

Financial Rewards and Teachers' job Commitment to School Goals and Objectives in Private Secondary Schools in Ado Local Government Area of Ekiti State, Nigeria

OLAOYE AjiboyeOjo¹
ODUNYEMIMorayo Janet²

¹Department of Vocational and Technical Education, Faculty of Education
Ekiti State University, Ado Ekiti, Nigeria

² Department of Science Education, Faculty of Education
Ekiti State University, Ado Ekiti, Nigeria

Abstract

Financial rewards play an important role in teachers' job commitment to school goals and objectives. If teachers in private schools are treated well in their various schools, the act of leaving one school for another school will be reduced drastically. The study investigated the financial rewards and teachers' job commitment to school goals and objectives in private secondary schools. The population consisted of 180 private secondary school teachers in Ado-Ekiti local government area of Ekiti State, Nigeria. The sample for the study comprised 100 teachers using random sampling technique from nine private secondary schools in Ado local government. The validity of the instrument was established using face and content validity. Split-half reliability was used for the study. The data were analyzed using simple percentage and frequency. The hypotheses were tested using chi – square test statistics. Findings indicated that majority of the teachers in private schools do not receive good salary corresponding to their qualifications. The findings also revealed that most of the teachers were not satisfied with their work and medical allowances were not given to them. Some recommendations among others were made to include the school management, educational planners and principals should ensure they establish monetary policies that give teachers impetus to work harder and facilitate students' performance both in classrooms and outside classrooms. The school management should also formulate appropriate policies that improve the terms and working condition of teachers by considering salary increment annually, house allowance so as to improve their level of job commitment.

Key Words: Teachers, Financial Rewards, Goals, Objectives, Private Secondary Schools.

Date of Submission: 09-10-2022

Date of Acceptance: 23-10-2022

I. Introduction

Commitment refers to ability of the teachers to do what is expected from them at any specific time. Commitment of teachers to impart skills and knowledge to students involves many processes in educational setting. The teaching profession requires commitment before it could be effective. Commitment is an engagement or obligation that is a state of being willing to give a lot of time to do something (Ssali, 2011). Professional commitment is an attitude that someone has toward their job. Some teachers are committed to perform their duties without depending on any other teachers. Committed teachers always put the needs, wants and interest of their students first. Committed teachers try to motivate and engage students to learn at their own pace. Committed teachers always meet the needs of individual students by providing a variety of unique teaching methods and techniques. Individuals who learn at a fast pace have opportunity to gain competency quickly while those who learn at a slow pace have the opportunity to absorb information without being pushed ahead too quickly (Jennifer in Olaoye, Oyewusi, Ogunmilade, Ogundola & Olaniyi, 2019). Teachers job commitment refers to sense of belonging at school where teachers feel that they are part and parcel of the school, sense of excitement where teachers enjoy their job and have trust in their leaders.

They cover what they are expected to teach in time. Committed teachers are punctual and regular at work in such a way that they get to their schools on time and they are present on all working days,

attendance at meetings and all other school functions such as assemblies, sports days, music festivities among others. (Stanley,2016).

The teachers need to be committed not only to their students but to the teaching profession as a whole. Committed teachers put their students first together with their needs and wants. They meet the needs of individual by providing a variety of unique teaching methods and techniques. Teachers motivate the students and discover that not every child will learn in the same way. They would impart knowledge and skills to the students when they have lessons. Education has been reorganized as the fundamental basis on which any nation could function effectively. Its socio-political and economic viability depends solely on the qualitative education given to her citizens. Several researchers have attempted to study the problems of teachers' job commitment leaving behind the gaps that need to be filled. Teachers who are praised, recognized and promoted on the job are committed to the job than their counterparts who are not reinforced. It should be noted however that teachers do not automatically give their best performances or abilities to students they teach and the achievement of the school goals and objectives. They come to work with a number of ways ranging from the pay they receive in return for their skills. The amount of works the teachers in private schools do may not attach with financial rewards.

Rewards may be financial and non – financial. Rewards according to Maicibi (2007), are concerned with all the strategies by an organization in formulation and implementation of policies that aim at rewarding people justly, fairly, equitably, but also differently and consistently in accordance with the value of an organization. Financial rewards will involve: salary, wages, bonuses, overtime pay and allowances. Non – financial rewards are: praise, recognition, responsibility, promotion, medical attention, transportation etc. it has been observed that students and teachers have non – challant attitudes to school goals and objectives. This set – back can be traced to a number of cases such as: poor remuneration system, adverse government monetary policies, general economic condition, poor management and so on. Rewards in various secondary schools vary from one school to the other. Private secondary schools are owned by individual persons to acquire skills and knowledge that would enable students cope in the society. Every private secondary school is set to achieve certain goals and objectives. Goals are broad objectives which a person or a system envisions or plans to achieve. Objectives are explicated statement that shows the way students are expected to behave after undergoing a learning process of instruction.

Statement of the Problem

It has been observed by the researcher that teachers in private secondary schools in Ekiti State, Nigeria engage in more responsibilities without rewarding them. The financial rewards given to them do not commensurate with level of responsibility assigned to all the teachers in private schools. The proprietors and proprietresses of these schools prefer teachers who could teach two or more subjects which could reduce the number of teacher employed in private schools. The major concern of the proprietors and proprietresses is for the teachers to work from morning to the closing time of the day. Despite the efforts made by the management of private secondary schools to reward teachers for better services to students, the teachers seem not to exhibit signs of well rewarded workers. There are no fringe benefits, promotion of teachers, staff development, prompt payment of salaries, retirement benefits among others.

Consequently, these have resulted in low commitment of teachers towards the schools' goals and objectives. If these situations continue, this will affect the performance of students in external examinations and teachers will cultivate the act of looking for better jobs

Purpose of the Study

The purpose of this study was to investigate the financial rewards on teachers' commitment to schools' goals and objectives in private secondary schools. Specifically, this study sought to:

1. Determine the influence of various financial rewards provided for teachers and their commitment to schools' goals and objectives.
2. Determine how fringe benefit influences the job commitment of private secondary school teachers?
3. Find if prompt payment of private schools' teachers' salaries and allowances to improve on their commitment towards the schools' goals and objectives.
4. Determine the relationship between promotion of teachers and their job commitment in private secondary schools.
5. Determine the effectiveness of staff development on teachers' commitment in private secondary schools.

Research Questions

The following research questions were raised to guide the study

- 1 How does financial reward influence teachers' job commitment in private secondary schools?
- 2 How does fringe benefit influence the job commitment of private secondary school teachers?
- 3 How does prompt payment of salaries and allowances affect the job commitment of private secondary school teachers?
- 4 What is the relationship between promotion of teachers and their job commitment in private secondary schools?
- 5 How effective is staff development on teachers' job commitment in private secondary schools?

Hypotheses

1. There is no significant relationship between financial rewards and teachers' job commitment. to school goals and objectives in private secondary schools.
2. There is no significant difference between teachers' job commitment and fringe benefits

II. Methodology

The study adopted a survey descriptive research design. According to Nworgu in Oke and Soetan (2021), a descriptive survey design is a type of research design in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of entire group. This design was suitable for this study because it makes use of questionnaire to collect information from the respondents. The population consisted of 180 teachers in private secondary schools in Ado-Ekiti local government area of Ekiti State. The sample for the study comprised 100 teachers using random sampling technique from nine private secondary schools in Ado local government. The validity of the instrument was established using face and content validity. This was done by giving the instrument to experts to identify the entire item that are relevant to the study. Split-half reliability was used for the study. The data were analyzed using simple percentage and frequency. The hypotheses were tested using chi – square test statistics. The items on the table were grouped using SA- Strongly Agree

A - Agree

U – Undecided

SD - Strongly Agree

All the bracket items are expected frequencies, to get it we multiply row total with column total and divide by grand total as shown below

$$\frac{(R1)(C1)}{N}$$

The formula for chi-square is

$$X^2 = \sum \frac{[oi - ei]^2}{ei}$$

ei

Where

R1 = the total of row

C1 = the total of column

O1 = observed frequency

∑1 = expected frequency

III. Results

Research Question 1

How does financial reward influence teachers' job commitment in private secondary schools?

Table 1: Influence of Financial Rewards on Teachers' Job Commitment in Private Schools

S/N	ITEM	SD		D		A		SA	
		N	%	N	%	N	%	N	%
1	My salary is good.	32	32.0	35	35.0	27	27.0	6	6.0
2	The salary I receive corresponds with my qualification	40	40.0	46	46.0	11	11.0	3	3.0
3	I am very happy with the salary structure	37	37.0	45	45.0	16	16.0	2	2.0
4	I always receive bonus from the principal	40	40.0	39	39.0	20	20.0	1	1.0

The above table shows the number and percentages of influence of financial rewards on teachers' job commitment in Private Schools. Table 1 above shows that 67% of the respondents disagreed that they receive good salary while 33% disagreed on the item. 86% of the respondents also disagreed that they receive salary that tally with their qualification and 14 respondents agreed on the item. The table also shows that 82% of the respondents disagreed that they are happy with the salary structure and 18% of the respondents agreed on the item. The table also shows that 79% of the respondents disagreed that they receive bonus from the school principals while 21% of the respondents agreed on the item.

Research Question 2

How do fringe benefits influence the job commitment of private secondary school teachers?

Table 2: Fringe Benefits that Influence Teachers' Job Commitment in Private Secondary Schools

S/N		SD		D		A		SA	
		N	%	N	%	N	%	N	%
5	I get from the profits generated from school projects	38	38.0	42	42.0	19	19.0	1	1.0
6	Projects done in my school are useful towards uplifting my welfare	28	28.0	35	35.0	35	35.0	2	2.0
7	I am paid for extra work	25	25.0	36	36.0	37	37.0	2	2.0
8	I get medical allowances from school	38	38.0	49	49.0	8	8.0	5	5.0
10	I receive allowance for transportation every month	41	41.0	49	49.0	8	8.0	2	2.0
11	I receive allowance for accommodation every month	33	33.0	50	50.0	9	9.0	8	8.0

The above table shows the number and percentages of respondents with regard to fringe benefits that influence the teachers' job commitment in private secondary schools. Table 2 shows that 80% of the respondents disagreed that they share part in the profits generated from the school projects and 20% of the respondents agreed on the item. 63% of the respondents disagreed that projects done in my school are useful towards uplifting my welfare while 37% of the respondents agreed on such item. The table also shows that 61% of the respondents disagreed that they are paid for extra work while 39% of the respondents agreed on the item. 87% of the teachers further disagreed that they get medical allowances from schools whenever they are sick while 13% agreed on the item. 90% of the respondents disagreed that they receive transport allowances every month while 10% of the respondents agreed on the item. 83% of the teachers, finally disagreed that they are paid accommodation allowances every month while 17% of the respondents agreed on the item.

Research Question 3

How does prompt payment of salaries and allowances affect the job commitment of private secondary school teachers?

Table 3: Prompt Payment of Salaries and Allowances that affect the Job Commitment of Private Secondary School Teachers.

S/N		SD		D		A		SA	
		N	%	N	%	N	%	N	%
12	I get my salary every month	4	4.0	6	6.0	41	41.0	49	49.0

Financial Rewards and Teachers' job Commitment To School Goals And Objectives In Private..

13	I get increment every year	34	34.0	42	42.0	23	23.0	1	1.0
----	----------------------------	----	------	----	------	----	------	---	-----

The above table shows the number and percentages as regards prompt payment of salaries and allowances that affect job commitment of private secondary school teachers. 90 % of the respondents agreed that they get their salary on time while 10% of the respondents disagreed on the item.76% of the respondents disagreed that they do not get a pay increment every year while 24% of the respondents agreed.

Research Question 4

What is the relationship between promotion of teachers and their job commitment in private secondary schools?

Table 4: Relationship between the Promotion of Teachers and their Job Commitment in Private Secondary Schools.

S/N		SD		D		A		SA	
		N	%	N	%	N	%	N	%
14	My principal delegates the school activities to me.	4	4.0	7	7.0	55	55.0	34	34.0
15	I participate in decision making at school	6	6.0	12	12.0	43	43.0	39	39.0
16	The school provides on-job training for me.	13	13.0	16	16.0	45	45.0	26	26.0
17	The school permits me to go for further training	6	6.0	14	14.0	50	50.0	30	30.0
18	The principal Communicateswith me on school matters.	3	3.0	3	3.0	67	67.0	27	27.0

The above table shows the number and percentages with regard to the relationship between promotion of teachers and their job commitment in private secondary schools. The table shows that 11% of respondentsdisagreed that they are delegated by the principals on school activities while 89%agreed on the item.18% of the respondentsalso disagreed that they participate in the decision making at schools while 82% of the respondents agreed.29% of the respondents disagreed that the school provides them with on-job training while 71% of the respondentscompared agreed. 20% of the respondents disagreed that the teachers are permitted to go for further while 80% agreed. The table also shows 6% of the respondents disagreed that the principal communicates to respondents on school matters that relate to them while 94% agreed.

Research Question 5

How effective is staff development to enhance teachers' job commitment in Private Secondary Schools?

Table 5: Staff Development that enhances Teachers' Job Commitment in Private Secondary Schools.

S/N	Item	SD		D		A		SA	
		N	%	N	%	N	%	N	%
19.	I am part and parcel of my school	2	2.0	6	6.0	64	64.0	28	28.0
20.	I do everything at school whole heartedly	0	0.0	1	1.0	61	61.0	38	38.0
21.	I am always at school	1	1.0	4	4.0	55	55.0	40	40.0
22.	I seek permission before my absence from school	1	1.0	0	0	53	53.0	46	46.0
23.	I cooperate with the principal	1	1.0	1	1.0	50	50.0	46	46.0
24.	I cooperate with other member of staffs	1	1.0	1	1.0	53	53.0	45	45.0
25.	I give report on time for assignment given to me at work	2	2.0	2	2.0	53	53.0	43	43.0
26	I do work irrespective of payment given	2	2.0	4	4.0	49	49.0	45	45.0
27	I accept duties assigned to me	2	2.0	1	1.0	58	58.0	39	39.0
28	I prepare my scheme of work on time	1	1.0	1	1.0	56	56.0	42	42.0
29	I always attend to my students when they need help	1	1.0	0	0	54	54.0	45	45.0
30	I prepare my lesson plan in time	1	1.0	1	1.0	54	54.0	44	44.0
31	I cover the syllabus in time	1	1.0	0	0	55	55.0	44	44.0
32	I am concerned with students'	1	1.0	2	2.0	43	43.0	54	54.0

Financial Rewards and Teachers' job Commitment To School Goals And Objectives In Private..

	performance								
33	I work with minimal supervision from the principal	1	1.0	2	2.0	43	43.0	54	54.0
34	I always attend staff meeting	2	2.0	1	1.0	49	49.0	48	48.0

The table 5 shows that 95% of the respondents agreed that they are part and parcel of the school while 8% of the respondents disagreed. 99 % of the respondents agreed that they do everything wholeheartedly while 1% of the respondents disagreed. 95%of the teachers agreed that they are always at school while 5% disagreed suggesting that teachers teach regularly. 99 % of the teachers agreed that they seek permission before absence from job while 1% disagreed on the item. 98 % of the respondents agreed that they cooperate with the principals while 2% disagreed.98% of the teachers agreed that they cooperate with other members of staff while 2% of the teachers disagreed suggesting that teachers have good relation. 98% of the respondents agreed that they give report on time for assignment given to them while 2% of the respondents disagreed. 94% of the respondents agreed that they work excitedly irrespective of the payment given 94 while 6% of the respondents disagreed.

97% of the teachers agreed that they accept duties assigned to them while 3% of the respondents disagreed indicating that they respect authority. 98% of the teachers agreed that they prepare schemes of work on time while 2% of the teachers disagreed. 99% of the teachers agreed that they attend to students when they need help while 1% disagreed. 98% of the teachers agreed that they prepare lesson on time while 2% of the respondents disagreed.99% of the teachers agreed that they cover syllabus in while 1% of the teachers disagreed. 97% of the teachers agreed that they are concerned with students' performance while 3% of the teachers disagreed. 97% of the teachers agreed that they work with minimal supervision from the principals while 3% of the teachers disagreed on item. 97% ofthe teachers agreed that they attend staff meetingswith while 3% of the teachers disagreedon the item.

Hypothesis 1

There is no significant relationship between teachers' job commitment and financial rewards.

Table 6: Chi-Square Analysis of the Relationship between Job Commitment and Financial Rewards

Items	SA	A	D	SD
Job Commitment	32 (17.5)	35 (23)	27 (36.5)	6 (25)
Financial Rewards	3 (17.5)	11 (19)	46 (36.5)	40 (36)

	O	E	o-e	[o-e] ²	Σ[o-e] ² /e
A	32	17.5	14.5	210.25	12.01
B	35	23	12	144	6.26
C	27	36.5	-9.5	90.25	2.47
D	6	25	-19	361	14.47
E	3	17.5	-14.5	203	11.6
F	11	19	-8	64	3.37
G	46	36.5	9.5	90.25	2.47
H	40	36	4	16	0.44
Total					53.09

Therefore, calculated value = 53.09

The degree of freedom = 2

The Critical value = 5.99

Decision Rule

Ifthe calculated chi-square(X²) value is greater than the critical value, the null hypothesis is rejected but if the critical value is greater than calculated value, the null hypothesis is accepted

From the above computation, Ho is rejected, since the calculated value (53.09) is greater than the critical value (5.99). Therefore, there is significant relationship between teachers' job commitment and financial rewards.

Hypothesis 2

There is no significant relationship between teachers' job commitment and fringe benefits

Table 6: Chi-Square Analysis of the Relationship between Job Commitment and Fringe Benefits

Items	SA	A	D	SD
Teachers' Job Commitment	38 (33)	42 (38.5)	19 (27)	1 (1.5)
Fringe Benefits	28 (33)	35 (38.5)	35 (27)	2 (1.5)

	O	E	o-e	[o-e] ²	¹ ∑[o-e] ² /e
A	38	33	5	25	0.76
B	42	38.5	3.5	12.5	0.32
C	19	27	-8	64	2.37
D	1	1.5	0.5	0.25	1.17
E	28	33	-5	25	0.76
F	35	38.5	-3.5	12.25	0.32
G	35	27	8	64	2.37
H	2	1.5	0.5	0.25	0.17
Total					8.24

Therefore, calculated value: 8.24

Degree of freedom: 2

The Critical value = 5.99

If the calculated chi-square(X^2) value is greater than the critical value, the null hypothesis is rejected but if the critical value is greater than calculated value, the null hypothesis is accepted

From the above computation, Ho is rejected, since the calculated value (8.24) is greater than the critical value (5.99). Therefore, there is significant relationship between teachers' job commitment and fringe benefits.

IV. Discussion

Table 1 shows the extent to which financial rewards influence job commitment in private secondary schools. Table 1 above shows that 67% of the respondents disagreed that they receive good salary while 33% disagreed on the item. 86 % of the respondents also disagreed that they receive salary that tally with their qualification and 14 respondents on the item. This finding consistent with the finding of Bawallaand Adenuga (2021) who stated that most of the respondents also reiterated that they got financial rewards but these rewards were inadequate and the leave bonus not being paid anymore. The findings revealed that majority of the teachers disagreed that they are happy with the salary structure. This finding is in consistent with the finding of Armstrong2005) who stated that financial rewards are important to workers, as the part of their benefits. In support of the above finding, a number of respondents clamoured for attract salary, consolidated salary structure and increment in salary (Bawalla& Adenugba,2021), Teachers in private schools accepted the teaching job because they didn't want to stay athome but the teaching job in private schools will serve as a stepping stone.

It was deduced from table that financial rewards will not influence teachers' job commitment in private secondary schools. This was in support of Fatunsi in Ogundola and Ajayi (2018) who stated that motivation is a key determinant of behavior which includes inner drive, desires and purposes underlying human tendencies. Also, Armstrong (2007) stressed motivating enhancing and giving employees their demands as stipulated in reward management. Money can motivate, influence actions and encourage extra effort of non-routine performance. But it can do this only when the increment or gain for the employees is large enough.

The study revealed in table 2 that fringe benefits will influence teachers' job commitment in private secondary school. The findings are consistent with the finding of Ogomorach (2004) who stated that financial rewards refer to money incentives offered over and above employee's salary with the view to motivate them and enhance their job commitment. Financial allowances include housing allowance, transport allowance, medical allowance and welfare allowance.

As revealed in table 3, it was discovered that prompt payment of salaries will influence teachers' job commitment in private secondary schools. This finding was in line with the finding of Ojeleye (2007) who stated that as direct financial rewards, wages and salaries are the most emphasized by the employees, thus they sort of taking a centrestage in the scheme of things as far as rewards for work is concerned. Similarly, Maslow in Griffin (2004) buttressed that monetary rewards in form of cash payment have got an upper hand in influencing organization commitment of employees since they can afford catering for their basic needs of life.

It was deduced in table 4 that promotion will influence the job commitment of teachers in private secondary schools. This buttressed by Maicibi (2003) that if an organization is to make its employees committed on the job, there is need to give them power in form of promotions and they should be accepted on the job through recognition. In the same way, Abuja (2002) supports the study findings that in organizations, there must be transparent promotional policies to keep employees' efforts and minds directed on the job.

Table 5 shows that staff development will influence teachers' job commitment in private secondary schools. This corroborated by Armstrong (2009) that on enhancing employee's commitment and performance on the job, the notion of total reward says there is more to rewarding people than throwing monetary at them. Non-financial rewards can also make workers more comfortable on the job. It encourages them to contribute extra effort by developing a deal that addresses broad issues. He added that creating a fun, challenging and empowered work environment in which individuals are able to use their abilities to do meaningful jobs for which they are shown appreciation is likely to be a more certain way to enhance motivation, commitment and performance.

Therefore, there is significant relationship between teachers' job commitment and financial rewards. This is in agreement with the finding of Makhuzeni and Barkhuizen (2015) who stated that private secondary schools perform poorly when it comes to compensating teachers with an opportunity for career development and this contributes to the poor management of these schools. This is one of the reasons why teachers in private schools leave for better jobs.

Therefore, there is significant relationship between teachers' job commitment and fringe benefits. This is consistent with the finding of Chiang and Birth (2010) who stated that financial rewards can significantly affect teachers' attitude to work at a 21% rare minimally. Fringe benefits such as housing allowance, transport allowance, medical allowance and welfare allowance can enhance job commitment of teachers in private schools.

V. Conclusion

Based on the findings of the study it was concluded that money can motivate, influence actions and encourage extra effort, extra creativity or any kind of non-routine performance, but, it can do this only when the increment or gain for the employee is large enough. Also, inadequate salary and lack of fringe benefits lead to low teachers' social status and commitment on their jobs. Prompt payment of salaries will influence teachers' job commitment and promotion will also influence the teacher's job commitment. Also, creating fun, challenging and empowered work environment in which individuals are able to use their abilities to do meaningful jobs for which they are shown appreciation is likely to be a more certain way to enhance motivation, commitment and performance.

VI. Recommendations

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

1. The school management, educational planners and principals should ensure they formulate monetary policies that give teachers impetus to work harder and facilitate students' performance both in classrooms and outside classrooms.

2. The school management should formulate appropriate policies that improve the terms and working conditions of teachers by considering salary increment annually, house allowance so as to improve their level of job commitment.
3. The school management should motivate teachers and give them incentives on or before the salary is paid for improving their performance in the classrooms. This can be done by putting some amount of money in envelopes and be distributing to individual teachers in the private schools.
4. The school management should encourage the teachers by giving them promotion as at when due to boast their performance in the classrooms and other school activities.
5. The school management should formulate strategies and measures for staff development such as in-service training. This would improve teachers' commitment to school activities which could improve their performance in classrooms.

References

- [1]. Ahuja, K.K. (2002) Personnel Management. New Delhi, Kalyani Press.
- [2]. Armstrong, M. (2007). A handbook on employee reward management and practice (2 ed). USA: Kogan Page Limited
- [3]. Bawalla, O.G. & Adenugba, A. A (2021). Financial rewards and job commitment among public secondary school teachers in Ogun State. *Dhaulagiri Journal of Sociology and Anthropology* vol. 15, 72-81
- [4]. Chiang, F.F. T & Birth, T.A. (2010). Reward climate and its impact on service quality orientation and employee attitude. *International Journal of Hospitality Management*. 30(1), 26-37. Retrieved from <http://hm.com/>
- [5]. Griffin, R. W (2004). Management New Delhi India: AITBS Publishers and distributors.
- [6]. Maicibi, N. A. (2003). Human resource management success. Kampala: Makerere University Printery.
- [7]. Makhuzeni, B & Baruseisen, E. N. (2015). The effects of a total rewards strategy on school teachers' retention. *South African Journal of Human Resource Management*. 13 (1), 1-10
- [8]. Ogomarach, R. (2004). The impact of professional allowances on job satisfaction among lecturers in National Teachers' Colleges in Uganda. Unpublished Master of Arts in Educational Management dissertation, Makerere University, Kampala –Uganda.
- [9]. Ogundola, C.M. & Ajayi, B.M. (2018). Influence of motivational indices on students' performance in business studies in secondary schools in Ikerelocal government area. *International Journal of Research and Design in Technical, Vocational Education and Training*. 2(1), 107-114
- [10]. Ojeleye, Y.C. (2017). The impact of remuneration on employees' performance. A case study of Abdul Gasau Polytechnic, Talata-Mafara and state college of education. Maru, Zamfara state. *Arabian Journal of Business and Management Review*. 4(2), 34-43
- [11]. Oke, J.O. & Soetan, V.O. (2021). Entrepreneurial skills needs of vocational and technical education students of colleges of education in Lagos State, Nigeria. *International Journal of Research and Design in Technical, Vocational Education and Training*. 5(1), 1-7
- [12]. Olaoye, A.O; Oyewusi, T.O; Ogunmilade, O.J; Ogundola, P.I & Olaniyi, O.N. (2019) Pre-vocational, pre-technical and pre-professional programmes. *Journal of Education and Practice*. 10(26), 97-106.
- [13]. Ssali, G. (2011). Rewards and job commitment of primary school teachers in Mityana District. Unpublished Dissertation, Makerere University, Uganda
- [14]. Stanley, G. (2016). Rewards and teachers' commitment in secondary schools in Nyimbwa sub-county, Luweero District, Uganda. Unpublished Masters Dissertation in Management Science. Institute of Management and leadership of Uganda