparts, more male teachers had the intention to quit than the female. This result agrees with the present study and this may be due to the fact that men naturally desire more financial gains and have become more mobile in terms of quitting their jobs more than women.

Similarly, the findings of Vašková, (2005) who found a significant difference in the perception of male and female teachers on motivating factors for good work performance also showed a significant difference where men perceived more relationships on the two variables than women. The implication of these findings is that male teachers value financial gains more than their female counterparts and since they have the privilege of spending more time on the job than women because they do not go on maternity leave, neither do they (male teachers) need to take permission to attend to domestic activities, their responses on the importance of teachers' salaries/fringe benefits in sustainable national development in Lagos state basic schools should be taken seriously.

3.3 Conclusion and Recommendation

From the findings of the study, teachers' salaries as a motivational variable strongly correlated with sustainable National Development. The results further revealed that male and female teachers' perception of the influence of teachers' salaries on sustainable National Development is significant. This agrees with most motivational theories especially Abraham Maslow's theory of hierarchical need structure. By implication, The Federal government (especially the Lagos state government which is the focus of this study) should do all it can to multiply the salaries of teachers geometrically while at the same time, cognizance should be paid to other motivational dimensions. Thus, if quality universal basic education and sustainable national development is to be achieved, the government and other agencies involved in the management of UBE must make adequate provision of financial resources available for increased teachers' salaries.

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