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AMONG PRIVATE SCHOOL TEACHERS IN BENIN  
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## COMPENSATION EFFECT ON JOB SATISFACTION AMONG PRIVATE SCHOOL TEACHERS IN BENIN CITY, NIGERIA

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### Abstract

Compensation practices among private schools are relatively poor when compared with what obtains in public academic institutions. Many school proprietors lay more emphasis on basic pay while undermining the import of incentives and employee benefits and hence fail to approach the concept of compensation holistically. The study examined the influence of compensation practices on job satisfaction among teachers in private schools in Benin City. The specific objective was to ascertain whether pay level, incentive and employee benefits have significant influence on the job satisfaction of teachers in private schools in Benin City. The paper adopted a survey study, whereby copies of the questionnaire were administered to 188 teachers in private schools in Oredo Local Government Area, Benin City. The data were analyzed using both descriptive and inferential statistics. The study established that job satisfaction of teachers is dependent on the compensation practices of the schools and that Incentives are the most significant factor that influence job satisfaction of private school teachers in Oredo LGA, Benin City. The study recommended that private school management review their compensation policies to include more incentives and benefits such as contributory and loan schemes.

**Keywords:** Compensation, Employee benefits, Incentives, Pay level, Teachers.

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## Introduction

African countries including Nigeria have been experiencing a continuous decline in the number of its professionals in almost all sectors of the economy in recent times. This is as a result of the exodus of professionals from the continent to other parts of the world in search of livelihood (Adeosun, Adeyemi, & Adelowo, 2018; Afrobarometer, 2019; Gabriel, 2017; IOM-UN, 2018). For many Nigerian workers who remain in the country, they take up any available jobs in order to survive while nursing the intention to move to better paying jobs at the slightest opportunity. This phenomenon stems from employee job dissatisfaction traceable to poor compensation practices evident in many organizations in Nigeria (Adeoye, 2014; Adeosun, *et al*, 2018; Igbinomwanhia, 2010; Onukwube, 2012) with particular reference to Nigerian private schools where graduates/job seekers can take up teaching jobs with relative ease as a temporary occupation without the intention of making a lasting career out of it (Egu, Nwaju & Njoku, 2011; Fatimah & Ali, 2016; Ekabu, Kalai, & Nyagah, 2018).

Studies have revealed that schools with adequate compensation practices for their teachers have a pool of satisfied, committed and high performing teachers (Adeosun, *et al*, 2018; Fadeyi, Sofoluwe, & Gbadeyan, 2015; Onuorah, Okeke & Ikechukwu, 2019). This is because teachers express satisfaction on the job when there are favourable compensation practices that have been put in place by the school management (Ekabu, Kalai, & Nwagah, 2018; Onuorah, *et al*, 2019). Nevertheless, many private schools still have problems with providing adequate compensation for their teachers. This study therefore would

seek to examine the extent to which compensation practices affect job satisfaction.

## Statement of the Problem

The position of teachers in nation building is widely understood to be of paramount importance. It is therefore expected that teachers should be accorded the right treatment in terms of favourable working conditions, and that they should experience satisfaction on the job. The high turnover observed among private teachers in Nigeria is indicative that all is not well with the employees. Knowing the vital role compensation plays in the life of every organization, it can be assumed that a major part of the problem could be related to compensation.

## Objectives of the Study

The main objective of this study is to examine the extent to which compensation practices affect job satisfaction. The specific objectives are to:

1. investigate the impact of pay level on job satisfaction of teachers in private schools in Benin City;
2. examine the effect of incentives on job satisfaction of teachers in private schools in Benin City; and
3. ascertain the relationship between employee benefits and job satisfaction of teachers in private schools in Benin City.

## Research Hypotheses

H<sub>01</sub>: There is no significant relationship between pay level and job satisfaction of teachers in private schools in Benin City.

Ho<sub>2</sub>: There is no significant relationship between incentives and job satisfaction of teachers in private schools in Benin City.

Ho<sub>3</sub>: There is no significant relationship between employee benefits and job satisfaction of teachers in private schools in Benin City

## Literature Review

### Compensation

Compensation comprises direct and indirect payments to employees (Dessler, 2015; Fatimah & Ali, 2016; Igbinomwanhia, 2014; Maboso & Dlamini, 2017; Pepra-Mensah, Ajei, & Agyei, 2017). The three common components of compensation in schools include pay level, incentives and benefits (Fatimah & Ali, 2016; Maboso & Dlamini, 2017; Pepra-Mensah, *et al*, 2017). But in many of the private schools, proprietors do not seem to have adequate compensation practices in place, in that they provide only the basic pay as compensation for their employees. This practice is as worrisome as it is outdated (Fadeyi, Sofoluwe, & Gbadeyan, 2015; Maboso & Dlamini, 2017; Onuorah, *et al*, 2019) and have resulted in the relatively poor compensation practices inherent in the private school system (Egu, *et al*, 2011; Adeosun, *et al*, 2018; Ekabu, *et al*, 2018).

Apart from the direct payments, modern day teachers expect that the school management should provide additional packages that include indirect components (Fatimah & Ali, 2016; Maboso & Dlamini, 2017; Pepra-Mensah, *et al*, 2017). This implies that the compensation of teachers should be the sum of all remunerations, both direct and indirect which they expect to receive from their school as they continue to work there. Proprietors would have to

remunerate their teachers by combining various compensation packages. This however requires a thorough understanding of the extent to which the various compensation packages enhance job satisfaction.

### Job Satisfaction

Job satisfaction simply refers to one's general attitude to his or her job (Adeosun, *etal*, 2018; Maboso & Dlamini, 2017; Inuwa, 2015). It is a positive feeling about one's job resulting from an assessment of its characteristics (Adeosun, *etal*, 2018; Onukwube, 2012).

Employees with high levels of job satisfaction are likely to be highly motivated, and to work more effectively and efficient, resulting in high levels of job performance. Job satisfaction is a central construct in organizational behavior and therefore associated with important outcomes including, but not limited to, productivity, job performance, organizational citizenship behaviours and absenteeism (Chang, & Lee, 2017; Inuwa, 2015; Onuorah, *et al*, 2019).

The satisfaction of teachers will motivate them to perform their teaching tasks more effectively and also help to improve the performance of students (Adeosun, *et al*, 2018). A teacher expresses his/her level of job satisfaction after performing an evaluation of the job he/she does in the school in terms of how such job has been able to help him/her solve his/her personal problems, especially those that are economic in nature and how such job has enabled him/her to attain self-fulfillment. This phenomenon is lucidly explained in Locke's (1976) well-accepted job satisfaction model, which is still being used. The model postulates that job satisfaction is determined by a gap between what an

employee wants in a job and what he has in a job. How much one values a given aspect of work (e.g. the amount of challenge in a given job) predicts how satisfied or dissatisfied the employee becomes when what he wants is achieved or not (Hassard, Teoh, & Cox, 2018).

### **Compensation and Job Satisfaction**

Most of the studies conducted on pay level and job satisfaction of teachers have revealed a positive relationship between both variables. Cai, Bi, Wang, Cravens and Li (2018) reveal that most teachers put value on pay as an important compensation package which their school could provide. Studies on incentives and job satisfaction have also revealed a positive and significant relationship with job satisfaction. Stolovich (2010) reveals that incentive programmes boost performance by 25 to 44 percent. Nyamubi (2017) found that secondary school teachers' job satisfaction is majorly determined by monetary incentives, while Cainarca, Delfino and Ponta (2019) discovered that the distribution of incentives package has a positive impact on performance, with job satisfaction as a mediator.

Some studies also argue that the use of direct compensation may not completely enhance job satisfaction of teachers, until employee benefits are inclusive. Mabaso and Dlamini (2017) revealed that a positive and significant relationship exists between direct compensation and job satisfaction, but that there was no significant effect between employee benefits and job satisfaction. Pepra-Mensah, *et al*, (2017) found that the correlation coefficients of the variables were in the order: incentives (0.960), fringe benefits (0.940) and base pay (0.520) indicating that incentives have a stronger correlation than fringe benefits

and base pay. Fadeyi, *et al*, (2015), also revealed that fringe benefits strongly correlate with classroom management.

### **Underpinning Theory**

This study is anchored on the Equity Theory (EQT) which is based on the creation of a system that fairly rewards employees in an organization (Guerrero, Peter & Walid, 2014). Equity in the workplace is based on the ratio of input to output (Adeoye, & Fields, 2017; Sam, 2019). Inequality in compensation packages may breed unhealthy behaviours in the workplace. EQT finds application in this study as it establishes the basis and method of teacher compensation. This further implies that teachers desire to be fairly paid, and will always compare what they receive with what others get. A disparity invariably leads to dissatisfaction which in turn adversely affects output.

### **Methodology**

This study employed a survey design. The justification for employing a survey design is that the study seeks to examine the impact of compensation management practices on private schools teachers in Oredo local government area of Edo State. Ten (10) private schools were identified for the study. The justification for selecting the 10 schools is based on the availability of data from the schools. The population of teachers in these schools was 353. The Taro Yamane was used to determine the appropriate sample size as 188. The value of this sample size was distributed proportionately to the ten private schools based on the proportion of the staff strength of each of the schools using Kumar (1976) proportional allocation formula proposed as 
$$n_h = \frac{N_h}{N} \times n$$
 Where  $n_h$ = sample size for stratum  $h$ ;  $N_h$ = population size for stratum  $h$ ;

N = total population. This is demonstrated in Table 1. For confidentiality, the names of

the private schools are not disclosed hence the schools are labeled schools A to J.

**Table 1: Administration of Questionnaire**

S/N	Private schools	Population of teachers (Nh)	$\frac{Nh}{N}$ n <sub>h</sub> = $\frac{Nh}{N}$ × n <sub>..</sub> , (Where N = 353)
1	School A	35	19
2	School B	38	20
3	School C	30	16
4	School D	32	17
5	School E	35	19
6	School F	35	19
7	School G	36	19
8	School H	20	11
9	School I	40	21
10	School J	52	28
	Total	353	188

**Source: Researcher’s field survey (2019).**

The reliability coefficient of the instrument using Cronbach alpha test was above 0.70 for each of the variables, thus indicating a high reliability of the instrument. The items, which were structured in line with the formulated research questions, were designed to conform to a five point Likert-type-rating scale. One hundred and eighty eight copies of the questionnaire were randomly administered based on the sample quota allocated to each school as presented in Table 1 and a hundred and fifty (150) copies of them (which is 80 percent) were completed and retrieved..

The Apriori expectations for our variables, which are  $\alpha_1 \alpha_2 \alpha_3 > 0$  indicate that each of the constructs: pay level, incentives and employee benefits will have a positive relationship with job satisfaction. In analyzing the data collected, the Ordinary Least Square (OLS) regression techniques were employed. The results of OLS were used to test the hypotheses formulated. The tests were conducted at 5% level of significance.

**Model Specification**

The Model Equation is stated as:

$$JSA = \alpha_0 + \alpha_1 PAL + \alpha_2 INC + \alpha_3 EMB + e \dots \dots \dots (1)$$

Where:  $\alpha_0$  = Constant Coefficient,  $\alpha_1 - \alpha_3$  = Coefficient of independent variables; JSA = Job Satisfaction, PAL = Pay Level, INC = Incentive, EMB = Employee Benefit,

$e_t$  = Error or disturbance term. The OLS was used to estimate equation 1

## Results and Discussion of Findings

**Table 2: The demographic profile of the respondents**

Demographic characteristics	Categories	Frequency	Percentages (%)
Gender (sex)	Male	53	35.3
	Female	97	64.7
	Total	150	100
Age	18-25	114	76
	26-32	28	18.4
	33-39	6	4
	40 and above	2	1.3
	Total	150	100
Qualification	SSCE	27	18
	NCE/OND	36	24
	B.Sc/HND	81	54
	PGD/MSC/PHD	6	4
	Total	150	100
Years in current job	0-4	100	66.7
	5-9	23	5.3
	10-14	21	14
	15 above	4	4
Monthly pay	0-N19,000	27	18
	N20,000-N39,000	98	65.3
	N40,000-N59,000	20	13.3
	N60,000-N79,000	5	3.3
	N80,000 above	-	-
	Total	150	100

Source: Fieldwork (2019).

From Table 2 above, 53(35.3%) of the respondents were males while 97(64.7%) were females, indicating that the schools understudied had more female teachers than male teachers. As for ages of the respondents, 114 (76%) were between 18 to 25 years old, 28(18.4%) were between 26 to 32 years old, 6(4%) were between 33 to 39 years old, while only 2(1.3%) were 40 years and above. This indicated that majority of the respondents were young people. For qualification, 27(18%) were Secondary

School Certificate(SSCE) holders, 36(24%) were National Certificate of Education/ Ordinary National Diploma (NCE/OND) holders, 81(54%) are Bachelor of Science/Higher National Diploma (B.Sc./HND) holders while 6(4%) were post graduate degree (PGD/MSc/PhD) holders. This indicated that a large number of the respondents were graduates. As per number of years in current job, 100(66.7%) had spent between to 0 to 4 years, 23(5.3%) had spent 5-9 years, 21(14%) had spent 10

to 14 years on the job while 4(4%) had spent 15 years and above on the job. This indicated that a large number of the respondents had stayed between 0 to 4 years on the job. With respect to monthly income, 27(18%) of the teachers had monthly income that stood between 0 to N19,000; 98(65.3%) between N20,000 to N39,000;

20(13.3%) between N40,000 to N59,000; and 5(3%) had income that was between N60,000 to N79,000. None of the respondents was paid N80,000 and above. These data revealed that a large number of the respondents are paid income of N20,000 to N39,000 as their monthly pay/salary.

**Dependent Variable**

**Table3: Job Satisfaction**

S/ N	Items	SA	A	U	D	SD	Mean	SD
7	My pay and the duties I carry out are commensurable	15 (10%)	28 (18.7%)	4 (2.7%)	67 (44.7%)	36 (24%)	3.54	1.31
8	When I compare my pay with what teachers in other schools earn, I feel happy.	26 (17.3%)	15 (10%)	14 (9.3%)	62 (41.3%)	31 (20.7%)	3.50	2.19
9	I am satisfied with my school's annual pay increment	12 (8%)	30 (20%)	13 (8.7%)	57 (38%)	37 (24.7%)	3.49	1.31
10	I am encouraged to work harder because of the pay I receive	2 (13%)	13 (8.7%)	24 (16%)	18 (12%)	70 (46.7%)	3.40	1.25
11	The incentives provided by my school makes me stay on the job	18 (12%)	31 (20.7%)	31 (20.8%)	51 (34%)	18 (12%)	3.11	1.25
12	I like the way my school pays me allowance for extra-curricular activities	13 (8.7%)	29 (19.3%)	38 (25.3%)	50 (33.3%)	19 (12.7%)	3.20	1.87
13	I enjoy the benefits my school provides	10 (6.7%)	20 (13.3%)	37 (24.7%)	58 (38.7%)	23 (15.3%)	3.39	1.17
14	I am a beneficiary of my school's contributory scheme	14 (9.3%)	19 (12.7%)	22 (14.7%)	63 (42%)	29 (19.3%)	3.43	1.30
15	The insurance plans provided by my school is encouraging	14 (9.3%)	11 (7.3%)	32 (21.3%)	66 (44%)	26 (17.3%)	3.51	1.18



16	The loan scheme provided by my school makes me stay on job	9 (26%)	6 (17.3%)	26 (17.3%)	71 (47.3%)	18 (12.0%)	3.42	1.09
	<b>Overall mean of job satisfaction</b>						<b>3.40</b>	<b>0.77</b>

Source: Researcher's field survey, (2019).

From Table 3 above, a large number of the respondents disagree with the statements provided indicating that teachers are dissatisfied with their job. This is made evident by the mean values that are below the average mean of 3.50. Seven out of the ten items (Nos. 9, 10, 11, 12, 13, 14, and 16) on job satisfaction indicated by means of 3.49, 3.40, 3.11, 3.20, 3.39, 3.43 and 3.42

respectively show that teachers are not satisfied with their job, while three items: 7, 8 and 15 with mean values of 3.54, 3.50 and 3.51 revealed that teachers are satisfied with their job.

### Independent Variables

**Table 4: Pay level**

S/N	Items	SA	A	U	D	SD	Mean	SD
17	My salary is commensurate with the job I do	8 (5.3%)	12 (8.0%)	17 (11.3%)	84 (56%)	27 (18%)	3.69	1.10
18	My salary is above those of other schools	15 (10%)	16 (10.7%)	28 (18.7%)	64 (42.7%)	22 (14.7%)	3.31	1.32
19	My salary is enough to compensate me for the job	6 (4%)	18 (12%)	22 (14.7%)	66 (44%)	38 (25.3%)	3.75	1.09
20	I receive salary increment annually	10 (6.7%)	14 (9.3%)	23 (15.3%)	63 (42%)	40 (26.7%)	3.73	1.15
21	My salary is enough to motivate me for the job	8 (5.3%)	14 (9.3%)	19 (12.7%)	79 (52.7%)	25 (16.7%)	3.60	1.20
	<b>Overall mean of pay level</b>						<b>3.62</b>	<b>0.81</b>

Source: Researcher's field survey (2019).

From Table 4 above, there is a unanimous agreement on statements provided on pay level. This is made evident by the mean values that are above the average mean of 3.50. The average mean of pay level of 3.62 indicated that the teachers' pay level is fair.

**Table 5: Incentives**

S/N	Items	SA	A	U	D	SD	Mean	SD
22	I receive bonus on termly basis	8 (5.3%)	16 (10.7%)	24 (16.0%)	70 (46.7%)	26 (17.3%)	3.48	1.27
23	I receive payment for overtime regularly	9 (6%)	22 (14.7%)	38 (25.3%)	62 (41.3%)	19 (12.7%)	3.40	1.07
24	I receive profit-sharing pay at the end of the section	10 (6.7%)	20 (13.3%)	26 (17.3%)	67 (44.7%)	27 (18.0%)	3.54	1.13
25	I am paid some amount of money whenever I engage in extra-curricular task.	8 (5.3%)	24 (16.0%)	24 (16.0%)	71 (47.3%)	22 (14.7%)	3.48	1.13
	<b>Overall mean of incentives</b>						<b>3.48</b>	<b>0.81</b>

Source: Researcher's field survey (2019).

From Table 5 above, there is a unanimous disagreement to statements provided on incentives. This is made evident by the mean values (3.48, 3.40, 3.48) that are below the average mean of 3.50. A mean value of 3.54 on item 24 however revealed a contrary view). The average mean of 3.48 further indicates that the teachers are not given adequate incentives.

**Table 6: Employee Benefits**

S/N	Items	SA	A	U	D	SD	Mean	SD
26	My school engages in pension for teachers	10 (6.7%)	7 (4.7%)	20 (13.3%)	81 (54%)	31 (20.7%)	3.40	1.13
27	My school engages in health insurance for teachers	16 (10.7%)	12 (8.0%)	16 (10.7%)	71 (47.3%)	34 (22.7%)	3.54	1.09
28	My school has a contributory scheme for teachers	13 (8.7%)	14 (9.3%)	17 (11.3%)	79 (52.7%)	26 (17.3%)	3.48	1.26
29	Teachers are allowed to obtain loan for personal projects in my school	19 (12.7%)	19 (12.7%)	26 (17.3%)	20 (13.3%)	20 (13.3%)	3.27	1.18
30	I have benefited from the contributory scheme of my school	6 (4%)	18 (12%)	22 (14.7%)	38 (25.3%)	38 (25.3%)	3.75	1.09
	<b>Overall mean of employee benefits</b>						<b>3.50</b>	<b>0.77</b>

Source: Researcher's field survey (2019).

From Table 6 above, three items with mean values: 3.40, 3.48 and 3.27 show that there are respondents are not given benefits. Whereas two statements with mean values 3.54 and 3.75 agree to the statements. The

average mean of statement on employee benefits is 3.5 indicating that the school management is fair in the provision of employee benefits to the teachers.

### Regression Analysis

**Table 7: Coefficients**

Model	Unstandardized Coefficients		Standardized coefficients	T	Sig.
	B	Std. Error	Beta		
C	.726	.228		3.186	.002
PAL	.144	.108	.152	1.336	.184
INC	.358	.077	.379	4.626	.000
EMB	.252	.114	.251	2.205	.029

**Table 7 Model Summary**

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	Durbin-Watson
1	.707 <sup>a</sup>	.499	.489		.55003	1.913

a. Predictors: (Constant), EMPLOYEESBENEFITS, INCENTIVES, PAYLEVEL

b. Dependent Variable: JOBSATISFACTION

$$\text{Model equation: } JSA = \alpha_0 + \alpha_1 \text{PAL} + \alpha_2 \text{INC} + \alpha_3 \text{EMB} + e$$

$$\text{Substituted coefficients: } JSA = 0.144 \text{PAL} + 0.358 \text{INC} + 0.252 \text{EMB}$$

### Hypotheses Testing

H<sub>01</sub>: There is no significant relationship between pay level and job satisfaction of teachers in private schools in Benin City.

The results revealed that there is a positive and non-significant relationship between pay level and job satisfaction. This is evidenced by the t-statistic of 1.336 and at p-value of 0.184 which is higher than 0.05. Based on the result, we accept the null

hypothesis which states that there is no significant relationship between pay level and job satisfaction of employees of private schools in Benin City.

H<sub>02</sub>: There is no significant relationship between incentives and job satisfaction of teachers in private schools in Benin City.

The results revealed that there is a positive and significant relationship between incentives and job satisfaction. This is evidenced by the t-statistic of 4.626 and at p-value of 0.000 which is less than 0.05. Based on the result, we reject the null hypothesis and accept the alternate hypothesis which states that there is a significant relationship between incentives and job satisfaction of teachers in private schools in Benin City.

H<sub>03</sub>: There is no significant relationship between employee benefits and job satisfaction of teachers in private schools in Benin City.

The results revealed that there is a positive and significant relationship between employee benefits and job satisfaction. This is evidenced by the t-statistic of 2.205 and at p-value of 0.029 which is less than 0.05. Based on the result, we reject the null hypothesis and accept the alternate hypothesis which states that there is a significant relationship between employee benefits and job satisfaction of employees of private schools in Benin City.

### Discussion of Findings

This study showed how compensation variables influence job satisfaction. The R-squared value of 0.499 displayed in the regression model indicated that all the elements in the regression model jointly explained approximately 50% of the systematic variation in job satisfaction of private schools in Oredo local government area in Edo state, Nigeria, while other factors or elements not included in this model but taken care of by the error terms accounted for 49.9% explanation of job satisfaction. This indicated that PAL, INC, and EMB combined explained approximately 49.9% systematic variation

in job satisfaction of private schools in Oredo local government area in Edo State. The results also revealed that job satisfaction is positively and significantly related to INC and EMB whereas it is positively and non-significantly related to PAL, at 5% level of significance. It specifically revealed that PAL (B= 0.184; p > 0.05); INC (B = 0.00; p<0.05); EMP (B= 0.029; p<0.05) indicating that PAL is non-significant whereas INC and EMP are significantly related to job satisfaction in the private schools in Oredo local government area.

The coefficients of 0.144 and t-value of 1.336 indicated that increase in PAL increases job satisfaction by 14.4%. The coefficient, 0.358 and t-value of 4.626 in INC indicated that an increase in INC increases job satisfaction by 35.8%. Lastly the coefficient of 0.252 and t-value of 2.205 in EMB indicated that an increase in EMB increases job satisfaction by 25.2%. This further suggested that INC is the most powerful predictor of job satisfaction in the private schools in Oredo local government area, followed by EMB and PAL. The Durbin-Watson statistic of 1.913 indicated zero first order serial correlation which further confirms the absence of multicollinearity in the model, hence the model has a goodness of fit and can be used for policy making with re specification.

The results revealed that two compensation variables which are incentives and employee benefits are significant and positively related to job satisfaction while pay level is positive, but non-significantly related to job satisfaction. This study is consistent with those of Egu, *et al*, (2011), Fadeyi, *et al*, (2015) and Cainarca, *et al*, (2019). They also reveal the positive and significant relationship existing between job satisfaction and incentives as well as

employee benefits. However it is inconsistent with the findings of Cai, *et al*, (2018), and Nyamubi, (2017), who revealed a positive and significant relationship between job satisfaction and pay level. Therefore, based on these findings, it can be concluded that incentives are the most important compensation variable among private school teachers in Oredo local government area, followed by employee benefits, while the pay level is the least important among the three variables studied.

### **Policy Recommendation**

In view of the research findings, private school proprietors should endeavour to improve on their incentives and employee benefits scheme such as the contributory and loan schemes. The use of incentives to motivate the teachers should be encouraged and adequately implemented. The provision of incentives will help in supplementing the regular monthly salary which teachers receive. It constitutes the likely means of satisfying private school teachers because any significant increase in pay/salary may be unlikely in the foreseeable future unless the management of the schools decides to effect an increase in students' school fees, which management may not readily adopt due to its adverse effect on the school's patronage by parents.

However, there are other ways besides the payment of salary by which private schools could satisfy its teachers for optimal performance. This includes establishing contributory, pension and insurance schemes which ensure that teachers have a means of survival when they retire from active service. The school can also provide allowance to their teachers, support them with housing and transport allowance/loan, consistently recognize and praise their

efforts during staff meetings and reward them during special events like annual graduation ceremony.

The creation of loan schemes for private school teachers who have worked in the school for a given number of years to executive personal projects may also foster job satisfaction and commitment among them. By this strategy, the teachers will be able to establish and run their businesses after school hours and during the holiday to supplement their income. Furthermore, schools should consider pay raise on an annual basis to reflect contemporary inflationary trend.

Lastly, since private schools do not allow their teachers to form labour unions, they should embark on an effective communication system whereby teachers are allowed to express themselves on issues relating to their compensation. This way, management would be able to know, understand and design an effective compensation package that is agreeable to the staff.

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