

TEACHERS' AWARENESS OF FRINGE
BENEFITS: THE NEED FOR MOTIVATING
TEACHERS TOWARDS IMPROVED
PERFORMANCE

Margaret Olanireti AYODELE, Mercy
Adesola FASIKU & Clement Oladayo DARAMOLA
Department of Social Studies, School of Arts and Social Sciences,
College of Education, Ikere-Ekiti, Ekiti State.

Abstract

The purpose of this study is to examine teachers' level of awareness of fringe benefits, and how this has affected their performance. A survey research design was adopted for the study, and three hundred teachers were randomly selected out of one thousand, six hundred and twelve (1,612) secondary school teachers in Ikere Local Government Area of Ekiti State. A twenty (20) item questionnaire was used for data collection, and the validity of the instrument was ascertained, while the test-retest method was used to establish the reliability of the instrument. Two research questions and two hypotheses were generated. Frequencies and percentages were employed to answer the research questions, while t-test statistics were used to test the hypotheses. The study revealed among others that there exists a significant difference and relationship between teachers' awareness and attitudes towards the different kinds of financial and non-financial incentives given to them by government. The study also showed that 95% of the teachers confirmed that when teachers are adequately motivated, the zeal for

greater improvement and increased performance is ensured. They are also of the opinion that when teachers are adequately motivated, they will work better, and this will improve students' learning outcome. Based on the findings, it was recommended that conscious efforts be made towards improving the incentives of teachers, both in terms of money, and improved conditions of service by both government and non-governmental agencies.

Keywords: Teachers, Fringe benefits, Productivity, Improved performance.

Introduction

The increasing recognition of the role of incentives as multidimensional factors that motivate workers to work has led many professionals from various field of knowledge to study the relationship between incentives and workers' attitude to work. The quest for better ways of motivating teachers to work has been one of the priorities of the Ekiti State Government. Many studies have been propounded to measure accurately some phenomenon that motivates workers to attain high level of productivity. The question that readily comes to mind is what are fringe benefits?

Fringe benefits are any incentives that employers give workers in addition to salary. They are also referred to as packages given to employees for improved performance in the workplace. This concept is critical to organisational improved performance and sustenance. The concept of fringe benefit according to Adeniyi, (2013) was coined by the War Labour Board during the World War II to describe the various indirect benefits which organisations have devised to attract and retain labour when direct wage increase were prohibited. In his word, these benefits encompass broad range of benefits other than salaries and wages that organisations provide for their employees. He reiterated that these incentives include workers' compensations inform of social security, employment insurance, housing policy, training facilities, and provision of other social amenities to improve the performance of employees in their various places of work. Fajana, (2010), defined incentives as motivational

factors which includes drives, arouser, wishes and other similar forces to induce workers to greater performance and good relationship on the part of the employee to understand individual workers personality and value system.

Every organisation and business wants to be successful and get constant progress, Quratul, (2007). They must ensure adequate and regular distribution of fringe benefits to their workers as at when due. Edwulah et al (2013) said that effective reward and incentive scheme has become a tool for organisational effectiveness in the 21st century. According to them, effective reward and incentive scheme can benefit many organisations if managed properly. They reiterated that the need for effective reward for workers to ensure good performance is the responsibility of every government and non governmental agencies. Barton and Martin (1998) in Farhad et al (2011) defined motivation as a power that strengthens behaviour, gives route to behaviour and triggers the tendency to continue. Kalimullar et al (2011) opined that fringe benefits are sets of courses concerned with a kind of strength that boosts performance and directs towards accomplishing some definite target. Mary et al (1996) said that organisational effectiveness is defined as the extent to which an organisation by the use of certain resources fulfils its objectives without depleting its resources and without placing undue strain on its members and society. Koontz (1980) described the basic unit of behaviour as a series of activities. As human being, we may decide to change from one activity or combination of activities and begin to do something else and this may raise some important questions like; why do people engage in one activity and not another, why do they change activity? Or how can government or managers understand, predict, and control what activities a person may engage in at a given moment in time. Sara et al (2004) said that money is the fundamental inducement, or other incentives or motivational technique that can encourage worker to put in their best in any organisation. To predict behaviour, government must know which needs or motives of people evoke a certain action at a particular time. One of the theorists of underdevelopment by McClelland was of the view that underdeveloped countries are under-developed because of lack of

achievement motivation. This theory applies to Nigerian situation in that we would have had good scientists and technologists who are ready to impact their knowledge in such a way that the country will derive some benefits in terms of technological advancements if government had encouraged them. There was a man in Ondo State in 1979 that made an artificial fan and designed it in such a way that people could hardly recognize it as a locally made fan. Instead of the state government to encourage this man, nothing was heard about him. There are so many others like that who would have performed better, but because there was no encouragement from government, the talents die a natural death. Some of these people have travelled to developed countries in search of greener pastures, and have contributed immensely to the development of these nations. Some of things we waste our foreign exchange at are things that intelligent Nigerians would have been able to produce if only they are motivated.

Despite several studies, books and articles in journals by some writers who have dealt extensively on motivation, the problem of how to get workers motivated to work effectively and efficiently by government has been bordering the minds of people. Motivation is defined by business dictionary as an internal and external factor that stimulates desire and energy in people to be continually interested and committed to a job, role or subject make all effort to attain a goal. It results from the interaction of both conscious and unconscious factors such as intensity of desire or need, incentive or reward value of the goal and expectations of the individual. People can only give out their best when their desires are met. Many Nigerian workers have embarked on industrial action at one time or the other, and the reason for this action is not far-fetched. Teachers are not left out in the struggle for good condition of service in the work place, and regular payment of their salaries as at when due. The strike action embarked by workers in Ekiti state in April 2014, at the end of former Governor Fayemi's regime is a pointer to the fact that every human being wants a conducive environment in the work place before given out their best.

Purpose of Study

The study was aimed at finding out teachers' level of awareness towards fringe benefits and how this affected their performance

Research questions

1. Is there any significant difference between male and female teachers' awareness of fringe benefits in Ikere local government area of Ekiti State?

Method

A total number of 300 teachers were used in this investigation. They consisted of both male and female teachers selected randomly from one thousand, six hundred and twelve teachers (1,612) in the Local Government. The instruments used in the study were two:

1. A structured questionnaire titled teachers level of awareness on fringe benefits (TLATFB) which sought information on teachers' awareness towards fringe benefits, and how it has affected their job performance
2. A face to face interview which required the teachers to answer questions on awareness and disposition on various fringe benefits provided by the government. Accordingly, ten out of the fringe benefits were covered. These fringe benefits are: Salaries and Wages, Promotion, Training Facilities, Housing Facilities, Loans from Banks and Cooperatives, Leave Bonus, Vehicle Advances, Scholarship from Government for Higher Degrees, Transport Allowance and Stomach Infrastructure

Teachers were given free hands to make their choice answers and the summation was used to categorise the scores into Yes and No. The face and content validities of the instrument were ascertained by test and measurement experts, and correction was integrated in the instrument. The reliability of the instrument was determined by the use of test-retest method. Twenty – five teachers were used who were not part of the sample of the study. The test was administered twice on the teachers at two weeks interval, and Pearson product correlation coefficient was used to analyse the two

scores from the teachers. The reliability coefficient obtained was 0.6.

The questionnaire was personally administered on all the subjects in the ten government secondary schools in the local government. Thirty teachers were selected from each school. Multistage sampling technique was use to select the target population, seven teachers were selected each from the four departments in each school, and the extra two teachers were chosen from the helpers who assist the teachers in the daily activities. The total number of teachers from each school is thirty. The data collected were coded and prepared for data analysis using statistical package for social sciences. The analyses involved descriptive analysis of two research questions and ANOVA for the differences among the experimental groups.

Result

Analysis of data showed that majority of the teachers are aware of fringe benefits that are supposed to be enjoyed by teachers, which implies that the knowledge of incentives or fringe benefits as motivators for good performance is not new to them. Table 1 shows the general knowledge of teachers' awareness and disposition towards the various fringe.

General knowledge of teachers' awareness towards fringe benefits

Table 1

S/N	ITEMS	AWARE		NOT AWARE	
1	Salaries/Wages	100	100	-	-
2	Promotion opportunity	100	100	-	-
3	Training facilities	80	80	20	20
4	Housing facilities	70	70	30	30
5	Loans from bank and cooperatives	60	60	40	40
6	Leave Bonus	100	100	-	-
7	Vehicle advance	85	85	15	15

8	Scholarship from government for higher degree	55	55	45	45
9	Transport allowance	100	100	-	-
10.	Stomach infrastructure Over all percentage	100	100 76%	-	- 24%

Table 1 shows that majority of the teachers in this local government are aware of the various fringe benefits that are available for teachers. For example 100% indicated their awareness of their salaries, promotion, leave bonus and stomach infrastructure as fringe benefits to motivate teachers for good performance. The table shows that 76% of the teachers are aware of the fringe benefits available to teachers, which implies that these benefits are known to them. Responses from these tables are indication that teachers' awareness and disposition about these incentives is high.

Research Question 1

Is there any significant difference between male and female teachers' awareness of fringe benefits enjoyed in Ikere Local Government Area of Ekiti state.

Table 2: t-Test summary of male and female teachers about fringe benefits

Variables	N	X	S.D	DF	T-Cal	T-table
Male	150	9.72	1.79	290	10.6	1.96
Female	150	9.08	1.64			

$P < 0.05$ (significant result)

Table 2 shows that t-calculated was 10.69, while its corresponding value at 0.05 of significance was 1.96. Since t-calculated is higher than t-table therefore, the hypothesis of no significant difference is rejected. This implies that male and female teachers' awareness of fringe benefits provided by the government are different. Male teachers are more aware of these benefits than female teachers.

Discussion of Findings

The findings of this work showed that teachers in Ikere Local Government of Ekiti State are aware of the fringe benefits available to teachers in the state. Table 1 showed that there is 100% awareness in promotion opportunity, leave bonus, transport allowance and stomach infrastructure facilities of the state government. They also indicated over 50% awareness in other fringe benefits like training, housing leave bonus, loans from cooperative and banks, and scholarship from government for higher degrees. This implies that if government deprive them of these incentives, it may lead to low productivity or industrial action. The result confirms the study of Kalimullar et. al (2011), which stated that fringe benefits are set of courses concerned with a kind of strength that boost performance.

Hypothesis one which states that there is no significance difference between teachers' awareness towards fringe benefits enjoyed by male and female teachers in Ikere Local Government Area of Ekiti state was rejected as seen in table two that T- Calculated is higher than T- table. The result showed that male teachers are aware of these benefits than female teachers. This result supports the findings of Fredrick, (1959) in Ayodele, (2011) which reported that theoretically, individuals operates from neutral points, that is either positively or negatively inclined towards his or her job.

This result is in support of the study carried out by Omolayo, (2009), who reported that there is a relationship between incentives and teachers attitude to work. The result from this finding is not surprising as some workers embark on industrial action at one time or the other when government deprives them of these benefits.

Conclusion and Recommendations

The researchers have been able to establish the fact that teachers in Ikere local government area of Ekiti State are aware of the fringe benefits given to them by the state government as motivators for improved job performance. For example, the state government promised the workers stomach infrastructure as additional new fringe benefit to workers, and other benefits like leave-bonus, transport allowance, etc to boost the morale of teachers for improved good learning outcomes.

To this end, the following recommendations are made to both government and nongovernmental organisations (NGOs) to improve workers performance and increase productivity or learning outcomes.

- 1) Government at all levels should encourage all workers with these incentives that will enhance their productivity and improved job performance.
- 2) Training facilities should cut across all teachers
- 3) Housing facilities should be made available to teachers
- 4) Leave-bonus should be paid to workers as at when due
- 5) Loans should be made available to teachers to enable them purchase vehicles and other things that can give them comfort.
- 6) Above all, government, at all levels should include other means of encouraging their workers in the condition of service, for example, the stomach infrastructure of the present administration in Ekiti State will go a long way to encouraging workers to put in their best.

Lastly, government should devise other means of motivating the teachers for good learning outcomes.

References

- Adeniyi, O. (2013). Motivation and staff performance. An unpublished MSc. Dissertation from University of Ado Ekiti
- Ayodele, M.O. (2001). Influence of Motivation on Staff Performance. An unpublished B.Ed project, University of Ado-Ekiti
- Ayodele, M.O (2011). The effects of Motivation in the workplace. An unpublished seminar paper
- Edwulah, A., Christine, A., Nwuche, and Nwakaego, C. (2013). Effective Reward and Incentive Scheme for Effective Organizations. In Research Journal of Finance and Accounting. ISSN 2222 – 1697 (Paper). ISSN 2222 – 2847 (Online) Vol. 4 No. 13, 2013. Pdf on [http://:www.iiste.org](http://www.iiste.org).
- Fajana, D.O., (2010). The effects of motivation on productivity. An unpublished Bld Project of University of Ado – Ekiti.

- Farhad, H., Chafari, A. And Hasiri, A. (2011). Employees Morale in Public Sector: is Organizational Trust an important factor? *European Journal of Scientific Research*, 46 (3) 378 – 390.
- Jawando, G.A (1971). *Leadership and Motivation Management in Nigeria*. Nov- Dec (1971 Vol) No 3.
- Koontz O. Donnel, (1980). *Management International Book Company*.
- Omolayo, A.S., (2009). The relationship between incentives and teachers attitude to work. An unpublished seminar paper.
- Mary, S., Adesoji, E, Tomilade, O. (1996). What do teachers need to improve performance. A Paper presented at a seminar in a workshop organised for teachers in Ekiti State.
- Quratul, M., (2007). Impact of Employees Motivation on Organisational Effectiveness. *European journal of Business and Management* available at <http://www.iiste.org> accessed on 30th September, 2014.
- Sarah, A., Adelowotan, C., John, O., (2004). Fringe benefits and productivity. A paper presented in a seminar organised for non-governmental agency forum (NGO).
- Ubeku, A.M (1975). *Personnel Management in Nigeria*. Benin City: Ethiope Publishing Co. Ltd.