Incentive management and job involvement among teachers in technical schools in Cameroon

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INTRODUCTION

Incentive: Many people have defined incentive in different ways. Hornby (2006 :753) defined incentive as the ability to do something that encourages one to do it more. It means to ginger or motivate someone to do more willingly. Herzberg (1959) described incentive in two dimensions, called intrinsic and extrinsic motivation. Relating to the study, teachers in technical schools need to be motivated so as ginger them for effective performance.

Job-involvement: According to Hornby (2006:799) job means appointment offered to a person. It means a post which a person occupies either permanently or temporarily. It connotes a position one occupies in an organization. In other words, it means involvement. Involvement is the act of taking part in something. It means participation, attention to or care about a thing. Relating to this study, it means that teachers in technical schools should be job oriented. That is being job involved. Job-involvement means being an active or an effective teacher. In other words, it connotes job – involvement.

Management

Management is the act of running and controlling a business or similar organization or part of one (Hornby 2006:896). Relating to this study, technical school is a social business of the Government established to train students in different skills in technology.

LITERATURE REVIEW

The relevance of technical education to the industrial and technological development of a nation cannot be over-emphasized. Cameroon needs functional education for development of her economic sector especially for emerging a developed nation in 2035 (Government's white paper, 2012). The paper further articulates the objectives of technical/vocational education to include among others, the provision of technical knowledge and vocational skills necessary for agricultural, commercial and economic development. To achieve this objective,
there is need for effective management of the teaching personnel for high productivity. Incentive management is one major issue in personnel management that would lead to job- commitment and job involvement among workers. Incentive management is designed to help employers reward and motivate their employees appropriately so that they (employees) could enthusiastically put in their best for the achievement of organizational goals and objectives. Technical educational institutions in Cameroon would be in jeopardy if the workforce are poorly remunerated, not rewarded for incidental contributions, promotion is unduly delayed, work environment is not stimulating and the teachers are not exposed to new knowledge in their chosen areas of specialization. This could affect their interest in the job and their morale would sag. This could lead to low job involvement and low productivity.

Incentive is a reward for service to an organization and determines the extent to which an organization can attract, motivate and retain employees with the needed skills, knowledge and technical know-how. It is the totality of financial and non-financial rewards that the employee (teacher) gets in return for services rendered (Oduwaye, 2000; Onyene, 2001).

Taylor (1911) in his scientific management theory sees the worker as an economic man that can be induced to work effectively and efficiently through economic incentives. He therefore conceives money as a very important factor for motivating employees to achieve higher productivity. Taylor advocates for incentive wage system to enhance job involvement, dedication and better performance. Maslow (1943) views a worker as having an array of needs arranged in an hierarchical order and ranging from the basic physiological needs to safety, social, esteem and self-actualization needs. The implication of this theory is that for teachers to put in their best for the achievement of the school goals, their needs must be satisfied. Thus, the school management must provide adequate and appropriate incentives that could satisfy the needs of the teachers. Closely related to Maslow’s theory is Herzberg (1959) two-face theory of motivation and job satisfaction in which Herzberg identifies two types of incentives, called, extrinsic and intrinsic rewards. Extrinsic reward originates outside the job and related to the job environment. These may be in the form of direct pay, fringe benefits and allowances. These incentives often are more valuable to the workers because they have more psychological and social meaning. Intrinsic job rewards tend to be more motivating, they are related to the job content and when provided motivate the teachers to high performances and achievements. They include things such as recognition and promotion. Onyene (2005) posited that the motivation to achieve highly can only be induced by the workers’ need for achievement, search for recognition, work itself, responsibility and the degree of progress on the job.

Adams (1972) propounded an equity theory in which he posits that the feeling of a worker that he is being adequately rewarded for his labor and services could motivate him. The basic thesis in the theory is the worker’s evaluation of the equity and fairness of the rewards he/she is receiving. According to Hodgetts and Altman (1979), the theory holds that in order to be motivated, the workers must believe that the rewards they are receiving are fair. This makes workers try to determine whether their salaries are commensurate with the work they are doing and is fair when compared to the salaries others are receiving for the work they are doing (Peretomode, 1999). Equity theory relates to the fairness of management’s reward system. It concerns how near reward is to what teachers think they should receive.

Another theory having similar thoughts is Vroom (1964) expectancy theory. The theory states that an individual’s motivation to perform is dependent upon the attractiveness of the rewards attached to a successful performance and the degree to which the worker believes that increased effort will lead to the attainment of this reward. This implies that the incentive package given to teachers must reflect their contribution or their level of productivity to the school system and incentive should be attractive enough to motivate them to work.

Job-involvement, on the other hand, has been variously conceptualized. It is the degree to which one is actively participating in one’s job and the degree of importance of one’s job to one’s self-image. It refers to the extent to which a worker identifies psychologically with his job. It could be likened to the intrinsic motivation which is the degree to which a person is self-inclined to perform effectively on his assigned job (Ajayi, 1987). Thus, it could be argued that job-involvement is the degree to which a person’s work performance affects his self-esteem. It is the internalization of values about the goodness of work or the importance of work worth of the person. In other words, job-involvement is one for whom there is an important part of his life and one who is greatly affected personally by the entire job situation, while the non-job-involved person does his job and work is not part of his psychological life.

Job-involvement as reviewed by Mathieu and Kohler (1990) and Lambert (1991) could be determined by incentive pay system. Thus, the extent to which a person identifies with his other jobs depends greatly on the incentive package provided. Onyene (2005 in her study discovered that the provision of opportunities for training and retraining as incentives motivates teachers toward instructional efficiency. In a related study by Aryee (1994), it was found that intrinsic rewards (promotion, need for achievement) and job satisfaction significantly relates to job involvement of teachers. The researcher explained that job satisfaction enhances job involvement because job satisfaction stimulates greater involvement with the job in that satisfaction with the job enhances the importance of work identity (Aryee, 1994). In a similar
study, Knoop (1995) discovered that job involvement was not related to overall satisfaction but only to two specific facets—satisfactions with work and promotion opportunities. The relationship between job involvement and commitment was moderately high. This finding lends credence to the works of Buchanan (1974) and Blau (1986). In a related study carried out by Ajayi (1987), it was found that satisfaction with pay (economic incentive) had no significant direct bearing with a worker’s level of job involvement. This finding shows that whether a teacher is provided with adequate economic incentive or not may not affect his level of job-involvement to any significant extent. It is against this background that this study is carried out to find out the extent to which economic and non-economic incentives relates to teachers’ job involvement in technical schools in Cameroon.

STATEMENT OF THE PROBLEM

Interest in teacher’s job involvement in Cameroon has grown in recent years beyond its values as an index of the quality of work life because of the concept’s fundamental understanding of the behavior like attrition, absenteeism and tardiness. A critical look has shown that some teachers in technical/vocational schools exhibit these behaviors which are indicative of low job-involvement and lack of commitment. These negative tendencies among teachers may be attributed to poor and inadequate incentives to motivate them. Job content and job context should not be ignored by any personnel manager who wants to keep alive his organization and its members. It is in this regard that a pertinent question is posed, “to what extent does incentive packages relate to job-involvement among teachers in technical schools in Cameroon?”. This research work seeks to provide answers to this question.

Purpose of the study

The purpose of this study is specifically to find out the extent to which:

i.) Economic incentive relates to teachers’ job-involvement.
ii.) Non-economic incentive relates to teachers’ job-involvement and
iii.) The level of job-involvement among teachers in technical schools.

Hypotheses

The following hypotheses were formulated in null form to guide the study:

i.) Economic incentive does not significantly relate to teachers’ job-involvement in technical schools.
ii.) Non-economic incentive does not significantly relate to teachers’ job-involvement in technical schools.
iii.) Job involvement of teachers in technical schools is not significantly high.

RESEARCH METHODOLOGY

The research design adopted for this study was the survey design because the study involved the use of a representative sample from a population and the conclusions based on the analysis of available data. The population of the study comprised 580 teachers made of 416 males and 164 females from 18 technical schools in the state. A stratified random sampling technique was used to select 14 technical/vocational schools from the study area and 18 teachers from each of the selected schools. Thus, giving a sample size of 252 teachers consisting of 190 males and 62 females. Characteristics used in selecting the schools were years of establishment, school size and location, those used for teachers were age, teaching experience, qualification and skills/technological background.

The instrument used for data collection was a questionnaire based on the instrument made by the researcher called Incentive Management Job-involvement Questionnaire (IMJIQ) for teachers. The questionnaire was made of two parts. Part one was made of demographic information or personal data such as age, gender, years of teaching experience, and qualification.

A 4-point Likert scale was used in scoring the items in the questionnaire. Questions in descending order were scored from 4 points to 1 point and those in ascending order were scored from 1 point to 4 points.

The instrument was pilot tested with 30 teachers from schools which were not part of the selected sample to ascertain its reliability. The reliability coefficient of 0.66 to 0.87 was obtained. It was high enough to be considered that the instrument was reliable. Prior to this, the instrument was given to expert in test and measurement to examine it for validity. That is, to find out the content and face validity of the instrument. Furthermore, the instrument was administered to respondents in their schools. A written permission was obtained from the various school authorities where the respondents were found. Out of 252 copies questionnaire administered, 250 copies were correctly filled and retrieved. The data collected were analyzed using Pearson Product Moment Correlation and Population t-test statistics.

RESULTS

Ho: Economic incentive does not significantly relate to teachers’ job involvement in technical schools. To test
Table 1. Pearson product moment correlation analysis of the relationship between economic incentive and teachers’ job involvement in technical schools (n=250).

<table>
<thead>
<tr>
<th>Variable</th>
<th>EX</th>
<th>Ex2</th>
<th>Exy</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic incentive (x)</td>
<td>3205</td>
<td>42475</td>
<td></td>
<td>0.50*</td>
</tr>
<tr>
<td>Job involvement (y)</td>
<td>3890</td>
<td>62250</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*P< 0.05; df = 248; critical –r =0.1946.

Table 2. Pearson product moment correlation analysis of the relationship between non-economic incentive and teachers’ job involvement in technical schools (n=250).

<table>
<thead>
<tr>
<th>Variable</th>
<th>Ex</th>
<th>Ex2</th>
<th>Exy</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-economic incentive (x)</td>
<td>3415</td>
<td>5370</td>
<td></td>
<td>0.38*</td>
</tr>
<tr>
<td>Job involvement (y)</td>
<td>62250</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*P<0.5 ; df=248 - r = 0.1946.

Table 3. Population t-test analysis of the level of job involvement of teachers in technical schools (n=250).

<table>
<thead>
<tr>
<th>Variable</th>
<th>No. of Item</th>
<th>xe</th>
<th>xo</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected level of job involvement</td>
<td>6</td>
<td>15.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observed level of job involvement</td>
<td>6</td>
<td>15.56</td>
<td>3.75</td>
<td></td>
<td>2.33*</td>
</tr>
</tbody>
</table>

*P< .05; df 249; critical -t =1.960.

This hypothesis, the Pearson Product Moment Correlation statistics was used for data analysis. The result is presented in Table 1.

Table 1 indicates that the calculated or observed r-value of 0.50 is greater than the critical R-value of 0.1946 required for significance at 0.05 level of significance with 248 degrees of freedom. From this result, the null hypothesis is rejected and the alternative hypothesis is upheld. This means that there is a significant positive relationship between economic incentive and job involvement among teachers in technical schools. This finding suggests that the higher and better the economy, the more involved teachers are in their job and visa versa.

H02: Non-economic incentive does not significantly relate to teachers’ job involvement in technical schools. The data for this hypothesis was analyzed using Pearson Product Moment Correlation statistics. The result is presented in Table 2.

Table 2 shows that the calculated r value of 0.38 is greater than the critical r-value of 0.1946 required for significance at 0.05 level of significance with 248 degrees of freedom. The result of this finding shows that the null hypothesis is rejected and the alternative hypothesis is therefore upheld. This means that there is a significant positive correlation between non-economic incentive and teachers’ job involvement.

H03: Job involvement of teachers in technical schools is not significantly high. The data for this hypothesis was analyzed using population t-test statistics. The result is presented in Table 3.

The result in Table 3 shows that the calculated t-value of 2.33 is greater than the critical t-value of 1.960 at 0.05 level of significance with 249 degrees of freedom. From this result, the null hypothesis is rejected and the alternative hypothesis is upheld. This means that teachers’ job involvement in technical schools is significantly high.

DISCUSSION

The finding of the first hypothesis of this study reveals a significant positive correlation between economic...
incentive and teachers’ job involvement in technical schools. This means that economic incentives are associated with job involvement among teachers. Economic incentives include salaries and allowances paid to teachers. The provision of a better economic incentive package for teachers acts as a morale booster that stimulates them to be committed to their job. Cameroonian workers attach much premium to economic rewards because of the important role money plays in the satisfaction of the physiological needs. Teachers are particularly sensitive to the deprivation of these needs. The gratification of these needs through economic rewards encourages teachers to put in their best and develop positive attitudes towards work and be committed to it. This finding is in agreement with the research finding of Ejiogu (1983) who finds out that economic rewards (cash bonuses) served as the best incentive towards productivity, particularly if they are contingent upon performance. The present finding is also in consonance with the work of Akaolisa (1991) who discovered financial compensation as a motivator for improved job performance. Although, Herzberg’s two-face theory views monitory reward as a hygiene factor but the finding of this study points to the contrary. The finding of the second study shows that non-economic incentive significantly relates to teachers’ job involvement in technical schools. This finding is supported by the research work of Aryee (1994) who discovered in his study that intrinsic rewards (promotion, need for achievement) and job satisfaction significantly relate to job involvement of teachers. This finding also corroborates the work of Herzberg (1959) who views intrinsic reward as the real motivator. The findings of this study could be explained that management of technical schools has seen the need for regular promotion of teachers, provision for staff training and retraining and recognition of achievement. These could raise teachers’ morale and hence, make them to be job involved.

The finding of the third hypothesis of this study shows that job involvement of teachers in technical schools is significantly high. This finding could be attributed to the fact that both the job context and job content or economic and non-economic rewards seem to be adequately catered for by management of technical schools. This finding corroborate the idea of Ejiogu (1990) who points out in his study that Herzberg’s factors, maintenance-hygiene incentive packages should not be neglected by any personnel manager who wants to achieve organizational effectiveness.

Conclusion/Findings

The result of this study has shown that economic and non-economic incentive packages are necessary conditions for teachers’ job involvement in technical schools in the world and in Cameroon in particular in order to actualize vision 2035. The findings of the study also reiterated that job involvement is a function of effective management of personnel in the school system. The provision of adequate incentives motivates teachers toward high job involvement, commitment and productivity. The use of effective reward system and in-service training will booster teachers’ morale and also accelerates their commitment to putting in their best.

Recommendations

Based on the findings and conclusion of this study, the following recommendations are made:

i.) Economic rewards for teachers should be properly designed and implemented and also it should be commensurate with labor services and rendered by teachers.

ii.) Salaries and allowances should be paid regularly.

iii.) Opportunities for in-service training should be created and teachers should be encouraged to take advantage of such opportunities to update their knowledge and skills.

iv.) Promotion of teachers should be regularly done to prevent resentful attitude towards work.

v.) Teachers’ academic achievement should be recognized by appropriate authority.

vi.) Adequate economic and non-economic incentive packages should be provided for teachers in order to stimulate them for job involvement and commitment.

REFERENCES


