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ACCELERATING THE PRODUCTIVE ATTITUDE OF TEACHERS: THE ROLE OF IMPROVED MINIMUM WAGE PACKAGE

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ABSTRACT:

Despite the changing economic environment and indicators locally and globally, prioritizing teachers welfare by way of better wage package towards attaining and sustaining robust productivity, academic excellence, quality service delivery, and competent skills development among students and pupils remain a lingering issue of debate and discourse among successive political administrations in Nigeria. To this end, the study intends to determine whether improved minimum wage package positively boosts teachers timely attendance to work. It further intends to examine the relationship between improved minimum wage package and teachers readiness to work overtime in school.. The study adopts the descriptive survey research design and further deploys the primary source of data through a 5-point Likert scale structured questionnaire. A sample of 200 Teachers in forty (40) selected Schools in Awka South Local Government Area of Anambra State, Nigeria were explored. Data responses and relevant hypotheses were analysed and tested using Pearson Correlation and the Multiple Regression statistical tools through the use of SPSS version 23. It was found out that improved minimum wage package will positively boost teachers' timely attendance to work (f-critical 4.932 > f-table 2.42). It was also discovered that there is no statistical significant relationship between improved minimum wage package and Teachers readiness to work overtime in school (p-value 0.121 > 0.05). Based on these findings, the study concludes that the non-motivational attitude of the federal and state government to the plight of Teachers is believed to have negatively affected Teachers readiness to work overtime in schools where the need arises. The study therefore recommends that that there is need for Teachers to be assured that their monthly wage will be reviewed upward and higher by the government from time to time in order for them to minimize their attitude to running multiple jobs or taking up two or three teaching jobs which in most cases undermine their attendance and quality input to each job. It further recommends that government and owners of private schools should come up with a separate but reasonable compensation package(s) for settlement of substantial overtime work hours incurred by Teachers while discharging their duties.

Keywords: *Economic environment, in-school Commercial activities, Job Performance, New minimum wage, Standard of living, Teachers Productivity,*

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1. INTRODUCTION

Teachers are key determinants of educational success and the quality of any educational system (Eboatu & Ozigbo, 2015). As professionals in the education industry, teachers engage in teaching which is interaction based, between the teacher and the learner in which the teacher pilots the process of helping the learner to acquire skills, attitudes, knowledge, ideas and productive abilities that are relevant to the learner's development, Although Obadara (2014) believes that it is possible for teachers to make the desired differences in students learning process, he equally noted that the place of money as a primary motivator

cannot be ignored. Thus, the emphasis in this context, is not what work is being done or has been done though this is the most common phenomenon in the teaching profession but how well is the work been done.

Sadly enough, Ukpong and Uchendu (2012) observed that teachers' welfare needs in Nigeria are hardly considered by different stakeholders in the nation's educational system. Occasions when teachers' salaries have been diverted to meet expenditures in other sectors of government are still prevalent in the Nigeria educational system. As a result, teachers are often made to wait for a long period of time for their well deserved salaries to be paid (Adelabu, 2005). This pending lapse in the Nigerian civil service has continued to ignite industrial actions, in most cases indefinite in form, until the federal and/or State government yields partially to the demands of the State workforce without remorse. Boer (2009) is equally worried that it is not obvious on what drives government's decisions on the need to increase minimum wage. The implication is usually a display of non-attendant and unwilling attitude to the outcry of civil servants, overstretching such situations from one democratic administration to another thereby creating a non-conducive work environment with negative implications for productivity and output in the affected sectors, the educational sector for an example. Lending more voice, Okeke, Nwele and Achilike (2017) stated clearly that when workers are not properly treated as ought to, they get demoralized and end up exhibiting negative behaviours in the workplace. Workers in Nigeria, through their labour and trade representatives, have relentlessly asked for improved condition of service in response to deteriorating economic hardships, rising inflation, rising incidence of corrupt practices, misappropriation and embezzlement of public funds which in most cases are rarely investigated and the feeling of insecurity nationwide, and can as a result, go to any length to press home their demands.

Despite these, successive democratic administrations in Nigeria have come and gone without bringing a lasting realistic meaningful end to the aged pending debate on what really should constitute appropriate minimum wage or salary of civil servants, and the statutory criteria or grounds for periodical increment in the size of existing minimum wage in response to changing economic situation in the country. The implication is that most teachers across the country earn monthly a minimum wage that is considerably small to take them home daily and non-consonant to the economic situation in the country, thereby exposing most teachers to economic hardships and adverse welfare condition irrespective of hard work and improved input made annually by them in the learning process of pupils and students.

The consequence is that many teachers have been forced to find alternative sources of income, engaging in mini profitable ventures while on duty thereby turning the classrooms into commercial centres. The aftereffect is that the quality of attention given to the students/pupils is usually inadequate and incompetent. Indeed, the success of an educational system especially the primary and secondary schools system usually depends on a number of factor agents such as the government, the society, students, the teachers and the quality of teaching, devotion and effectiveness of the teachers (Okolocha & Onyeneke, 2013).

Diamond (2004) insists that teacher's ability to produce desired results is measured in terms of how well the teacher is able to impact learning and maximize the learning capacity of the student or pupils. Harbison and Hanushek (2002) concur to this arguing that teachers are currently facing challenges of weak incentives, with lean pay almost determined entirely by educational attainment, relevant training acquired/professional membership, and number of years of experience, rather than performance observed. Obadara (2014) further argued that prioritizing quality incentives and compensations for teachers has significant role to play in their achievement of more reliable learning process among students and pupils. It is against this yardstick that this study is evolved.

Objectives of the Study

The broad objective of the study is to examine the role of improved minimum wage package on the acceleration of the productive attitude of Teachers in Anambra State. The specific objectives are:

1. To determine whether improved minimum wage package positively boosts teachers timely attendance to work.
2. To examine the relationship between improved minimum wage package and teachers readiness to work overtime in school.

Statement of Hypotheses

H_1: Improved minimum wage package does not positively boost teachers' timely attendance to work.

H_2: There is no significant relationship between improved minimum wage package and teachers readiness to work overtime in school.

2. LITERATURE REVIEW

2.1 Concept of Teachers Productivity and Attitude to Work

The concept of productivity as one of the most fashionable and frequently used term in management domain today, is described as the optimal utilization of resources in the production of goods and rendering of services that meets predetermined objectives (Bawa, 2017). In his words, Babalola (2009) viewed productivity as increase in the volume and/or quality of business transactions brought about by so many factors including education of those who engage in commercial activities. But Uwannah, Eteete and Mark (2019) defined productivity as effort made towards achieving organizational effectiveness with the least available resources.

Oni, Nwajiuba and Nwosu (2017) had revealed that the comcept of teachers' productivity is very difficult to identify and evaluate precisely. It is a very complex phenomenon involving, not only the teachers' characteristics but several other variables and factors outside the teachers' control, which interact, affect and influence teachers' productivity. They noted that factors such as teachers' morale or motivation, technological innovations, non obstructed flow of materials needed for effective and efficient teaching, quality of management or managerial leadership, and nature of existing or emerging government regulations play unique role in the secure and sustenance of productivity among teachers.

Accordingly, the subject of productivity often raises emotional reactions from labour, management, trade unions, and relevant stockholders, just as measuring productivity in education requires a measure of both efficiency and effectiveness. This is because efficiency is often measured using ratios such as physical output relative to an input or money cost of an input relative to an output (Dara, 2006). However, measuring effectiveness can be difficult, though not impossible. Several ideas have been suggested in the literature. According to Dara (2006), one way to measure effectiveness is to assess schools or students conditions, and benchmark them to the existing standards of the school or those of other institutions of educational learning. A typical example could be the number of graduating secondary school students who obtained a minimum of five (5) relevant credits pass marks in their senior secondary certificate examinations. Another possible way of measuring accomplishment of teachers in a school or schools in a State is to ascertain the number or the percentage of graduating secondary schools students in a school or State who advanced their education by gaining admission into recognized universities or tertiary institutions of higher learning in Nigeria or overseas. Finally, ascertaining students' unbiased level of satisfaction with their teachers is a third avenue to measure effectiveness.

Uwannah, Eteete and Mark (2019), therefore viewed teachers' productivity as the level at which teachers discharge their duties and how much they are able to achieve in response to how well satisfied and motivated they are. Furthermore, Bawa (2017) noted that an average Nigerian teacher is motivated when he/she receives salary alerts especially if he/she is expecting some arrears and increase. Management of schools can also consider additional monetary reward such as productivity bonus, and this can equally motivate teachers to increase his productivity. Thus, job satisfaction can positively enhance an employee/teachers' work attitude because with such in place, they are likely to be more motivated and committed to achieving organizational goals or realizing the goals of secondary school education as spelt out in the National Policy on Education (Obineli, 2013). Teachers' satisfaction with their career may have strong implications for student learning while also affecting the quality and stability of instruction given to students (Onaolapo, Olajiga, & Onaolapo, 2019).

For productivity to be achieved and/or sustained in the educational sector, some factors should be given considerable attention and put in place:

a. Effective and reliable incentive and compensation system should be in place.
b. Adequate provision of conducive academic climate and environment.
c. Provision of right training and re-training for teachers.
d. Evolving realistic welfare and safety measures for teachers.
e. Institution of target-based educational system.

f. Promotion of balanced emphasis on students' satisfaction-based quality service delivery.
g. Continuous organization of orientation workshops and programmes for teachers and schools management team.
h. Effective performance measurement criteria should be evolved for teachers appraisal on periodical basis.
i. Introduction of technology-based teaching methods.
j. Reducing tendencies of redundancy in schools to the barest minimum.

Monk (1992) cited in Dara (2006) advocates that the study of productivity in education be conducted by looking at the properties of classrooms. Monk noted that productivity in education has been greatly hampered by many by focusing solely on the contributions of teachers while underestimating the expected central role played by students in generating educational outcomes. A better understanding of productivity in education also requires much more attention to what students think and do.

2.2 Teachers Timely Work Attendance and Improved Minimum Wage Package

According to Adelabu (2005), periodical review of school records usually indicate that teachers hardly come to school late. However, teachers and school Principals and Head masters/mistresses are known to frequently doctor these records. A case of teachers who arrived late to school but signed the timesheet as arriving on time, is a typical example. He noted that weak school management in many schools means that it is difficult for the problem of teacher absenteeism to be properly addressed. Oni, Nwajiuba and Nwosu (2017) note that such indescent acts appear to have worsened governments' position concerning the productivity of teachers. According to the trio, government has always accused teachers of negligence, laziness, lack of dedication and zeal to work, arguing that teachers' level of efficiency and effectiveness does not necessitate the constant request of Union leadership for improved minimum wage package in the form of salary increase, incentives and other working conditions.

Obineli (2013) however points out that any educational organizations where teachers are exposed to experience a higher level of job satisfaction, negative occurrences as complaints, grievances, absenteeism, low turnover and possible resignation/termination of appointments among teachers, the prevalence of the aforementioned incidences are likely to be reduced to the barest minimum, paving room for commendable boost and improvement in punctuality, teachers' morale, and consequent increase in teachers quality of work output/productivity. Onyali and Modebelu (2016) concur to this sressing that employee motivation is usually seen as the force and reason that inspire employees to engage in their work timely and as at when due. They however regret that teachers seem to have been receiving their salaries not as at when due; in most cases salaries are received in arrears of four to five months.

2.3 Theoretical Review

The study was anchored on the McDregor X & Y theory and McClelland's Need Achievement Theory.

2.3.1 McGregor's X and Y Theories

Theory X and Y theories were propounded by McGregor Douglas in 1960. The models categorize employees as belonging to one of two groups based on two sets of assumptions. Theory X assumptions take a negative perspective of people: People can have "an inherent dislike for work and avoid it if possible; because of this, they must be coerced, controlled, directed and threatened with punishment to make them work. They prefer to be directed, avoid responsibility, have little ambition, and want security". Theory Y assumptions take the opposite view. External factors or any threats from outside may not be the sole influence for exerting effort. Workers or people can exercise caution and discipline to have objectives achieved but the hunger in their desire to commit to objectives is dependent on how big are the rewards as assigned to that kind of achievement. Under normal circumstances, people can adapt to seek responsibility and not only accept it. Applying these assumptions to a school environment, one could argue that two of the main causes of dissatisfaction among teachers are working for many years with core needs pending and unmet due to lean wage pay.

The management implications for Theory X workers are that, to achieve organizational objectives, rewards of varying kinds are likely to be the most popular motivator. The challenge for management with Theory Y workers is to create a working environment (or culture) where workers can show and develop their creativity (Yudhvir & Sunita, 2012). On the other hand, a situation whereby teachers in a given State are paid monthly wage less than the minimum wage paid to their colleagues in other non oil producing States is a major drawback to the educational system from the benefits of theory Y. The second main reason could be derived from a situation where a teacher has to deal with a strict and inconsiderate management. For example, a principal or head master/mistress who is coercive or overly directive and does not appreciate the efforts of teachers or never delegates or allows teachers to make independent decisions, places his teachers in the category of theory X.

2.3.2 McClelland's Need Achievement Theory

This theory of needs focuses on three needs namely achievement, power, and affiliation. The need for achievement emphasizes on the drive to excel, to achieve in relation to a set of standards, to strive to succeed et cetera. The need for power looks at the need to make others behave in a way that they would not have behaved otherwise. The need for affiliation focuses on desire for friendly and close interpersonal relationships. Achievement theories propose that motivation and performance vary according to the strength of one's need for achievement (Ramlall, 2004).

McClelland's need achievement theory postulates that some people are driven to success through seeking "personal achievement rather than rewards themselves" This theory is readily applicable to academic environments and explains why some teachers are high achievers despite the difficulties they face: they set for themselves high goals and achieving these goals is what drives them.

2.3 Empirical Related Studies

In Anambra State, Obineli (2013) carried out a survey investigation to examine Teachers' Perception on Factors Affecting Job Satisfaction in Ekwusigo Local Government Area. A total of 140 teachers were sampled by the research. Outcome of the z-test analysis conducted showed that there was no significant difference between male and female teachers in their perception of salary as a factor affecting job satisfaction, implying that both gender group viewed salary as a prima facie for job satisfaction.

In Kano State, Bello and Jakada (2017) sampled 375 secondary schools teachers with the intent to examine the relationship between monetary reward and teachers' performance. Although the research had high expectations, it ended up presenting a proposal.

In Ogun State, Uwannah, Eteete and Mark (2019) examined the contribution of work environment and compensation to the productivity of teachers. A total of 285 teachers were sampled from private and public primary and secondary schools in the State. Their multiple regression analyses output revealed that although there is a significant combined contribution of work environment and compensation on teachers' productivity, only a significant relative contribution of compensation to teachers' productivity.

In Ekiti State, Onaolapo, Olajiga, and Onaolapo (2019) in a descriptive survey study of 792 samples comprising Principals and teachers of selected secondary schools, examined family satisfaction and job satisfaction as correlates of teachers' job performance. Findings obtained from relevant analyses carried out showed that there was a significant relationship between job satisfaction and job performance in Ekiti State. It was also discovered that there was a significant relationship between family satisfaction and job performance.

Okeke, Nwele and Achilike (2017) in a descriptive study sampled 557 civil servants in Anambra State to examine the impact of effective wages and salary administration on civil service productivity in Nigeria. Using Chi-square (X^2) and T- test statistical tools, the study found that employees need effective salary and wages administration to achieve high productivity in the civil service.

In Anambra State, Eboatu and Ozigbo (2015) conducted a descriptive survey study on 72 respondents comprising secondary schools Principals, their Vice-principals, Administrators at the Post Primary School Services Commission (PPSSC) and Administrators at the State Universal Basic Education Board, to

determine the problems that militate against proper admission, recruitment, training and retention of qualified teachers and the prospects for improved teacher performance in Aguata Local Government Area. Using meaning rating technique, the study found out that that teachers are not motivated by their principals through merit awards and other incentives, especially those teachers posted to schools in rural areas.

In Alwa Ibom State, Ukpong and Uchendu (2012) in a survey study investigated the influence of motivational strategies on teachers' teaching performance in public secondary schools in Uyo – Urban. Randomly sampling 360 teachers in 18 public schools in the Area, the study's ANOVA analysis revealed that motivational strategies had significant influence on teachers' work performance.
In Anambra State, Onyali and Modebelu (2016) examined regular payment of salaries as an index of secondary school teachers' effective attendance to classes. A sample of 445 teachers were obtained from 22 government owned secondary schools in Awka South Local Government Area. The study found out that there was a positive and a higher significant relationship between the regular payment of teachers' salaries at the end of every month and teachers' attendance to classes while a high negative but significant relationship between payment of teachers' salaries two weeks after the end of the month and teachers' attendance to classes was observed.

2.3.1 Gap In Knowledge

Closer look at prior related studies reviewed show that most of these studies were not directly centred on improved minimum wage package and its possible effect on teachers' productive attitude. Studies such as Eboatu and Ozigbo (2015), Okeke, Nwele and Achilike (2017), and Obineli (2013), all emphasized on factors affecting teachers job satisfaction, effective wages and salary administration on civil service (not teachers) productivity, and problems that militate against teachers performance respectively.

3. MATERIAL AND METHOD

The descriptive survey research design also known as exploratory research design was adopted in this study. This type of research design permits the examination of opinions of a selected group of people on a subject matter towards obtaining valid responses by means of a chosen instrument such as structured questionnaire, interviews et cetera. Thus, a 5-point likert scale structured questionnaire was deployed as the research instrument for collation of responses data. Data responses obtained from the one hundred and fifty four (154) teachers out of the two hundred (200) sampled in forty (40) primary and secondary schools in Amawbia, Awka, Ezinato, Isiagu, Mbaukwu, Nibo, Nise, Okpuno, and Umuawulu; all in Awka South Local Government Area of Anambra State, Nigeria were analyzed with the aid of Pearson Correlation and Multiple regression statistical tools.

The dependent variable of this study was Teachers productive attitude, and this was represented with two (2) proxies such as readiness to work overtime and timely attendance to work while the independent variable, improved minimum wage package, was proxied with absenteeism reduction, other unknown factors, unmet Teachers needs, and Teachers other income sources

Specified model: $TTWA = \alpha + B_1AR_1 + B_2OUF_2 + B_3UTN_3 + B_4TOIS_4 + \mu$
Where:
TTWA = Teachers Timely Work Attendance
AR = Absenteeism Reduction
OUF = Other Unknown Factors
UTN = Unmet Teachers Needs
TOIS = Teachers Other Income Sources
α - Constant
μ - error term
$B_1 – B_4$ - Coefficients of the Independent Variables

4. RESULT AND DISCUSSIONS

4.1 Hypothesis One

Using the Multiple Regression Analytical (MRA) technique, data responses to four (4) dimension variables to the independent variable- new minimum wage payment such as Absenteeism Reduction, Other Unknown Factors, Unmet Teachers Needs, and Teachers Making Money Elsewhere, were tested in order to appreciate the quality of predictive contribution made by each of them in explaining Teachers timely attendance to school.

H_o: Improved minimum wage package does not positively boost teachers' timely attendance to work.

Shown below is the analyses outcome of hypothesis one test carried out:

Table 2: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	
					R Square Change	Sig. F Change
1	.342[a]	.117	.093	1.06240	.117	.001

a. Predictors: (Constant), Teachers Making Money Elsewhere, Absenteeism Reduction, Unmet Teachers Needs, Other Unknown Factors
Source: IBM SPSS ver 23 Output

Table 3: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.267	4	5.567	4.932	.001[b]
	Residual	168.174	149	1.129		
	Total	190.442	153			

a. Dependent Variable: Teachers Timely Work Attendance
b. Predictors: (Constant), Teachers Making Money Elsewhere, Absenteeism Reduction, Unmet Teachers Needs, Other Unknown Factors
Source: IBM SPSS ver 23 Output

Table 4: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.992	.462		4.309	.000
	Absenteeism Reduction	.390	.095	.336	4.121	.000
	Other Unknown Factors	-.002	.082	-.002	-.026	.979
	Unmet Teachers Needs	.013	.075	.013	.166	.868
	Teachers Making Money Elsewhere	-.052	.091	-.046	-.569	.570

a. Dependent Variable: Teachers Timely Work Attendance
Source: IBM SPSS ver 23 Output

Table 2- *Model Summary* readily indicates that R square was .342 (adjusted R Square stood at .117) implying that 34.2% variation in the Teachers Timely Work Attendance (dependent variable) attitude in the private and public Primary and Secondary Schools sampled in Awka South Local Government Area of Anambra State was explained by Absenteeism Reduction, Other Unknown Factors, Unmet Teachers Needs, and Teachers other income sources. (independent variables). This means that there abound about 65.8% other factors that require close consideration by the government and Employers in the educational sector if teachers attitude to

Timely Work Attendance was to be positively addressed. Also, the 'Sig or p-value' which stood at .001 (less than 0.05) shows that the model is statistically significant and fit for use in this study.

4.1.1 Decision and Implication of the finding

Accept the alternate hypothesis if *F-critical value* is greater than (>) *F-table value*, otherwise, reject and accept the null hypothesis.

Using the degree of freedom (df) statistics in Table 3 (ANOVA table), we look up 149 under 4 in the F table at 5% level of significance. Since the F-critical value = 4.932 is greater than (>) the F-table value- 2.42, we accept the alternate hypothesis, and that means improved minimum wage package will positively boost teachers' timely attendance to work. The implication is that government's commendable consideration and implementation of better new minimum wage will also provide a justifiable platform for relevant authorities to restore sanity into the educational system thereby possibly reducing the unhealthy attitude of absenteeism or lateness to school among teachers to the barest minimum.

This also agrees with the finding made by Obadara (2014) who found out that teachers performance incentives aligned positively with teachers attendance to school and increased teachers' efforts. This finding is supported by McClelland's Need Achievement Theory

4.2 Hypothesis Two

Using the Pearson Correlation statistical tool, the data responses received through the structured questionnaire distributed towards testing the relationship between the new minimum wage payment of N30,000 and Teachers readiness to work overtime in selected Schools in nine (9) communities in Awka South Local Government Area of Anambra State were analysed.

H_o: There is no significant relationship between improved minimum wage package and teachers readiness to work overtime in school.

Given below, is the tabular result of the hypothesis testing conducted:

Table 5: Pearson Correlations Result

		New Minimum Wage Payment	Teachers Willingness to Work Overtime
New Minimum Wage Payment	Pearson Correlation (r)	1	.126
	Sig. (2-tailed)		.121
	N	154	154
Teachers Willingness to Work Overtime	Pearson Correlation	.126	1
	Sig. (2-tailed)	.121	
	N	154	154

*. Correlation is significant at the 0.05 level (2-tailed).

Source: IBM SPSS ver 23 Output

The correlation coefficient (r) represents both the strength and direction of the relationship. At 5% or 0.05 level of significance, the spearman correlation result above in Table 5 indicates that there is positive relationship between New Minimum Wage Payment and readiness of teachers to work overtime (Correlation Coefficient = 0.126) though the strength of such relationship is small and weak (r is between 0.10 and 0.29).

4.2.1 Decision and Implication of the finding

Accept the null hypothesis when p-value > 0.05 signifying that there is no statistical significant relationship between the two variables under consideration; otherwise, decline the null hypothesis and accept the alternate hypothesis (p-value < 0.05). Since p-value (Sig) = 0.121 is greater than 0.05, we reject the alternate hypothesis and accept the null hypothesis and this means that there is no statistical significant relationship between improved minimum wage package and teachers readiness to work overtime in school.

The implication is that failure of the government to make provisions for compensation packages in respect of overtime hours could lead to non attainment of sensitive targets that run beyond work hours in schools. Schools preparation for WAEC examinations is a typical example.

This is more as this relationship has earlier been noted to be weak in strength implying that classroom teachers in sampled schools in Awka South Local Governent Area of Anambra State are possibly exposed to overtime work hours without any form of financial motivation or compensation to that effect. Ileka and Muogbo (2020) and Onoriode (2001) discovered that increased wages, cash bonus, fringe benefits and monetization of fringe benefits had significant positive effect on employees productivity. This finding is supported by Theory X.

5.CONCLUSION AND RECOMMENDATIONS

The issue of minimum wage formulation and implementation in Nigeria has continued to linger unattended to the disadvantages of State and private owned educational institutions. In other words, teachers welfare have been largely ignored over the years with employers often hypocritically quoted as saying that 'teachers reward is in heaven'. Indeed, the implementation of new minimum wage policies has been unfair to teachers at federal, State and private schools establishments. While it is now an established fact that the N30,000 new minimum wage policy of President Muhammed Buhari is yet to be implemented among teachers in sampled schools in Awka South Local Government Area of Anambra State, most of the teachers sampled cried out that State government and private schools Employers do not take the welfare of teachers serious

The non-motivational attitude of the State government to the plight of the teachers is believed to have also negatively affected teachers willingness to work overtime in school where the need arises. At few occasions where such efforts is made by some teachers, it is considered a product of passion for the work, not necessarily as a result of the wage paid which is generally poor. Given the above observations, it is worthy to state that sampled teachers productivity in Awka South Local Government Area of Anambra State is explicitly sacrificial and not as a result of wage paid to them by the State government or Employers of private owned schools studied. Thus, it is concluded that the poor wage currently paid to teachers cannot really stimulate and lead to the desired productivity expected from teachers in the classroom.

The study therefore recommends that there is need for teachers to be assured that their monthly wage will be reviewed upward and higher by the government from time to time in order for them to minimize their attitude to keeping multiple jobs or taking up two or three teaching jobs which in most cases undermine their attendance and quality input to each job.

It further recommends that government and owners of private schools should come up with a separate but reasonable compensation package(s) for settlement of substantial overtime work hours incurred by teachers while discharging their duties.

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APPENDIX I: Structured Questionnaire
SECTION A: Personal Profile
Instruction: Kindly *tick the option that best expresses your opinion*

i. ***Gender***: Male ( ) Female ( ).
ii. ***Sector of Employment:*** Public sector ( ) Private sector ( )
iii. ***Teaching Experience***: 1–5 years ( ) 6–10 years ( ) 10 years & above ( )
iv. ***Qualification(s)***: NCE ( ), NTI ( ), B.ED ( ), M.ED ( ), Others_____

SECTION B: Questions
OPTIONS: Very True (VT), True (T), Don't Know (DN), Not True (NT), Very Not True (VNT)
How will improved new minimum wage package boost teachers timely attendance to work?

S/N	Questions	VT	T	DN	NT	VNT
1	N30,000 minimum wage promotes Teachers early attendance.					
2	Paying new minimum wage will reduce Teachers absenteeism					
3	Other unknown factors cause Teachers late attendance to school.					
4	Unmet Teachers' needs influence their daily early-to-work attitude.					
5	Absenteeism in school means Teachers are making money elsewhere.					

Source: Researchers' concept

What is the extent of relationship between new minimum wage payment and teachers willingness to work overtime in school?

S/N	Questions	VT	T	DN	NT	VNT
6	Teachers work overtime because of other bonuses paid to them					
7	Employers/State government pay for overtime hours in school.					
8	With N30,000 wage payment, Teachers will willingly work overtime.					
9	Passion for work makes Teachers work overtime, not the wage paid.					
10	Overtime work hours is part of Teachers' condition for service.					

Source: Researchers' concept

APPENDIX II: Data Responses
Question 1: N30,000 minimum wage promotes Teachers early attendance.
Table 6: Teachers early attendance influenced by new minimum wage

		Frequency	Percent
Valid	Don't Know	16	10.4
	Very Not True	5	3.2
	Not True	69	44.8
	True	39	25.3
	Very True	25	16.2
	Total	**154**	**100.0**

Source: IBM SPSS ver 23 Output

Question 2: Paying new minimum wage will reduce Teachers absenteeism
Table 7: New minimum wage reduces Teachers absenteeism level

		Frequency	Percent
Valid	Don't Know	7	4.5
	Very Not True	4	2.6
	Not True	44	28.6
	True	69	44.8
	Very True	30	19.5
	Total	**154**	**100.0**

Source: IBM SPSS ver 23 Output

Question 3: Other unknown factors cause Teachers late attendance to school.
Table 8: Teachers late attendance caused by other factors

		Frequency	Percent
Valid	Don't Know	15	9.7
	Very Not True	8	5.2
	Not True	11	7.1
	True	89	57.8
	Very True	31	20.1
	Total	**154**	**100.0**

Source: IBM SPSS ver 23 Output

Question 4: Unmet Teachers' needs influence their daily early-to-work attitude.
Table 9: Teachers pending needs influence attitude to work attendance

		Frequency	**Percent**
Valid	Don't Know	17	11.0
	Very Not True	6	3.9
	Not True	36	23.4
	True	61	39.6
	Very True	34	22.1
	Total	**154**	**100.0**

Source: IBM SPSS ver 23 Output

Question 5: Absenteeism in school means Teachers are making money elsewhere
Table 10: Teachers absenteeism due to money making elsewhere

		Frequency	**Percent**
Valid	Don't Know	20	13.0
	Very Not True	32	20.8
	Not True	75	48.7
	True	19	12.3
	Very True	8	5.2
	Total	**154**	**100.0**

Source: IBM SPSS ver 23 Output

Question 6: Teachers work overtime because of other bonuses paid to them
Table 11: Other bonuses stimulate Teachers overtime work

		Frequency	**Percent**
Valid	Don't Know	5	3.2
	Very Not True	34	22.1
	Not True	63	40.9
	True	34	22.1
	Very True	18	11.7
	Total	**154**	**100.0**

Source: IBM SPSS ver 23 Output

Question 7: Employers/State government pay for overtime hours in school
Table 12: Overtime Hours in school are paid for

		Frequency	**Percent**
Valid	Don't Know	11	7.1
	Very Not True	49	31.8
	Not True	83	53.9
	True	7	4.5
	Very True	4	2.6
	Total	**154**	**100.0**

Source: IBM SPSS ver 23 Output

Question 8: With N30,000 wage payment, Teachers will willingly work overtime
Table 13: New minimum wage payment motivates Teachers overtime work

		Frequency	**Percent**
Valid	Don't Know	13	8.4
	Very Not True	21	13.6
	Not True	56	36.4
	True	42	27.3
	Very True	21	13.6
	32.00	1	.6
	Total	**154**	**100.0**

Source: IBM SPSS ver 23 Output

Question 9: Passion for work makes Teachers work overtime, not the wage paid

Table 14: Teachers passion for work responsible for overtime work

		Frequency	**Percent**
Valid	Don't Know	11	7.1
	Very Not True	5	3.2
	Not True	26	16.9
	True	50	32.5
	Very True	62	40.3
	Total	**154**	**100.0**

Source: IBM SPSS ver 23 Output

Question 10: Overtime work hours is part of Teachers' condition for service

Table 15: Overtime work is part of Teachers service description

		Frequency	**Percent**
Valid	Don't Know	13	8.4
	Very Not True	38	24.7
	Not True	73	47.4
	True	21	13.6
	Very True	9	5.8
	Total	**154**	**100.0**

Source: IBM SPSS ver 23 Output