

Coping Strategies of Today's Public Secondary School Teachers, Ogun State, Nigeria

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Abstract

The study aimed at investigating the coping strategies adopted by public secondary school teachers in Ogun State, Nigeria. Today, Nigeria's macro-economic factors ranging from inflation and the inability of the government to reward teachers adequately may have precipitated teachers to engage in other activities for additional income. The study was anchored on Equity Theory propounded by Adams which explains fairness in terms of the treatments of employees in the workplace. The study adopted a qualitative method to elicit information on challenges faced and reasons why teachers moonlight. Key Informant Interviews (KIIs) and In-depth Interviews (IDIs) were conducted for both the ASUSS unions and retired school principals in Ogun State. Data generated were transcribed and content-analyzed. The findings indicated that teachers were dissatisfied with their jobs thereby resorting to other activities which included anchoring events which are popularly known as masters of ceremonies in social events in weddings and coronations. The study recommended that there be a need to increase the pay packages for public secondary school teachers to make the education and teaching profession lucrative in to discourage teachers from moonlighting.

Keywords: coping strategies, moonlighting, Ogun State, public secondary teachers, teaching

Introduction

Teachers are crucial when it comes to eradicating illiteracy in any given country. It is quite disheartening that today's teachers are dissatisfied with their jobs given their meager remuneration, (Kazeem, 1999). The teachers are quite central to quality educational development in any society. Ironically, teachers are seen as the last resort in translating government policies into reality. Besides, teachers perform numerous roles and functions in the school system towards effective teaching, learning, and process.

Ajayi and Ekundayo (2010), posit that the functions of teachers entail impartation of knowledge into students, providing explanations, emancipating students from corridors of ignorance and liberating people from mental slavery. The teachers are seen to keep people informed, directing, administering, and unifying groups which make up students to relate to him and others effectively by clarifying and imbibing attitudes, etiquette, morals and beliefs. Given all these roles which teachers are saddled with to perform, the issue bordering on teachers' job satisfaction becomes pertinent to the growth and development of education in Nigeria. The teacher's satisfaction is key to their job commitment simply because the feeling of fulfillment or enjoyment that a particular employee derives from his or her work in the workplace plays a substantial role in discharging their duties.

Arising from the foregoing, Bawalla and Nafiu (2018), have aptly demonstrated that today's teachers are not adequately rewarded and have claimed that there they are underpaid unlike their counterparts in other sectors of the economy such as health, and telecommunication in Nigeria.

Probably this may have contributed to the fact that many of today's public secondary school teachers now engaged in other secondary jobs for additional income to take care of their immediate needs or perhaps home front and while still holding on to their primary jobs. The resultants of these outcomes often lead to a lack of job commitment of public secondary school teachers, lateness to work, divided loyalty, redundancy at work, and the unwillingness of teachers to prepare lesson notes (Bawalla and Nafiu, 2018). Also, literature has demonstrated that the present's day teachers are not as proficient and committed to their jobs compared to the teachers in the 80s and early 90s' teachers respectively. This is evident in the fact that between 2009 and 2016, the public secondary school teachers who were affiliated to the Nigeria Union of Teachers (NUT), went unabatedly on wildcat strikes in February 2009, October 2009, September 2012, October 2013, January 2015 and October 2016 (Bawalla and Nafiu, 2018). Thus, it can conclude that the majority of the present day's teachers are dissatisfied with their jobs as well as with the negligence of the state government which has led to intermittently closing down of schools.

It is lucid that teachers working at the state-level are confronted with a lot of challenges and it is obvious that these teachers will want to look for alternatives and options in finding solutions to their present challenges. This is the factor responsible for teachers embarking on a series of incessant strike actions in recent times. The factors are responsible for the teachers' plight range from poor remuneration for secondary school teachers, lack of incentives, delay in payments of salaries and wages, unfavorable or unhygienic work environments, poor staff welfare packages, non-remittance of cooperative deductions on the part of the government, lack of cooperation on the



part of the parents and inadequate infrastructural facilities which include laboratory equipment (Ogunlade, 2011). Amid all these problems encountered by public secondary school teachers in Ogun State, the issue of their coping strategies necessitated looking for other alternatives and options to meet their present demands knowing fully that they have people, families, and relatives relying on them. The adverse effect of all these is that teachers resorted to picketing, absenteeism, moonlighting, failure to assess students' work, lack of sense of belonging. These have immensely accounted for examination malpractices by pupils, students, and teachers, teachers' loss of sense of belonging, passiveness on the part of teachers, and failure to cover the syllabus adequately. All of these negatively affected teachers' job commitment (Ogunlade, 2011).

In the light of the challenges confronting the public secondary school teachers as well as the effects posed to students, it becomes crucial to examine the coping strategies devised by public secondary school teachers owing to the difficulties encountered during the strike periods and against the poor remuneration as established by the umbrella body (NUT). In a similar vein, it has been maintained that current change in Nigeria's macro-economic factors such as the high rate of inflation cannot be compared with what we used to have in the last three decades and this is evident in the purchasing power of people who strive to meet up with what the society demands and more importantly, today's standard of living which reflects the challenges that public secondary schools teachers encounter. Hence, given the statement problem, this study aimed at investigating the coping strategies cushioned up by 21st-century public secondary schools teachers in Ogun State, Nigeria.

Objective of the Study

The general objective of the study is to investigate the coping strategies adopted by the 21st-century teachers in Ogun State. To achieve this general objective, the study specifically sought to identify the factors responsible for decision-making processes in resorting to moonlighting. The study aimed to examine the coping strategies adopted by the public secondary school against the challenges confronting them in terms of rewards in Ogun State. This would enhance our understanding in terms of the various ways by which teachers made other means of income.

Literature Review and Theoretical Position

Coping strategy is viewed as the method of dealing with challenges and adversity during tough times. There is no doubt that teachers in the previous decades were highly committed, proficient, and devoted to the teaching profession. Today teachers are very vibrant and they aim high owing to the current change in Nigeria's macro-economic factors such as the high rate of inflation which precipitated teachers to engage in other activities that would augment their monthly income. Similarly, the purchasing power of people who strive to meet up with what the society demanded has declined as well as to cater to their immediate family's needs to maintain a good standard of

living. All these propelled the present crops of teachers to engage in other activities or jobs to have more income to their main sources of income generation. Moreover, in recent times, teachers had demonstrated dissatisfaction with their jobs having embarked on a series of strikes in the last ten years (Adesulu, 2012).

Moonlighting is the main coping strategies of public secondary school teachers in Ogun State. Moonlighting can be described as a process by which people are holding two jobs at the same time. The purpose of this by many workers is to increase their income and have money to cater to their immediate needs. Moonlighting is also defined as having a job with an additional job (part or full time or contract job) elsewhere, without the knowledge of their primary employer. Moonlighting is a kind of side job or dual employment carried out by an employee. According to Betts (2011), the scholar sees moonlighting as a job done to complement the main job income.

A person is moonlighting when he/she is presently on employment payroll in the primary place of work but at the same time has another job to earn more income for upkeep or to maintain his/her standard of living. Ideally, workers who moonlight consider two main issues, the first is employees moonlighting with the approval of their management or organizations and the second is employees that engage in moonlighting without the consent of their organization (this is illegal). The coping strategies of teachers in public secondary schools in Ogun State are majorly teachers engaging in other activities such as engaging in teaching contract in other schools, extra-home lessons, part-time lessons/work, petty businesses, catering services, and so on.

Moonlighting which to teachers are seen as their coping strategies recently had become prominent in the Nigerian public sector, whereby most civil and public servants now engage in more than one job to complement their means of livelihoods as well as to cater to their immediate family's needs. This trend has gradually become a problem on the account of attention to other activities outside one's employment, which can be seen as divided loyalty and has declined the efficiency of public services. Employees do spend extra time doing their extra jobs instead of focusing on their primary tasks.

Theoretical Framework

This study leveraged on Equity Theory propounded by Adams (1963). The Equity Theory is a motivational theory that explains fairness in terms of the treatments of employees in the workplace and why relational satisfaction such as the feelings of employees fair or unfair on the allocation of resources among the interpersonal relationships that exist in the workplace. It is perceived as justice theory for employees in an organization. The theory was developed by Stacy J. Adams in 1963. Adams is a behavioral psychologist in workplace relations, who maintains that employees seek to maintain that their inputs must commiserate with their outputs on the jobs, this simply implies that there must be equity in inputs that an employee brings to his/her job and the outcomes which an employee maintains in the discharge of his/her

duties concerning what the employees perceived on the inputs and outcomes of other colleagues, (Messick and Cook, 1983). The idea of Adams on Equity theory was to make people to be valued and to maintain a fair treatment for employees, which aid workers to be motivated and enjoy fairness and maintain good relationships among co-workers in the organization. The notion of equity in the workplace is premised on basis of input and outcome ratio. The inputs are regarded as the contributions of employees in the organization towards the actualization of goals and objectives.

In applying this theory to the study at hand, the general perception of teachers as regards teachers and coping strategies, can be attributed to Equity Theory. For instance, if a teacher feels that he or she is being underpaid or less-rewarded, this might result in the feeling of being hostile towards the government, students, and perhaps their colleagues at work and it tends to dampen their morale in service delivery in terms efficiency and effectiveness at work, which may result in the teachers' low commitment and satisfaction at work. This perhaps has tremendous effects on the nation's education. In summary, Equity Theory provides theoretical underpinnings on when salaries or fringe benefits of the teachers are not commensurate with workers' efforts. Thus, a teacher tends to resort to unwholesome activities ranging from wildcats strikes, labor turnover, picketing, absenteeism, moonlighting, and among others. Hence, it is glaring that this theory explains issues bordering on the coping strategies adopted by teachers as a result of challenges occasioned by today's teachers in the teaching profession, especially in government-owned secondary schools.

Methodology

The study design was a qualitative research method in nature. It was descriptive in its approach. It adopted a qualitative method of data collection. Qualitative data were generated through (face-to-face) structured interviews with some selected officials of the Academic Staff Union of Secondary Schools in Ogun State (ASUSS) and some selected retired principals of public secondary schools in Ogun State. The ASUSS was the umbrella body for secondary school teachers in Ogun State. The participants for the study were purposively selected and the state was chosen on the justification that Ogun State was listed among the top five states out of the thirty-six states of the federation involved in educational malpractices which included Edo (19.4%), Benue (11.1%), Lagos (8.3%), Enugu (7.1%) and Ogun State (6.8%), (Nigeria Federal Ministry of Education Examination Malpractices Blacklist, 2011). The targeted research participants comprised both males and females of ASUSS officials in Ogun State Branch and retired principals which cut across the three senatorial districts in the state. The methods are qualitative but tools and techniques are KIIs for (4) unions' officials and IDIs were designed for the (4) retired school principals.

The qualitative data obtained through the IDIs and KIIs were analyzed using content analysis and descriptive method. The qualitative data generated were transcribed, sorted and the contents were described and narrated

qualitatively. The participants were purposively selected and ethical considerations were duly observed.

The strategies devised by the public secondary school teachers against the challenges which they encountered are stated as follows:

Based on key informant interviews, the study found that the teachers in Nigeria are disenchanted, embittered, disgruntled, and many of them do complain about their poor remuneration and pay packages, as well as the appalling state of education in the country which has led to series of incessant strikes both at the national and state levels. This implies that public secondary school teachers are dissatisfied and this invariably makes them not to be committed to the teaching profession. Today's teachers will look for other alternatives to find a coping strategy to augment their little earning and during the periods of strikes. Ejiogu, (2000), argued that teachers are curators of yesterday and architects of our tomorrow and in so doing, teachers needs to be adequately taken care of in all their demands because they are seen as the nation-building of any country.

Table 1: The summary report on the strategies employed by the public secondary school teachers in Ogun State

Strategies employed by public secondary school teachers in the state	Academic Staff Union of Secondary School in Ogun State (ASUSS)	Retired Public Secondary School Teachers in Ogun State
The dissatisfaction of teachers in this present era	M	M
Engagement in other jobs/ activities due to poor rewards and salary structures.	M	
Government's inability to pay teachers and owing several months of cooperative deductions	M	M
The poor state of infrastructural facilities as a contributing factor to engage in other jobs		M

Source: Field diary (2018) M-Mention

Participants views on Today's Public Teachers, Secondary Schools Teachers, and their Coping Strategies

The opinion of retired school teachers and executive members of ASUSS have sorted on the views of modern-day public secondary school teachers as well as their coping strategies. Here are the responses from the unions' officials and retired school principal during the IDI's and KII's session. Below are the responses of the participants when asked about whether modern day's public secondary school teachers are satisfied or dissatisfied? Here are the responses of the participants;

I can tell you that majority of we teachers are not happy

with our employer. I as a person towards the tail end of my career, I wasn't proud of this profession because the system wasn't functioning as expected and as a result, you cannot expect the best from me. (Female, Retired Principal, 2018)

In the past, we had good administrators who were in charge of managing and inspecting teachers in various schools with strict compliance. Nowadays, most officials neglect their activities in monitoring exercise but rather go out to the field and extort schools teachers and principals. All they ask is "nkan alejo wa nko" meaning "where is our entertainment gift" (Male, ASUSS Official, 2018)

Teachers need to be rewarded adequately well with respect to how other teaching professions are rewarded globally. Most of the rewards for us (teachers) are on paper and not implemented. For instance, the TSS agreement reached in the year 2008 with Nigeria Governors Forum is yet to be implemented; this alone makes me to be sad and demoralized and not committed to work. Teaching is a noble profession in which teachers are expected to be honored having served diligently. (Female, Retired Principal, 2018)

I can tell you that one of the reasons why today's teachers engaged in other activities is simply the government not employing appropriate people for the teaching profession. The government prefers to recruit non-teaching qualification or perhaps those that have not gone through colleges of education but rather see teaching as a temporary job. These categories of teachers are in most cases engaged in other activities like catering services hairdressing, and tailoring business. (Female, Retired Principal, 2018)

On the aspect of assessment of modern-day teachers, the participants of the study were of the view that teachers were dissatisfied with both financial and non-financial rewards. Armstrong (2009) maintained that rewards are very powerful in bringing out the best in employees. This equally corroborates Mullins (2002), who asserts that a worker tends to be committed to his job when given or granted the highest possible wage and salary. On the aspect of the categories of the teaching profession, according to the provisions of the Teacher Registration Council Act (2004), suggested that the NCE is the minimum requirement as the baseline for teaching in Nigeria which has been in practice since 2006. Thus, the categories that are entitled to the teaching profession included holders of Ph.D in Education or Ph.D in other fields plus Education, holders of Master's Degree in Education or Master's degree in other fields plus Education, holders of Bachelor's degree in Education or Bachelor's degree in other fields plus Education and holders of Nigerian Certificate in Education (NCE) or equivalence. The implication of this is that recruited teachers without educational qualifications will invariably have an effect on student's academic performance and this tends to be a problem for the entire society.

The study also sought to know whether public

secondary school teachers engage in other jobs/activities due to poor rewards and salary structures. Here are the views of the participants;

Then, I augment by conducting extra lessons and doing home lessons for some selected parents who are interested in extra lessons for their wards. And I know some of my colleagues engaged in petty trades in their various homes just to ensure that they have additional money to their salary. As a language teacher, I do engage in various programs like doing MC in social events, engagement ceremonies of wedding, house warming, coronation ceremonies, (Female, Retired Principal, 2018)

During the strike actions, I can cope because there will be an announcement and prior notice by our union. And to that effect, I prepared adequately by ensuring that food items are stored at home. And during this period, I expect the worst might happen because the government may later come up with the principle of 'no work no pay. (Male, ASUSS Official, 2018)

I have adjusted to the poor rewarding process and am sure most of my colleagues also did. I am used to half salary. I have already tailored my spending towards half salaries. (Female, ASUSS Official, 2018)

From the above response of the participants, in which the researcher attempted to investigate why public secondary school teachers engaged in other jobs, responses from the KIIs and IDIs revealed that lack of adequate rewards is responsible for the attitude of teachers why they engaged in other activities. The views of the participants of the study supports Saxon (2015), who argues that, in the name of cost increases, many employees seek more financial opportunities. The increase in finances and profits earned from making moonlighting can also solve the debts faced by employees. Employees with two jobs had a higher commitment and they were also productive workers in their organization, (Vermeeren, 2016). Also, public secondary school teachers engaged in moonlighting given the fact that the teachers would receive additional structural incentives and payments to their pay packages. This still bores to the fact that teachers are not adequately remunerated; the issue of rewards for public secondary school teachers have become more worrisome in recent time in the State as this have drastically affected the trio of students, teachers and government. Though the students are the worst hit whenever teachers embarked on strike in a bid to press home their demands on the government because no academic work in school, and with this students are unable to finish up with the school syllabus, etc.

Arising from the above on why rewarding teachers tends to be the major issue and main challenge for public secondary school teachers, the study inquires more on what could be the reason for the inability of the government to pay teachers and why owing several months of cooperative deductions by government. Here are the participant's views;

Well, the excuse the government always claims is a lack of

paucity of funds. Imagine insufficient funds for teachers, it shows our government not serious with education. What do you expect from a government that devoted less than 10% budget on education? Most of us who are teachers can't cope any longer. Most teachers went as far as to borrow money from friends and relatives, etc., Single parents are mostly affected; female teachers do get assistance from their partners. The situation is more serious when both parents are teachers. In a nutshell, it has been God all the way. (Male, Retired Principal, 2018)

To the best of my knowledge and from what I heard within the ministries, it is a lack of funds. And the State has a lot of massive project across the three senatorial districts which make it difficult for the government to meet the demands of the teacher, but all in all, I see it has a misplaced priority, what is more important than education in society. Globally, teaching is a noble profession that people embrace. I may also need to add this, because of the nature of our jobs, there is no way of coping than a way of suffering. As a teacher, we see all these as challenges, out of my monthly salary; a larger percentage is kept in the cooperative for a project. We continue to drink garri and water; we continue to suffer under the abode of our various comfort zones (Female, Retired Principal, 2018)

As a member of the union, and in one of the meetings held with the government representatives, the government claimed that there was a shortfall in resource allocation to Ogun State from the federal government, which made it difficult for the government to meet its obligation on the citizens. With the state government owing several deductions, it is only a survival of the fittest, as I'm talking to you, as at the last count together at the presence of the Ogun State Honorable Commissioner of Education Science and technology between October 2015 and January 2017, we have recorded 32 deaths among our public secondary school teachers. We continue to suffer in silence and teachers' children are being pulled out of higher schools. Whether you are jumping from 3 or 4 storey building, those that will survive will still survive. But I can confirm to you that teachers are dying day in day out. It's only the grace of God that keeps most of us alive. Politicians are professional liars as of today; the state government owes us 11 months of cooperative deductions. Deductions are union dues, cooperative deductions and teachers' pension contributions schemes which have now accumulated to 69 months. Our money being deducted from the salaries are not remitted to the pension scheme. (Male, ASUSS Official, 2018)

From the participants' points of view on the inability of the government to pay teachers and why owing several months of cooperative deductions by government, the findings revealed that there a drop from the monthly subventions received from the federal government, however, this support Taylor (2016), who opines that Ogun State allocation dropped tremendously and that the state has lost over 60% of statutory allocation owing to the financial meltdown being experienced in the country. In

an attempt to find a solution or perhaps one of the coping strategies devised to cushioned-up by the teachers given the failure of the government to remit teachers' deductions in respect of cooperative as at when due. The views of the participants on the government's inability to pay teachers and owing several months of cooperative deductions are in tandem with the position of NUT journal as stated in NUT Study Guide Circle (2011), on the roles of the Nigeria Union of Teachers which stipulated that NUT caters for educational interest and welfare of teachers and more importantly, ensures a viable financial base for the congress and engaged in profitable ventures' to assist members who are in need, most especially, during the period of hard times. To buttress this, Akinmiluyi (2012), demonstrates that it was the duties of the union to support its members with welfare packages, to help in improving the quality of teachers' work-life and balancing which include the provision of mutual funds, credit facilities via cooperatives for housing loans, cooperative shops and malls, social and cultural programs, health facilities, empowerment and training programs for women which will serve as supplements towards their families' incomes.

The participants were asked to comment on whether the poor state of infrastructural facilities could be seen as a contributing factor to why teachers engaged in other jobs. The participants describe the situation thus;

The state of infrastructural facilities in most secondary schools is in a state of despair. Go to our various secondary schools across the state, students sit on the floor. Even in most of the sensitive schools that parents are rushing their wards to attend, the facilities there are obsolete and aside from that, all the classes are overcrowded. (Female, Retired Principal, 2018)

The facilities are in a poor state, no windows, most roofs of classes are seriously leaking. I'm referring to schools within the urban centers, talk less of the schools in the rural areas. Infant, I can confirm to you that most schools in the remote or situated in the rural areas lack laboratory equipment and other essential equipment needed in our schools. (Female, ASUUS Official, 2018)

The government that has not even done well in the aspect of giving running costs to the public secondary schools, talk less of commenting about the state of infrastructural facilities in our secondary schools, I can confirm to you that for the past six terms, schools have not been given any running *costs and the government is claiming to be running free education*. Where will principals get money to buy chalk, register, files and diary for students and no principal dare to send any students out of school because the government is claiming to be running free education policy, where then lies the truth? That is why you are seeing parents withdrawing their wards away from public secondary schools and putting them in private schools; it's simply because of the decadence in our public secondary schools' infrastructural facilities. (Male, ASUSS Official, 2018)

It is no doubt that the state of infrastructural facilities in Nigeria public schools is in deplorable condition. The incessant strikes across the length and breadth of the

country are alarming and the unions in the educational sector are always clamoring for good facilities in Nigeria public schools. The participants' views on infrastructural facilities in the various secondary schools in the state justify the views of Adebeyeje (2000) and Emetarom (2004), on school s' facilities which are the physical and spatial enablement of teaching and learning which will bring about the desired goals and conducive environment for learning to take place. School facilities serve as pillars of support for effective teaching and learning. Ige (2013), views school facilities to include permanent such as machinery, laboratory equipment, blackboards, teachers' tools, and other equipment. The management of school facilities depends on adequacy, provision of having good quality, and the will of the commitment of people in charge of the educational system in the schools. Akinsolu (2004), confirms that the educational curriculum should be well managed by qualified people and this should be well operated and maintain towards having good school facilities.

Discussion of Findings

It has been revealed in the literature that coping strategy helps to deals with employees' challenges and adversity during their tough times. All have not been well with public secondary schools teachers in Ogun State and in so doing the state teachers devised a method to make an additional income to their primary job and this has been attributed to the current macro-economic factors majorly the high rate of inflation in the country. The teachers deemed it fit that there is a need to augment their income, the reasons for this are majorly since that teachers see themselves has been underpaid and this has led to series of incessant strikes in the state. The public secondary school teachers who are affiliated with the Nigeria Union of Teachers (NUT) embarked on strike in February 2009, October 2009, September 2012, September 2012, October 2013, and October 2017 (Bawalla & Nafiu 2018). The agitations of the teachers were in line with the participants response to other activities teachers engaged in to meet up with their demands by engaging in extra lessons during break time, petty trades and business, masters of ceremonies in social events like birthdays, weddings, and naming ceremonies, etc. The consequences of public secondary school teachers have a tremendous effect on the teachers' job commitment and this evident in the aspect of teachers not preparing lessons notes promptly, divided loyalty on the side of teachers, redundancy at work, teachers' loss of sense of belonging, passiveness on the part of teachers and failure to cover the syllabus adequately. The outcome from the participants revealed the poor state of infrastructural facilities which are in a despairing and deplorable condition which paved way for teachers to moonlight.

The equity theory by Adams (1963) is a motivational theory that attempts to explain fairness in terms of the treatments of employees in the workplace and the relational satisfaction of employees' feelings whether is fair or unfair in the allocation of resources as well as interpersonal relationships that exist within the workplace. The idea behind the theory was premised on basis of input

and outcome ratio. The theory further explains that an employee's inputs at work must correlate with his output. The teachers in public secondary school feels that there is inequality in their rewards and thus paved way for most of them to moonlight by finding a way out and thereby prompted the coping strategies to be devised in other to meet up with their pressing demands. For instance, the teachers feel that they are underpaid or less rewarded compared to their counterparts in the Health sector, the outcome of the teachers feelings might be hostile towards the government, students, and society at large which will invariably dampen the morale of the teachers in service delivery and may result in teachers low commitment and satisfaction at work.

Summary of Strategies Employed by Teachers Against Rewards

The participants revealed some activities and strategies by public secondary school teachers towards meeting their ends meet for survival in society. Given the palliative measures for teachers' survival, were conducting extra lessons and home lessons for interested parents for their wards, loans from friends, family, relatives, and cooperative societies; adjustment of spending with the little salaries (management); and MCs in social events. On the accounts of these strategies, it can be established that many public secondary school teachers engaged in other jobs aside from their primary jobs. Besides, the participants were of the opinion that most secondary school teachers perceived teaching as temporary jobs given that they did not possess the least requirement for the teaching profession which is the NCE qualifications. But it is quite unfortunate that today's teachers choose to consider the teaching profession as a survival means pending the time he/she secures lucrative employments. In essence, this simply implies that when the desire is not available, the available becomes the desired. However, there is a need for the government to look into the teachers' plights and demands by ensuring that teachers with educational qualifications who have passion for teaching and having passed through the crucible of training of teaching practices and who have flair and passion for the profession should be considered or employed into the teaching profession. Also, there is a need for public secondary school teachers to be well remunerated as this will affect the level of the teachers' commitment to the academic work and more importantly on students' performance.

Conclusion

Drawing from the ideas of study, I conclude that teachers that need to be rewarded adequately and promptly because one of the principal reasons individuals adduced for labor turn-over rates was dissatisfaction (Loui, 1995). How well staff is appropriately rewarded can be a major determinant of his/her functionality at work. Educational institutions, like schools, colleges, and universities, need highly motivated teachers to be able to achieve their goals which bring about producing good citizens. Teachers are expected to render a very high job performance as

prescribed in the civil service rules and regulations. The study also gathered that teachers augmented their incomes by engaging in extra and home lessons for interested students after school hours or during break times, solicited supports or loans from friends and families, relatives, and cooperative societies, and serving as masters of ceremonies in social events. In Ogun State, teachers' remuneration in the public sector is central to their jobs and has become a motivating factor. As a corollary, the government must understand the need to reward teachers appropriately to complement their efforts given that it will enormously improve and increase their effectiveness and efficiency so that it will attract the best brains and passionate people for the teaching profession and it will enhance the academic standard of the nation.

The study recommended that and the teachers are challenged to be committed, proficient, and dedicated to the teaching profession by not having other jobs to their main jobs to discharge their duties diligently and bring the best in their students towards achieving their goals. Also, those who are saddled with the responsibility of recruiting teachers to public secondary schools across the state will henceforth employ professional teachers who possess one degree or another in the teaching profession. For instance, holders of NCE or its equivalent; holders of Grade 1 and 11 certificates and their equivalent and increase the pay packages for public secondary school teachers to make education and teaching profession lucrative to discourage teachers from holding multiple jobs so that they will be contented and committed to teaching. In the light of this, it becomes crucial that all stakeholders in the educational sector like the government should adequately reward and pay teachers what is commensurate with the work done by them to encourage such teachers diligence and students' performance for the smooth running of society in terms of quality teaching and producing best brains for the future and unborn generations. Owing that sound education is a sine qua none of the eradication of poverty of any given nation; efforts should be intensified to make the teaching profession an intriguing enterprise to eradicate illiteracy.

Acknowledgement:

I thank to Dr Adebimpe Adenugba and Dr Samuel Omolawal of the University of Ibadan, Nigeria for their guidance during the study.

Funding:

This article is a part of author's doctoral study which was self sponsored.

Ethical approval for the research:

Not applicable. No institutional approval for the research is required.

Conflict of Interest:

No conflict of interests.

Ethical Conduct of Research:

I declare that this research has been conducted ethically and also assured of the confidentiality of the participants.

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