

ACADEMIC EMPLOYEES' PRODUCTIVITY IN NIGERIA: THE NEW MINIMUM WAGE POLICY IMPACT

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Abstract

The need to enhance academic employees (otherwise here known as Teachers) welfare and motivate them to boost productivity and job performance has often led to improvement on existing minimum wage policies of the government. However, the unwillingness of most State governments to implement such new minimum wage policies has continued to pose a great challenge to Teachers wellbeing in Nigeria. The study intends to examine the extent of relationship between new minimum wage payment and Teachers job performance in school. It also intends to ascertain whether payment of higher minimum wage discourages in-school commercial activities among Teachers. 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 Primary and Secondary Schools in Awka South Local Government Area of Anambra State, Nigeria were explored. Data responses and relevant hypotheses were analyzed and tested using Spearman Correlation and the Multiple Regression statistical tools through SPSS version 23. It was found out that there is statistically significant relationship between new minimum wage payment and Teachers job performance in schools. It was also discovered that payment of higher minimum wage will discourage in-school commercial activities among Teachers. Based on these findings, it was concluded that the poor wage currently paid to Teachers cannot really stimulate and lead to the desired productivity in classrooms. The study therefore recommends that a timely and effective implementation of the new minimum wage be pursued and monitored by the State government and owners of private schools to assure Teachers of government's commitment to their welfare towards boosting Teachers' job performance. It was also recommending that the State government and owners of private schools should endeavor to pay Teachers a monthly minimum wage that readily matches the present economic situation and standard of living in the country.

Keywords: Academic employees' welfare, in-school Commercial activities, Job Performance, New minimum wage, Standard of living, Teachers Productivity.

JEL Classification: E24, J31, M54,

1. INTRODUCTION

Aside unresolved lingering issues of industrial action by the Academic Staff Union of Universities (ASUU), Senior Staff Association of Nigeria Universities (SSANU), and Non-Academic Staff Union of Universities (NASU) in Nigeria, the educational sector of the country's economy is also currently at the cross road, facing increasing scrutiny and criticism for its low quality and productivity since the country's return to democratic rule in 1999. While the federal and State governments appear to have lost interest in the adequate funding of this sensitive sector through poor budget allocations annually, the quality of attention accorded to the welfare of employees in the teaching cadre of the nation's civil services seem to have deteriorated further without any feasible improvement in sight.

Obadara (2014) noted that many reformers in government often but partially focus on Teachers skills improvement and recruitment strategies at the expense of performance-oriented incentives and compensations at the Local, State, and national levels. And this, no doubt, adversely affects the Teacher's commitment to job. Concurring to this, Okolocha and Onyeneke (2013) point out that the overall poor performance at public examinations in Nigeria particularly at the secondary school level also attests to the rising low quality of education provided against public expectations.

Since Nigeria's return to democratic rule in the year 1999, the minimum wage of civil servants (teachers inclusive) have been increased three (3) times from N3,500 of the 1998 minimum wage to N7,500 minimum wage in 2004 by Chief Olusegun Obasanjo, then to N18,000 minimum wage of 2011 by Goodluck Jonathan and finally to the current controversial and yet-to-be implemented N30,000 minimum wage of President Muhammadu Buhari in 2019. Despite these efforts, Labor unions and some policy stakeholders have continued to express serious concern that the new minimum wage level which implementation is largely pending is not in consonant with the prevailing economic realities in the country; perhaps, largely due to the unhealthy double digit inflation rate since 2015 and the threatening continued devaluation of the Naira at the international market. It is worthy to note that despite several partial responses of the federal government in 1974, 1981, 1990, 1993, 1998, 2000, 2004, 2011 and most recently in 2019 to the plight of civil servants in Nigeria by way of increment in the minimum wage, Okeke, Nwele and Achilike (2017) lament that poor wages as a constant source of frustration among civil employees, has been a major reason for reoccurring strife between labor unions and the government to the extent that the productivity of employees are usually threatened.

Suffice it to say that the social status of teachers has been identified as an important factor impacting teachers' morale and motivation for greater productivity. A situation whereby teachers perceive that the government and the society is dismissive of the relevance of the profession by giving little or no attention to their welfare and social needs, their commitment, zeal and selfless approach to the job and students/pupils is greatly hampered and undermined. Oni, Nwajiuba and Nwosu

(2017) further buttressed that a well-motivated teacher will feel belonged, committed and contributes his/her skills and ideas to the job more meaningfully, thereby paving room for possible increase in productivity and reliable improvement in the educational system. While noting that reasonable belief exists that students will learn at different pace and rate, Dara (2006) regrets that the current compensation pattern or remuneration policies of the government which is experience/longevity of service, nature of courses/subjects taught and certifications based rather than on performance merit based, are major flaw that possibly undermine the tendency of making teaching a more attractive career option in Nigeria. This is probably why Obineli (2013) stated that several factors such as quality of salary paid, promotion, work environment and in-service training may affect the level of job satisfaction that enhances productivity among teachers. It is against this backdrop that this study is envisaged to examine the impact of new minimum wage policy on Teachers productivity in Nigeria; a perception study of selected teachers in Awka South local government area of Anambra State.

Specifically, the study intends to:

1. Examine the extent of relationship between new minimum wage payment and teachers job performance in school.
2. Determine whether payment of higher minimum wage will influence teachers to stop commercial activities while in school.

Hypotheses

These have been stated in their null form:

- i. H_1 : There is no significant relationship between new minimum wage payment and teachers job performance in school.
- ii. H_2 : Higher minimum wage payment does not discourage in-school commercial activities among teachers.

2. LITERATURE REVIEW

2.1 CONCEPT OF MINIMUM WAGE

Modern minimum wage laws have had their origin traced to the Ordinance of Labourers (1349), which was a decree by King Edward III that set a maximum wage for laborers in medieval England (HandWiki, 2022). According to Wikipedia (2020), King Edward III, who was a wealthy landowner, was dependent, like his lords, on serfs to work the land. In the autumn of 1348, the Black Plague reached England and decimated the population. The severe shortage of labor caused wages to soar and encouraged King Edward III to set a wage ceiling. Subsequent amendments to the ordinance such as the Statute of Labourers, 1351, increased the penalties for paying a wage above the set rates. It is important to state that the first modern legislative attempts to effectively regulate minimum wages took the center stage in the 1890s in New Zealand and Australia (HandWiki, 2022). It is also worthy to note that the initial surge for a minimum wage was poised at stopping sweatshop labor, and the consequent control of the proliferation and the exploitative labor

operations of sweatshops in the manufacturing industries. Wikipedia (2020) noted that such unfair bargain enabled sweatshops to employ large number of women and young workers that often get paid what could best be considered substandard wages. This also gave rise to the proposal and regime of minimum wage payment.

Governments' recognition of unions served as the platform for the emergence and enactment of the first modern national minimum wage policy as observed in New Zealand in 1894, followed by Australia in 1896 and the United Kingdom in 1909. In the United States of America, statutory minimum wages were first introduced nationally in 1938, and these were reintroduced and expanded in the United Kingdom in 1998 (Wikipedia, 2020; HandWiki, 2022). As a result, there is now extensive legislation or binding collective bargaining regarding minimum wage in more than 90 percent of all countries According to Boer (2009), there was a wide cross-country variation in minimum wage setting regimes. These include conditions where statutory minimum wage is unilaterally set by the government and regimes where it is the outcome of negotiations between workers and firm representatives and the Government has only the passive role of providing a legal status to these agreements, extending their coverage also to workers non-unionized.

Wikipedia (2020) described minimum wage as the lowest remuneration that employers can legally pay their workers—the price floor below which workers may not sell their labor. Supporters of the minimum wage say it increases the standard of living of workers, reduces poverty, reduces inequality, and boosts morale. In contrast, opponents of the minimum wage say it increases poverty and unemployment. Nwude (2013) viewed it as the lowest hourly, daily, or monthly remuneration that employers may legally pay to workers or the lowest wage at which workers may sell their labor. The International Labor Organization (ILO) defined minimum wage as a wage which provides a floor to the wage structure to protect workers at the bottom of the wage distribution. Nwude (2013) noted that the objective of minimum wage fixing, among others, is to give wage earners the necessary social protection in terms of minimum permissible levels of wages. Similarly, it could be said that the fairness of wages must be judged with reference to government's own wages. Onoriode (2001) clarified that the minimum wage to be received by a worker shall be that which is considered sufficient, according to the conditions of each region or nation State, to satisfy the normal needs of the worker's living, education and honest pleasures, considering such a worker as the head of a family. In Nigeria, minimum wage refers to the minimum monthly salaries payable to workers as provided by the subsisting minimum wage law. It is the emolument which is deemed to be enough to satisfy the provision of the essential necessities of life like food, shelter, clothing, education, medication, and recreation of the worker, considering the economic and cultural development of the nation. This has made minimum wage the subject of several serious discourses.

2.1.1 MINIMUM WAGE POLICIES IN NIGERIA

The most important and enduring objective of minimum wage legislation has been to improve the living standards of low wage earners and contribute to a commendable reduction in poverty (Blais, Cousineau and McRoberts, 1989). Most

countries had introduced minimum wage legislation by the end of the 20th century for the effective administration of wages and salaries in the private and public sectors of their territorial authority (Wikipedia, 2020).

The National Minimum Wage Act (No. 6 of 1981) became effective in Nigeria from the 3rd of September 1981 and provides that all employers employing fifty workers upwards must pay a minimum wage as specified to every worker under his establishment, for performing services on the basis of a forty-hour week (Onoriode, 2001). Ileka and Muogbo (2020) further stressed that the actual development of a base pay system follows the determination of pay policies. Wage and salary administration are the establishment and implementation of sound policies and practices of employee compensations. According to the Ileka and Muogbo, wage policies of different organizations vary somewhat. Some organizations pay the minimum wage necessary to attract the required number and kind of labor while some organizations pay well above the going rates in the labor market.

Onoriode (2001) revealed that resultant wage structuring in Nigeria has been largely the products of unilateral Executive decisions taken by successive governments based on recommendations made by wage review Commissions such as Bridges Committee of 1942, Miller Committee of 1946, Gorsuch Commission of 1955, Mbanefo Commission of 1959, Morgan Commission of 1967, Adebo Commission of 1970 -71, Udoji Commission of 1972 – 74, Cookey Commission of 1981, and the Onosode Commission of 1991.

In Nigeria, the history of minimum wage cannot be separated from the history of public service negotiations and increments. It dates back to the colonial era and the setting up of Hunts Commission in 1934. Nwude (2013) reported that the first national minimum wage Act of 1981 prescribed a minimum wage of N125 per month as captured in the FGN Official Gazette 1981, A53-57. This was revised in 1991 to N250 per month, revised again in 2000 to N5,500 per month, and in 2011 to N18,000 per month. Section 2(1) of the National Minimum Wage Act (amended) of 2011 states that ‘from the commencement of this act, it shall be the duty of every employer to pay a wage not less than the national minimum of N18, 000 naira per month to every worker under his establishment’ (Abada, Okafor, & Omeh, 2019). The National Minimum Wage Act (amended) of 2011 was enacted by the National Assembly of the Federal Republic of Nigeria on the 15th of March, 2011 to amend the National Minimum Wage Act Cap. N61 Laws of the Federation of Nigeria, 2004 in order to provide for a revised national minimum wage and for related matters. The Act further provides for a realistic penalty regime for violation of the provisions of the Act. It is pertinent to state that even though Nigeria operates a federal structure which presupposes that each of the federal states ought to fix the wages and salaries of their respective state civil service, the federal government has deliberately allowed the minimum wage to remain in the exclusive legislative list of the federal government despite all the agitations and protests by the state government to pull it out to the concurrent legislative list.

Perhaps, the reason for this gesture could be to forestall unnecessary labor exploitation by paying wages that are below the accepted minimum standard (Okeke

et al, 2017). Teachers in the private sector are worst hit as some private schools still pay between N5,000 – N10,000 in the face of the prevailing N18,000 minimum wage which many State governors are yet to pay their civil servants for 8 – 12 months as at the end of 2019. The implication is that there is disparity in the size of monthly wages of teachers at the Federal and State level, across the public and private sectors. It was the Udoji Commission in 1972 that made the most impact on teachers' status and welfare in Nigeria. The major achievement of the Commission was that it harmonized the public sector pay by bringing all public sector personnel under one unified salary scheme and it also ensured that teachers enjoyed comparable salary status with other key public sector workers (Adelabu, 2005).

Beside the over bloated size of the civil service, lean and inadequate financial allocation from the federation account has been alleged by various State governments in Nigeria has been given as the major reasons for non-implementation of the various minimum wage policies of various democratic administrations in Nigeria since the country's return to democratic rule, such inability appears to border more on weak leadership and endemic corrupt practices among public office holders than on the reasons given earlier. In Anambra State, redundancy appears to be taking a greater toll on the State government. A situation whereby a Governor appoints several needless numbers of Special Assistants and Senior Special Assistant who are placed on monthly pay is quite disturbing. According to Lawal and Oluwatoyin (2011), there is redundancy and inefficiency in civil service. Many staff that collect salaries from the government every month do not have schedule of duty. Some do not even have desk and chairs, yet their names are on the payroll of one ministry or the other. Nwude (2013) pointed out that from the origin of minimum wage, it is easy to decipher that in the absence of minimum wage, some workers are likely to be subjected to a terrible low wage. With this low wage they may not be able to meet their ever emerging needs. Under such circumstances, their ability to discharge their responsibilities to society and even to themselves is often grossly undermined.

According to Onoriode (2001) account ought to be taken of the following criteria when determining the level of minimum wages payable to employees:

- i. The needs of the workers and their families.
- ii. The general level of wages in the country.
- iii. The cost of living and changes therein.
- iv. Social security benefits.
- v. The relative living standards of other social groups.
- vi. Economic factors, including the requirements of economic. development, levels of productivity and the desirability of attaining. and maintaining a high level of employment.

2.1.2 MINIMUM WAGE IMPLEMENTATION AND TEACHERS PRODUCTIVITY/JOB PERFORMANCE

Adelabu (2005) is of the opinion that the first education ordinance in Nigeria that was promulgated in 1882, laid the foundation for the development of a professionally qualified teaching force by empowering inspectors to conduct

entrance examinations for teachers. Over the next three decades that followed, other ordinances established a separate salary scale for teachers and minimum staff-pupil ratios corresponding to each level of assisted schools.

Incentives such as increased minimum wage are regarded as variable payments made to employees or a group of employees on the basis of the amount of input made and output or results achieved (Okeke *et al*, 2017) over an ascertainable period of time spent in an organization. And since an educational system's overall performance depends to a large degree, on the productivity of individual teachers and groups within the system, teachers motivation by way of increment in minimum wage is considered a necessary stimulator for propelling individual teachers and work teams towards contributing effectively and efficiently in the achievement of the goal of the affected educational system. In other words, the place of motivation among teachers cannot be overemphasized. Accordingly, Bawa (2017) viewed motivation to mean the way and manner in which an individual or group of individuals are inspired to behave in a desired manner with a view to receiving some positive rewards or to satisfy certain human needs. Hence, to be motivated is to be inspired to do something which is different, going beyond the call of duty. Dara (2006) maintained that although motivation may vary between individuals in an organization, it is pertinent that Administrators such as State and Federal governments must understand the beliefs, desires, and values of his or her educational teaching employees and how these attributes will possibly affect their job performance. The ability of the government to understand the motivated behavior of its teaching employees is only the initial stage.

Reilly (2003) cited in Okeke *et al*, (2017) agree with the above views stressing that when workers are paid commensurably to their outputs, it not only encourages them to do more but also serves as a stabilizing force within work environment thereby providing conducive atmosphere for greater productivity. Wages and salaries have never been fixed in such a way that they can sustain the basic or minimum needs of a civil servant in Nigeria, yet many State governments pretend not to have the capacity to pay the meager sum. It is the opinion of Obineli (2013) that adequate payment of teachers' salary (paid as at when due) readily boosts their morale, making them more dedicated to their duties. This is more as money does not only meet material needs of workers but also gives them psychological satisfaction. The implication is that employees will attain high job satisfaction when he gets what he expects from a job (Onaolapo *et al*, 2019). As a result, Nnorom, Akpa, Egwuonwu, Akintaro, Shonubi and Herberton (2016) cited in Uwannah, Eteete and Mark (2019) contend that productivity is adversely affected when employees' compensation packages are not commensurate to the work done or to be done.

2.2 THEORETICAL FRAMEWORK

The study was anchored on the Equity theory and the Maslow's Hierarchy of Needs.

2.2.1 Equity Theory

This theory was developed by John Stacey Adams, a Psychologist, in the early 1960s. The theory postulates that employees will weigh their input into a job against the output they receive from it such that the more the rewards they receive, the greater their satisfaction.

It recognizes that motivation can be affected through an individual's perception of fair treatment in social exchanges (Bawa, 2017). In other words, individuals, when compared to other people, want to be compensated fairly for their contributions to the organization. According to the theory, underpayment is considered as inequity that readily induces anger and distress while overpayment induces guilt.

Ramlall (2004) opined that equity theory rests upon three main assumptions. First, the theory holds that people develop beliefs about what constitutes a fair and equitable return for their contributions to their jobs. Second, the theory assumes that people tend to compare what they perceive to be the exchange they have with their employers. The other assumption is that when people believe that their own treatment is not equitable, relative to the exchange they perceive others to be making, they will be motivated to take actions they deem appropriate.

2.2.2 Maslow's Hierarchy of Needs

Abraham Maslow, a psychologist from the United States of America, propounded this theory in 1943. According to this theory, people have many needs which motivate them to work (Bawa, 2017).

Thus, the way Maslow's theory is explained, relies on the fact that people want to increase what they want to achieve in life just as their needs are prioritized according to their importance. Based on the basic physical, biological, social and psychological needs of human beings, Maslow came up with a five-stage theory in such a way that lower level needs (physiological and safety) had to be satisfied before the next higher level need (social need) would motivate employees to work hard and increase productivity. These categories, in order of decreasing priority, are:

- a. Physiological needs (food, shelter, clothing);
- b. Safety and security needs (physical protection);
- c. Social needs (association with others);
- d. Esteem needs (receiving acknowledgement from others); and
- e. Self-actualization needs (the desire for accomplishment or to leave behind a legacy).

Maslow's hierarchy of needs forms the basis of theories that try to explain job satisfaction. Teachers, like all people, have needs that have to be satisfied. Besides the basic needs for food, shelter and clothing, safety from physical, harm, and social interaction, they also need the recognition and appreciation of students, colleagues, and parents.

2.3 PRIOR RELATED STUDIES

In Nigeria, Abada, Okafor, and Omeh, (2019) deployed the Monkey survey medium and sampled 8,122 respondents from the workforce of the Federal and State governments to investigate critically, the viability of various States governments in complying with the new proposed national minimum wage bill of fifty-six thousand naira; and variables that could be determinants to the successful implementation of the new proposed national minimum wage. They found out that that the inability of the various states to comply with the payment of the present minimum wage of eighteen thousand naira (N18,000) can be attributed to vagaries in the price of oil at the international market; large size and over blot in number of civil service contained therein the payroll and poor financial discipline exhibited by state governors coupled with high cost of governance.

In Anambra State, Ileka and Muogbo (2020) sampled 374 employees of Ministries to examine how minimum wage, wages and salaries, cash bonus, fringe benefits and monetization of fringe benefit affect employee performance. The finding of the study showed that while wages and salaries, cash bonus, fringe benefits and monetization of fringe benefits all had significant positive effect on employees performances in selected government ministries in Anambra state, the Minimum wage recorded a significant negative effect on employees performances

In South Western Nigeria, Omowunmi (2019) carried out a survey study to investigate the role of wages and work stress and employee's job satisfaction in Lagos, Ogun and Oyo among Civil Servants. A total of 212 civil servants were sampled. Result of the correlation and multiple regression analyses performed showed that while that wages had significant positive relationship with job satisfaction, a significant negative relationship was observed between Work stress and job satisfaction.

Eme, Alo, and Idike (2017) investigated workers' agitation for an increase in the national minimum wage in Nigeria. The study found out that that rather than decrease, industrial conflicts were on the increase in the epoch of recession.

In Delta State, Onoriode (2001) sampled 600 teachers to examine whether there is any relationship between national minimum wage and productivity among the Nigerian civil servants, particularly post-primary school teachers. Analysis outcome of the Spearman correlation conducted showed that there is indeed an extremely high degree of correlation between wage and productivity.

In Lagos State, Oni, Nwajiuba and Nwosu (2017) conducted a descriptive survey research to determine the influence of teachers' motivation on teacher's productivity in selected secondary schools Shomolu Local Government Area. 200 teachers were randomly sampled and studied. Findings obtained from the study's multiple regression analysis carried out showed that there is a significant relationship between the motivation of teachers and their productivity, just as a significant influence of teachers' motivation on students' academic performance was established as well.

In Ogun State, Ajalie (2017) through a descriptive survey study examined the effect of employee motivation on organizational productivity. A sample of 185 respondents were covered in the study. Using the multiple regression analytical tool, the study found out that extrinsic factors were considered to have more significant effects on organizational productivity than intrinsic factors.

Obadara (2014), in the South West geopolitical zone, carried out a survey study on of 1,000 samples drawn from Lagos, Ogun, Oyo, Osun, Ondo and Ekiti States to ascertain whether any relative relationship exist between teachers performance incentives and increased teacher effort, teacher behaviour in the classroom, teacher attendance, teacher teaching methods, teacher retention, and student learning outcome which all represent the interest of the school system. Using the multiple correlation statistical tool, the study found that performance incentives readily aligned the interests of schoolteachers with the interest of the school system without necessarily inducing behavior distortions such as test score manipulations or primarily teaching to test practices by teachers.

2.3.1 GAP IN KNOWLEDGE

Even though prior related literatures about consideration abound, none of these gave any consideration to the study's area of focus (the new minimum wage policy and teachers productivity).

3. METHODOLOGY

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 two hundred (200) sampled teachers 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 Academic employees' productivity, and this was represented with two (2) proxies such as Teachers job performance and Teachers in-school commercial activities while the independent variable, new minimum wage policy, was proxied with new minimum wage payment, entrepreneurship need, classroom trading Teachers teach better, divided commitment and focus, and poor funding of education.

Specified model: $TCCA = \alpha + B_1EN_1 + B_2CTTTB_2 + B_3DCF_3 + B_4PEF_4 + \mu$

Where:

TCCA - Teachers Classroom Commercial Activities

EN = Entrepreneurship Need

CTTTB = Classroom Trading Teachers Teach Better

DCF = Divided Commitment and Focus

PEF = Poor Education Funding

α - Constant

μ - error term

$B_1 - B_4$ - Coefficients of the Independent Variables

4. RESULTS AND DISCUSSIONS

4.1 HYPOTHESIS ONE

Using the Spearman Correlation statistical tool, the data responses from structured questionnaires distributed towards testing the relationship between the new minimum wage payment of N30,000 and the job performance of Teachers in selected Primary and Secondary Schools in nine (9) communities in Awka South Local Government Area of Anambra State were analyzed.

H_0 : There is no significant relationship between new minimum wage payment and Teachers job performance in school.

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

Table 1: Spearman's Correlations Result

			New Minimum Wage Payment	Teachers Job Performance
Spearman's rho	New Minimum Wage Payment	Correlation Coefficient	1.000	.197*
		Sig. (2-tailed)	.	.015
		N	154	154
	Teachers Job Performance	Correlation Coefficient	.197*	1.000
		Sig. (2-tailed)	.015	.
		N	154	154

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

Source: IBM SPSS version 23 Output

The sign of correlation coefficient (rho) represents both the strength and direction of the relationship. At 5% or 0.05 level of significance, the spearman correlation result above in Table 4.10 indicates that there is positive relationship between New Minimum Wage Payment and Teachers Job Performance (Correlation Coefficient = 0.197) though the strength of such relationship is small and weak (rho is between 0.10 and 0.29).

It was discovered that statistically significant relationship exists between new minimum wage payment and Teachers job performance in schools. The p-value (Sig) which served as basis for reaching this decision was 0.015 (less than 0.05). Moreso, the Correlation Coefficient (rho) recorded was 0.197. This readily affirms that a positive relationship exists between new minimum wage payment and

Teachers job performance, though the strength of such relationship is weak (rho obtained falls between 0.1 and 0.29).

4.1.1 DECISION AND IMPLICATION OF THE FINDING

Accept the null hypothesis when p-value > 0.05 signifying that there is no statistically 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) = 0.015 is less than 0.05, we reject the null hypothesis and accept the alternate hypothesis and this means that there is statistically significant relationship between new minimum wage payment and Teachers job performance in schools, though weak in strength. *The implication* is that Government’s sincere consideration of the quality of minimum wage policy developed and consequent seriousness given to its implementation may, no doubt, positively affects the attitude of Teachers to their job and productivity, especially as the rho indicator of the above finding is currently weak, perhaps due to the non-adequate implementation of the N30,000 new minimum wage policy by the State Government and Employers/owners of private Schools.

This finding however contrasts those of related research by Ileka and Muogbo (2020) who noted that minimum wage payment of N18,000 recorded a significant negative effect on employees’ performances. This is also in consonance with the finding of Ajalie (2017) who observed that extrinsic factors such as high wages were considered to have more significant effect on organizational productivity than intrinsic factors. This finding equally earned the support of Equity theory.

4.2 HYPOTHESIS TWO

Adopting the Multiple Regression Analytical (MRA) technique, data responses to four (4) dimension variables that served as proxies to the independent variable- new minimum wage payment such as Entrepreneurship Need, Classroom Trading Teachers Teach Better, Divided Commitment and Focus, and Poor Education Funding, were tested in order to appreciate the quality of predictive contribution made by each of them in explaining why Teachers indulge in in-school commercial activities.

H₀: Higher minimum wage payment does not discourage in-school commercial activities among teachers.

Shown below is the analyses outcome of hypothesis three 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	.597 ^a	.356	.339	.90720	.356	.000

a. Predictors: (Constant), Poor Education Funding, Classroom Trading Teachers Teach Better, Divided Commitment and Focus, Entrepreneurship Need

Source: IBM SPSS version 23 Output

Table 3: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	67.768	4	16.942	20.586	.000 ^b
	Residual	122.628	149	.823		
	Total	190.396	153			

a. Dependent Variable: Teachers Classroom Commercial Activities

b. Predictors: (Constant), Poor Funding of Education, Classroom Trading Teachers Teach Better, Divided Commitment and Focus, Entrepreneurship Need

Source: IBM SPSS version 23 Output

Table 4: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.108	.382		.284	.777
	Entrepreneurship Need	.355	.084	.295	4.216	.000
	Classroom Trading Teachers Teach Better	.232	.093	.170	2.481	.014
	Divided Commitment and Focus	.216	.064	.232	3.372	.001
	Poor Funding of Education	.232	.069	.237	3.350	.001

a. Dependent Variable: Teachers Classroom Commercial Activities

Source: IBM SPSS version 23 Output

Table 2- *Model Summary* readily indicates that R square was .356 (adjusted R Square stood at .339) implying that 35.6% variation in the in-school Commercial Activities (dependent variable) among Teachers in the private and public Primary and Secondary Schools sampled in Awka South Local Government Area of Anambra State was explained by Entrepreneurship Need, Classroom Trading Teachers Teach Better, Divided Commitment and Focus, and Poor Education Funding (independent variables). This means that there abound about 64.1% other factors that need to be understood and considered by the government and Employers in the educational sector if Teachers indulgence in classroom commercial activities is to be positively addressed. Also, the ‘Sig or p-value’ which stood at .000 (less than 0.05) shows that the model is statistically significant and fit for use in this study.

Further observation from Table 4 (Coefficient table) shows that the four (4) proxies to the independent variable with coefficients .000, .014, .001, and .001 (all less than 0.05) are statistically significant. The outcome of their respective ‘t’ values (4.216, 2.481, 3.372, and 3.350 greater than 0.999) equally lend credence to the above observations, as the predictive contribution made by these four (4) variables in explaining Teachers involvement in classroom commercial activities was seen to be positive and very strong.

4.2.1 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 = 20.586 is greater than (>) the F-table value- 2.42, we accept the alternate hypothesis, and that means that payment of higher minimum wage will influence Teachers to stop commercial activities while in school. This implies that non-payment of higher wages that matches the prevailing standard of living and the general economic situation in the country will only strengthen Teachers resolve to expand their commercial activities in schools and classrooms.

This finding is in agreement with the observations made by Obineli (2013) and Onaolapo, Olajiga, and Onaolapo (2019) that salary and family satisfaction is a prima facie for job satisfaction, as poor job satisfaction is no doubt responsible for Teachers commercial activities in classrooms. This finding is supported by Maslow's Hierarchy of Needs.

5. CONCLUSION AND RECOMMENDATIONS

Attaining and sustaining commendable productivity among academic employees herein represented in this study as Teachers, is inseparable from adequate secure of Teachers welfare through improved periodical compensation packages such as higher wages and salaries that match the prevailing economic state and standard of living in the country. This is more as most Teachers believe that monthly wage paid to Teachers now is extremely poor compared to the quantum and magnitude of work done. This, as a result, affects Teachers quality input and job performance, thereby persuading Teachers to evolve additional sources of income such as selling consumables but in a wrong environment as the classroom. This unhealthy development in some sampled schools in Awka South Local Government Area has unfortunately affected the commitment and focus of victim Teachers in discharging their duties to students and pupils in the classroom.

It is therefore recommended that timely and effective implementation of the new minimum wage be pursued and monitored by the State government and owners of private schools to assure Teachers of government's commitment to their welfare towards boosting Teachers' job performance. It is also recommended that the State government and Owners of private schools should endeavor to pay Teachers monthly minimum wage that matches the present economic situation and standard of living in the country.

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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), Do not Know (DN), Not True (NT), Very Not True (VNT)

To what extent does the new minimum wage payment relate with teachers’ job performance in school?

S/N	Questions	VT	T	DN	NT	VNT
1	Teachers now receive the new minimum wage of N30,000 monthly.					
2	To the State government/Employers, teachers’ welfare is apt.					
3	Monthly wage paid to Teachers is very poor compared to work done.					
4	Teachers are discouraged to do better in classrooms due to poor wage.					
5	Teachers productivity is sacrificial, not as a result of wage paid.					

How will the payment of new minimum wage discourage in-school commercial activities among Teachers?

S/N	Questions	VT	T	DN	NT	VNT
6	Teachers sell goods in classrooms due to poor wage payment.					
7	Need for entrepreneurship skills makes Teachers sell in classrooms.					
8	Teachers that do business in classroom teach students/pupils better					
9	Selling in classrooms affects Teachers’ commitment and focus.					
10	Poor funding of education is responsible for business in classrooms					

Source: Researchers’ Concept

APPENDIX II: DATA RESPONSES

Question 1: Teachers now receive the new minimum wage of N30,000 monthly

Table 5: New Minimum Wage Payment

		Frequency	Percent
Valid	Do not Know	28	18.2
	Very Not True	26	16.9
	Not True	70	45.5
	True	16	10.4
	Very True	14	9.1
	Total	154	100.0

Source: IBM SPSS ver 23 Output

Question 2: State government/Employers take teachers welfare very seriously.

Table 6: Teachers welfare taken seriously

		Frequency	Percent
Valid	Do not Know	10	6.5
	Very Not True	36	23.4
	Not True	81	52.6
	True	22	14.3
	Very True	5	3.2
	Total	154	100.0

Source: IBM SPSS ver 23 Output

Question 3: Monthly wage paid to Teachers is very poor compared to work done.

Table 7: Teachers wage non-comparison to work done

		Frequency	Percent
Valid	Do not Know	6	3.9
	Very Not True	5	3.2
	Not True	10	6.5
	True	34	22.1
	Very True	99	64.3
	Total	154	100.0

Source: IBM SPSS ver 23 Output

Question 4: Teachers are discouraged to do better in classrooms due to poor wage.

Table 8: Poor wages discourage Teachers performance in classroom

		Frequency	Percent
Valid	Do not Know	5	3.2
	Very Not True	9	5.8
	Not True	29	18.8
	True	45	29.2
	Very True	66	42.9
	Total	154	100.0

Source: IBM SPSS ver 23 Output

Question 5: Teachers productivity is sacrificial, not as a result of wage paid.

Table 9: Teachers productivity is a sacrifice, not wage motivated.

		Frequency	Percent
Valid	Do not Know	2	1.3
	Very Not True	2	1.3
	Not True	14	9.1
	True	59	38.3
	Very True	77	50.0
	Total	154	100.0

Source: IBM SPSS ver 23 Output

Question 6: Teachers sell goods in classrooms due to poor wage payment.

Table 10: Poor wage responsible for Teachers sales in classroom

		Frequency	Percent
Valid	Do not Know	10	6.5
	Very Not True	15	9.7
	Not True	52	33.8
	True	46	29.9
	Very True	31	20.1
	Total	154	100.0

Source: IBM SPSS ver 23 Output

Question 7: Need for entrepreneurship skills makes Teachers sell in classrooms.

Table 11: Entrepreneurship responsible for Teachers sales in Classroom

		Frequency	Percent
Valid	Do not Know	13	8.4
	Very Not True	15	9.7
	Not True	92	59.7
	True	24	15.6
	Very True	10	6.5
	Total	154	100.0

Source: IBM SPSS ver 23 Output

Question 8: Teachers that do business in classroom teach students/pupils better

Table 12: Teachers selling in classrooms teach better

		Frequency	Percent
Valid	Do not Know	19	12.3
	Very Not True	36	23.4
	Not True	89	57.8
	True	8	5.2
	Very True	2	1.3
	Total	154	100.0

Source: IBM SPSS ver 23 Output

Question 9: Selling in classrooms affects Teachers' commitment and focus.

Table 13: Classroom sales affects Teachers focus

		Frequency	Percent
Valid	Do not Know	11	7.1
	Very Not True	10	6.5
	Not True	29	18.8
	True	48	31.2
	Very True	56	36.4
	Total	154	100.0

Source: IBM SPSS ver 23 Output

Question 10: Poor funding of education is responsible for business in classrooms

Table 14: Poor funding of education responsible for classroom sales

		Frequency	Percent
Valid	Do not Know	8	5.2
	Very Not True	13	8.4
	Not True	40	26.0
	True	46	29.9
	Very True	47	30.5
	Total	154	100.0

Source: IBM SPSS ver 23 Output