



## **Relationship between Teachers' Quality of Work Life and their Job Engagement in Secondary Schools in Rivers State**

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### **ABSTRACT**

The study investigated teachers' quality of work life and job engagement in public secondary schools in Rivers State. Six research questions were answered while six corresponding null hypotheses were tested at 0.05 alpha level. The study adopted a correlational research design. The population for this study comprised of all the eight thousand, four hundred and fifty-two (8,452) teachers in 247 Public Senior Secondary Schools in the 23 local government areas of Rivers State. The sample size for this study was 400 teachers representing 5% of the entire population; it was determined using the Taro Yamane's sample size formula. Teachers' Quality of Work Life Assessment scale (TQOWLAS) and Teachers' Job Engagement Scale (TJES) were used for data collection. Face and content validities were ensured. The Cronbach Alpha was used to establish the reliability coefficients of TQOWLAS and TJES to be 0.708 and 0.877 respectively. Simple and multiple regression were used to answer the research questions while t-test associated with simple regression and ANOVA associated with multiple regression were used to test the null hypotheses at 0.05 alpha level. It was found among others, that quality of work life contributes 14.5% of teachers' job engagement. Furthermore, it was found that quality of work life is a significant contributor of teachers' job engagement in public secondary schools in Rivers State. It was recommended among others, that the teachers should show expertise and professionalism in their teaching job in order to fully discharge their duties in line with the conditions of service. The principals should devise effective and efficient reward management systems that will compensate teachers who have shown brilliance in the execution of their statutory responsibilities.

**Keywords:** quality work life, reward system, work engagement, secondary schools

### **INTRODUCTION**

In life, human beings engage in activities or tasks that require physical and mental efforts in order to accomplish a goal or earn a living; that is work. Different people engage in different tasks whether formal or informal for various reasons; some for the love and passion for work, others for personal fulfillment while some work due to benefits attached to work; to make a living out of it, fit into the society, be useful to their families respective and meet up with their financial as well as their social obligations. Work serves very important roles in the lives of individuals and the quality of work one does, determines the quality of life one lives.

Quality of work life (QWL) has been given different definitions by different scholars based on their perceptions of the concept though elements of commonality exist in all the definitions. Quality of work life is the positive relationship that exists between the employee and his work environment; this is corroborated by Swamy, Nanjudeswaramy and Rashmi (2015) who opined that quality of work life is associated with work environment, organization culture and climate, relation and co-operation, training and development, compensation and reward, facilities, job satisfaction and job security, autonomy of work, adequacy of resources. Quality of work life exists when employees exercise freedom in their

workplace in matters affecting them, relate well with their superiors and jointly share organizational responsibilities.

Going by the above definitions, it is obvious that the basic elements of quality of work life are numerous; however, the definition of Lau and Bruce in Swamy, Nanjudeswaramy and Rashmi (2015) will be considered in this study. The duo viewed quality of work life as the workplace strategies, operations and environment that promote and maintain employee satisfaction with an aim of improving working conditions for employees and organizational effectiveness for employers. Lau and Bruce proposed five basic components of quality work life which are the variables to be discussed in this study; they are job security, reward systems, trainings and development, career advancement opportunities and participation in decision making. The subject of quality of work-life is to combat alienation and ensure that employees are integrated and allowed participatory involvement in their workplace; it is being embraced in modern day organizations as employees want a better work environment while firms on the other hand, want highly productive employees that will effectively and efficiently work towards the achievement of organizational goals.

Saraji and Dargahi (2006) reported that quality of life is a dynamic multi-dimensional construct that facilitates employee engagement. Employee engagement as defined by Khan in Abdul, Rizwan, Muhammed & Ali (2014) is the harnessing of organization members' selves to their work roles; he further stated that in engagement, people employ and express themselves physically, cognitively and emotionally during role performances. Khan described the term employee engagement on the basis of role behavior speculation and that employees' attitude can be calculated by investigation about their roles. Engagement is all about an employee doing his job with passion, commitment; willingness and using his discretionary efforts to ensure the organization succeeds. Engaged employees are innovative, passionate, highly productive and harness available resources at their disposal towards goal attainment; they do not work just for pay or fringe benefits but for the love of their job which they accord priority attention to. Highly engaged employees are not motivated because of money but have the interest of their job at heart.

Researches have shown that organizations with high employee engagement perform higher than those with low employee engagement. Getting employees engaged had been a great challenge facing most modern day organizations as most organizations do not really know what it takes to get their employees engaged.

In the private sector, the management in a bid to thrive in a competitive world of business and raise productivity level of employees makes concerted efforts towards employee engagement, hence appropriate measures are put in place to create a conducive environment for the well-being of the workers and for the benefit of the organization; workers in well-established organizations enjoy benefits such as; adequate pay, fringe benefits like housing allowance, car loans, medical bills, trainings within or outside the country, safe and healthy work environment, participation in decision, unionism among others but in the public sector especially in the educational field, the reverse is the case as researches have shown that the government is not really doing much as regards teachers' quality of work life. The quality of work-life of Nigerian teachers is quite pitiable and deplorable as they are not paid adequate wage, no fair compensation, no fringe benefits, no recognition despite the Teachers' Registration Council, no opportunity for growth and advancement, no job security, no healthy working environment, inadequacy of resources among others; yet expectations are high from all the stakeholders for teachers to produce quality graduates for the development of the nation.

In recent times, quality of work life is a growing phenomenon which has captured the attention of employees in the private sectors hence it is used as a tool for attracting and retaining talented employees. Quality of work life is one of the origins of organizational development and it is the combination of the interaction of science and the art that comprise the social performance and the domain of scientific discovery (Faridah & Mohamadi, 2012). The duo stated that quality of work life came into place as a result of the rapid and accelerated development of the environment and the activities of different organizations which have made them to encounter complexities and uncertainty. Huzzard (2003) pointed out that the concept of quality of work life in the 80s was a general term to include a set of conditions in

different fields such as organization, work environment and partnership which was an equivalent to concepts such as “humanization of work” in Germany, “improvement of working conditions” in France, or “protection of workers” in some European countries; all these different views refer to aspects of quality of work life. In other words, in the 80s, the concept of quality of work life detached psychology and approached a social approach which was a technical perspective of organization and team (Nanjundeswaramy & Swamy, 2013) but recently, quality of work life has been so important that it can be called an intellectual movement (Shirkovand, 2007).

There is no single generally accepted definition of quality of work life as definitions are based on individual scholar’s perceptions; International Labor Organization (ILO) in its global work report corroborated this fact when it stated that there is no single definition of the concept of quality of work life which is accepted by everyone; however, for the purpose of this study, the researcher is going to consider some definitions given by some scholars.

Quality of work life based on literature is all about employers seeking ways of improving their employees working conditions through healthy and safe work environment, adequate and fair compensation, job security, adequate training, career advancement opportunities, participation in decision making, provision of adequate resources, job enrichment, flexible work time among others; in addition to taking into consideration important personal needs of the employee.

There are individual needs such as remuneration, security, and wellness that the organization needs to satisfy to keep the individual happy and motivated, therefore quality of work life can also be defined as the extent to which an employee is satisfied with personal and working needs through participating in the workplace while achieving the goals of the organization (Swamy, Nanjundeswaramy & Rashmi, 2015). When employees have all these in place, in addition to good leadership, their performance will be enhanced thereby increasing their productivity. Thus, it can be said that quality of work life refers to the level of satisfaction, motivation, involvement and commitment individuals experience with respect to their lives at work (Kaur, 2016). Selda (2014) asserted that quality of work life has to do with employee welfare and it is a comprehensive term that includes work ethics and several facets of working conditions, measures for working conditions, employees’ satisfaction, and efficiency in production. Similarly, quality of work according to Davis in Almarshad (2015) is the interaction between employees, work environment, economic factors and technology while Sirgy, Efraty, Siegel and Lee (2001) defined quality of work life as not only employees’ opinions, attitudes and expectations about their job but also interpretation of all conditions and satisfaction of employees’ needs by the employer as well as their perception of this satisfaction and conditions.

In the view of Lau, Wong and Law (2001), quality of work life has to do with favorable working environment that supports and promotes satisfaction by providing employees with rewards, job security, and career growth opportunities. The trio further explained that quality of work life naturally means the life of workers, physical and intellectual in their work environment, in office, factory or field-working. Beukema (2014) described quality of work-life as the degree to which employees are able to shape their jobs actively, in accordance with their options, interests and needs; he further stated that it is the degree of power or freedom an organization gives to employees to design their work or job functions to meet their personal needs and interest. Heskett, Sasser and Schlesinger (2012) viewed quality of work life as feelings that employees have towards their jobs, colleagues and organizations that ignite a chain leading to the organizations’ growth and profitability. A good feeling towards their job means the employees feel happy doing work in a satisfying work environment which leads to greater productivity. Katzell, Yankelovic, Fein, Ornate and Nash in Mohammad (2012) viewed quality of work-life more broadly as an individual’s evaluation of the outcome of the work relationship. They observed that an employee may be said to enjoy a high quality of working life when he has positive feelings towards his job and its future prospects, such an employee is motivated to stay on the job, performs well and feels his working life fits well with his private life to afford him a balance between the two in terms of his personal values.

When there is improved quality of work life, all members of an organization have an open and suitable way designed in advance to interfere in all issues that affect their working environment (Farideh & Mohamadi, 2012). Quality of work life also enhances the working life experiences of organizational

members thereby improving commitment to and motivation for achieving organizational goals (Othman & Lieng, 2009). Consequently, as employee participation and job satisfaction increase; job-related traumas and stress decrease (Allameh, 2003).

Quality of work life is a dynamic multi-dimensional construct that includes concepts such as job security, reward systems, training and career advancements (Saraji & Dargahi, 2006) and the degree to which members of a work organization are able to satisfy important personal needs through their experience in the organization (Chib, 2012). The recent view of Serey (2006) on quality of work-life is quite comprehensive, conclusive and best meets the contemporary work environment as he related quality of work life to meaningful and satisfying work which include an opportunity to exercise one's talents and capacities, face challenges, situations that require independent initiative and self-direction, an activity thought to be worthwhile by the individuals involved, an activity in which one understands the role the individual plays in the achievement of some overall goals, and a sense of taking pride in what one is doing and doing it well.

Though different academic fields have conceptualized quality of work life in distinct ways, there is a convergence in their positions with lack of coherent measures of indicators of quality work of life hence some are monetary and some non-monetary.

Quality of work life ensures employees benefit from their workplace which enhances engagement towards the realization of the organizational goals. Quality of work life is a "give and take thing", the employer provides good working conditions for the employee and in return benefits from the employee who is now motivated to put in his best in terms of knowledge, skills and abilities. A mutual relationship exists in quality of work life which is favorable to both the employer and the employee.

#### **Components of quality of work life**

Components of quality of work life as proposed by Lau and Bruce (1988) in Nanjundeswaramy and Swamy (2013) are as seen below; these variables are the focus of this study and will be discussed in details as the study progresses.

- Job security
- Reward Systems (compensation, incentives etc.)
- Training and Development
- Career advancement opportunities
- Participation in decision making

Deci and Ryan (2000) classified quality of work-life indicators into intrinsic and extrinsic factors and according to them, the intrinsic factors are those that propel individuals to desire to engage in tasks that they find inherently satisfying and enjoyable, novel, or optimally challenging, the desire to do something for its own sake. Specifically, the duo identified autonomy, competence and relatedness as the key components of these intrinsic factors. They argued that these three factors are germane for workers to realize optimal psychological functioning and growth throughout their lifespan. They further described the extrinsic factors as those that have to do with external influences such as rewards, social evaluations, rules, responsibilities and even punishment. The major thrust of their study which they tagged 'Self-Determination Theory', (SDT) is that people are actively growth oriented and that they move towards a unified sense of self and integration with others.

With this change in thought, many scholars have since focused more attention on intrinsic work orientation and it has become an increasingly important factor for economic performance and future competitiveness in the knowledge-based economy (Gallie, 2003).

Intrinsic motivation differs from extrinsic in the sense that intrinsic is derived from the job experience itself while extrinsic motivation is based on the expected pleasure of the activity and according to Thomas (2009), extrinsic rewards are now less motivating as day to day motivation is more strongly driven by intrinsic rewards.

An intrinsic rewarding job is interesting and challenging, one does a number of things at the job, like being able to use skills, abilities, learn new things, work independently and being recognized for doing a

good job (Kalleberg & Vaisey, 2005; Huang & Vliert, 2002). Kalleberg & Vaisey (2005) further stated that intrinsic job rewards are more strongly and consistently related to overall job satisfaction than extrinsic characteristics while Gallie (2003) found that work environments providing varied work initiative and voice were associated with a stronger intrinsic orientation.

The measures of quality work life are multi-dimensional as they include both monetary and non-monetary indicators. Based on literature, the following major indicators can be identified: job security, job enrichment, flexible work time, advancement and growth, pay packages and fringe benefits, work intensity, skills, autonomy and control, relatedness, safety and healthy work environment. These dimensions above could be summed up under two major sub-headings; the subjective and objective indicators of work quality. The objective indicators are pay package and fringe benefits, autonomy and control, advancement opportunity and job security, job enrichment and flexible working time (Kalleberg, & Vaisey, 2005). The duo opined that most of the measures of job indicators are subjective and not objective because they are based on survey data though the subjectivity varies as to how data is collected. For instance, earnings which is pay package can be subjective when workers are asked to give the information themselves, and objective when collected from the administrative source.

### **Reward System and Job Engagement**

Reward system is a formal and well-structured procedure through which organizations motivate employees and increase their productivity by giving them different kinds of benefits in addition to their wages. These benefits could be in form of compensation, fringe benefits, recognition and appreciation which arouse employees' interest and also help in retaining them. Organizations, in order to reach their goals and visions rely on various motivational factors to get employees perform their best and employees are motivated directly when by their reward system, they contribute to their organization's effectiveness (Nilsson & Ovre, 2013).

The duo further asserted that the purpose of reward system is to contribute to the increased value of an organization, to motivate and encourage actions that are needed for an organization's success. They also opined that for the workers, the rewards need to be better than other options and for the organization, the outcome of the employee's actions must be better than the reward. Bau and Dowling (2007) in Nilsson and Ovre (2015) opined that organizations that reward employees perform better than those that do not and that reward systems have the potential of being the most important part of an organization's management control system. Employees with clear goals that are rewarded in accordance with their expectations are often satisfied with their work place (Wyatt, 2001).

There are two types of rewards as opined by Bau and Dowling (2007), they are external and interior rewards. External rewards involve economic rewards, benefits and performance bonuses given to the worker when he performs well while the interior rewards have to do with the organization's satisfaction when an employee performs well for the organizational growth (Nilsson & Ovre, 2013). The duo further asserted that it is important for organizations to choose the reward system that works for them, as what works for one organization might not work for the other. Maslow (1954) in Nilsson and Ovre (2013) opined that there are certain aspects that need to be accounted for when reasoning about reward systems; organizations are to take into consideration people's entire lives in trying to motivate them as some are from rich social background while others see work as their main social platform, hence these affect the impact of rewards.

For instance, something that is much appreciated by a worker might be like a punishment to another worker who feels a social pressure to take part of these "rewards"; in other words, there is no optimal reward system that can be used in every organization and in every situation hence organizations should study their environments and their employees to know the best way to reward them.

Baridam (2002) defined incentive as an object, valuable items of desired action or event that spurs an employee to do more of whatever was encouraged by the employer through the chosen incentive. According to him, four kinds of incentives are available for employers to use at work and these incentives improve the quality of work life of an employee and make him engage actively in a job schedule. This view was corroborated by Sterling (2017) who enumerated the following types of incentives:

*Compensation Incentive:* These include items such as raises, bonuses, profit sharing, signing bonus and stock option.

*Recognition Incentive:* These include actions such as thanking employees, praising employees with a certificate of achievement or announcing an accomplishment at an organizational meeting. Employers can offer recognition incentives as part of an overall organization employee recognition program and they can also offer employee recognition in the day-to-day interaction of managers with employees (Sterling, 2017).

*Rewards Incentive:* These include items such as gifts, monetary rewards, service awards, presents and items such as gift certificates. An additional example is employee referral awards that some organizations use in encouraging employees to refer job candidates; these incentives are often awarded in conjunction with recognition incentives to send a positive message to employees about what contributions and behavior the employer wishes to see.

*Appreciation Incentives:* Employees can be appreciated by way of organizing parties, picnics and general celebration whereby employees will be entertained with variety of foods.

Sterling (2017) asserted that incentives have benefits for both employees and employers because it boosts employees' productivity, morale, job satisfaction and involvement in organizational functions and makes employers experience greater efficiency, increase in productivity and organizational success. He concluded by saying that through workplace rewards and incentives, employers and workers enjoy a positive and productive work environment.

### **The Concept of Job Engagement**

The term engagement was first used in relation to work but generally the Gallup organization is credited for coining the term in the 1990s (Schaufeli, 2013). Researches have shown that although there is a great deal of interest in the topic of engagement, there is also a good deal of confusion as there is no consistency and no universally accepted definition of engagement owed to the fact that the concept have been operationalized and measured in disparate ways (Sandeep, Mark, Chris, Emma & Truss, 2008).

Kahn is often credited as the first scholar interested in applying the concept of job engagement to the workplace because in 1990, he developed the first grounded theory regarding personal job engagement and disengagement at work to illustrate how psychological experiences of work and work context shape the processes of people presenting and absenting themselves during task performance (Avery, Mckay, and Wilson, 2007). Kahn studied personal engagement and disengagement at work in two different contexts; a summer camp and educational sector where he used several data collection methods, especially in-depth interview to examine the state of being engaged and disengaged at work. Based on the results, Kahn defined personal engagement as the simultaneous employment and expression of a person's 'preferred self' in task behaviors that promote connections to work and to others, personal presence (physical, cognitive, and emotional) and active, full role performances. He also defined personal disengagement as the simultaneous withdrawal and defense of a person's preferred self in behaviors that promote a lack of connections, physical, cognitive, and emotional absence, and passive, incomplete role performance".

Harter et al (2002) defined engagement as referring to an individual's involvement and satisfaction with, as well as enthusiasm for their work. In a research they carried out to examine the relationship between employee job satisfaction, engagement and business unit outcomes, they found out that both employee job satisfaction and employee engagement have direct relationships to business outcomes. For Saks (2006), engagement is a distinct and unique construct that consist of cognitive, emotional and behavioral components associated with one's role performance.

He identified two types of engagement based on his research namely; job engagement and organization engagement. Job engagement according to Saks is a distinct and unique construct consisting of cognitive, emotional and behavioral components that are associated with individual role performance; he distinguished between "job engagement" (performing the work role) and "organizational engagement" (performing the role as a member of the organization). Employee engagement in other words refers to the individual being psychologically present in one's role at work while organization engagement refers to the individual being psychologically present in one's role as a member of the organization.

Sandeep, Mark, Chris, Emma and Truss (2008); Abdul, Rizwan, Muhammad and Ali (2014) while citing Khan asserted that employee engagement is the harnessing of organizational members' selves to their work roles. They further stated that in engagement, people employ and express themselves physically, cognitively and emotionally during role performances while Margolis (2014) opined that employee engagement is the holistic expression of a person's preferred self in a work role; whereby an employee dedicates his cognitive energy, affective energy and physical energy to one's work.

The individuals' love or passion for his work is the driving force in employee engagement; the existence of different definitions makes the state of knowledge of employee engagement difficult to determine as each study examines employee engagement under a different protocol and unless employee engagement is universally defined and measured, it cannot be managed, nor can it be known, if efforts to improve it are working (Ferguson, 2007). San deep et al (2008) opined that although employee engagement had been defined in many ways, it is argued that the definitions often sound similar to other better known and established constructs such as 'Organizational Commitment and Organizational Citizenship Behavior' (OCB) Robinson, Perryman and Hayday, 2004).

Characteristics of an engaged employee:



The above is a diagrammatic representation of the characteristics of an engaged employee. He looks for opportunities to improve performance, keeps up to date developments in his field of study, identifies with the organization, sees the bigger picture, even at personal cost, can be relied upon and goes beyond the requirement of the job, treats colleagues with respect, and help them to perform more effectively, works actively to make things better, believes in the organization and he is positive his job and the organization.

The key drivers of employee engagement as stated by Robinson, Perryman and Hayday (2004) are:

- Involving employees in decision-making.
- The extent to which employees feel able to voice their ideas, and managers listen to these views and value employees' contributions.
- The opportunities employees have to develop their jobs
- The extent to which the organization is concerned about employees' health and well-being.

### **Statement of the Problem**

Education remains a veritable tool for all round development in every society and the quality of education achieved in a given society is dependent on the teachers' quality of work life and their subsequent engagement. Taking a look at the quality of graduates turned out annually in our educational institutions, it is quite obvious that the quality of our education is on the decline and the society keeps pointing accusing fingers to the teachers while teachers on their own part, keep apportioning blames on the government for lack of motivation to spur them to greater productivity. Teachers are meant to work in conducive environments with adequate resources provided for the realization of the educational goals and objectives; there should be job security for teachers whereby no teacher would be dismissed arbitrarily without due process, good leadership that will care for the welfare of teachers, there should be free flow of communicate amongst workers, teachers should be adequately rewarded, regularly trained and developed, allowed participation in the decision making process among other things.

Teachers, if motivated and provided with the basic resources could go extra miles to ensure the goals of education are realized but if the reverse is the case, teachers might be disengaged which will be evidenced by negative behaviors such as truancy, absenteeism, negligence to duty, lateness to work, poor teacher-student relationship, acts of indiscipline, lack of proper record keeping, doing petty businesses during school hours, examination malpractice, cultism, gangsterism among the students and other negative vices which will have negative impact on all the stake holders. The researcher is actually bothered by the issues raised here and seeks to investigate, if teachers' quality of work life can contribute to their job engagement and to what extent can this be done?

### **Aim and Objectives of the Study**

The aim of this study was to examine the extent teachers' quality of work life jointly and independently contribute to their job engagement in public secondary schools in Rivers State. The specific objectives are to:

1. Determine the joint contributions of the various components of quality of work life on teachers' job engagement in public secondary schools in Rivers State.
2. Find out the extent reward systems contribute to teachers' job engagement in public secondary schools

### **Research Questions**

To further guide this study, the following research questions have been posed.

1. To what extent do the various components of quality of work life jointly contribute to teachers' job engagement in public secondary schools in Rivers State?
2. To what extent do reward systems contribute to teachers' job engagement in public secondary schools in Rivers State?

### **Hypotheses**

The following hypotheses to be tested at 0.05 alpha level guided this study.

1. There is no significant joint contribution of various components of quality of work life to teachers' job engagement in public secondary schools in Rivers State.
2. There is no significant contribution of reward systems to teachers' job engagement in public secondary schools in Rivers State.

## **METHODOLOGY**

**Research design:** The design adopted for this study was correlational. This design is appropriate because it seeks to establish the relationship that exists between two or more variables and also indicates the direction and magnitude of the relationship between the variables. In this study, the researcher gathered two sets of data based on teachers' quality of work life and theirs job engagement and determine the relationship between the two variables. The population for this study consisted of all the eight thousand, four hundred and fifty-two (8,452) teachers; 4,408 males and 4,044 females in 247 Public Senior Secondary Schools in the 23 local government areas of Rivers State. The source is the Rivers State Post Primary Schools' Board, 2017. The sample size for this study is 400 teachers this represents 5% of the

entire population. The proportional stratified sampling technique was used to group the sampled teachers. The minimum sample size of 378 was determined using Taro Yamene’s formula. The instruments that are used for this study are in two sets; they are self-designed questionnaires titled Teachers’ quality of work life assessment scale (TQOWLAS) and Teachers’ Job Engagement Scale (TJES) were used to elicit responses from teachers in Public Secondary Schools in Rivers State. The instruments are divided into three sections A, B, C; section A was based on demographic variables of the respondents, section B was focused on the quality of work life which has 50 items while section C focuses on Teachers’ Job Engagement which has 15 items on it. The responses were measured on a modified four point Likert type rating scale as follow: Very High Extent (VHE) 4 points, High Extent (HE) 3points, Low Extent (LE) 2 points and Very Low Extent (VLE) 1 point. The Cronbach Alpha method was used to establish the internal consistency of the instrument. The reliability for Teachers’ Quality of Work Life Assessment Scale (TQOWLAS) was 0.703, while that of Reward Systems Subscale was 0.723, Job Security Subscale 0.735, Training and Development Subscale 0.807, Career Advancement Subscale 0.708, Decision Making Subscale 0.726, and Teachers’ job Engagement Scale (TJES) was 0.877 respectively. The various coefficients are high enough and guarantee the use of the instrument for the study. Multiple regression was used to answer research question one while Simple regression was used to answer research questions 2. Multiple regression was used to test hypothesis 1 all at 0.05 alpha while t-test associated with simple regression was used to test null hypothesis 2 and ANOVA associated with it.

## RESULTS AND DISCUSSIONS

**Research Question One:** *To what extent do the various components of quality of work life jointly contribute to teachers’ job engagement in public secondary schools in Rivers State?*

**Table 1.1a: model summary of multiple regression on the joint contribution of quality of life on teachers’ job engagement**

Model	R	R Square	Adjusted R Square
1	0.381 <sup>a</sup>	.145	.134

Table 1.1a revealed that the regression correlation coefficient was 0.381 while the R square and adjusted R square are 0.145 and 0.134. The coefficient of determinism of was calculated to be 14.5%. This showed that quality of work life jointly contributes 14.5% of teachers’ job engagement in public secondary schools in Rivers State.

### Hypothesis One

There is no significant joint contribution of various components of quality of work life to teachers’ job engagement in public secondary schools in Rivers State.

**Table 1.1b: ANOVA associated with multiple regression on the joint contribution of quality of life on teachers’ job engagement**

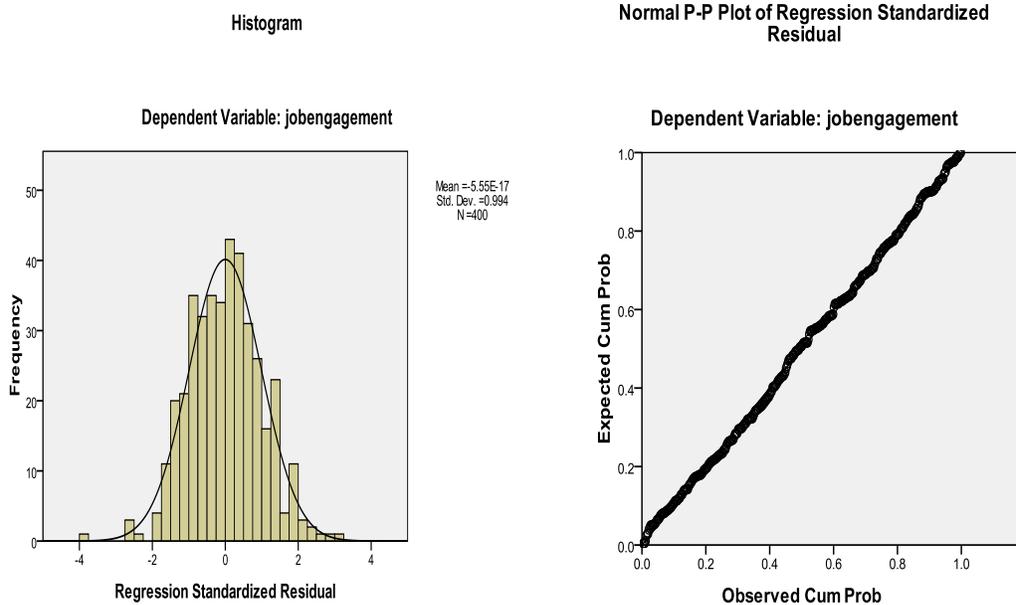
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7763.468	5	1552.694	13.356	.000 <sup>a</sup>
	Residual	45802.670	394	116.250		
	Total	53566.138	399			

a. Predictors: (Constant), decision, reward, training, job security, career

b. Dependent Variable: job engagement

Table 4.1b revealed that degree of freedom is given as 5 and 394 with a calculated F ratio of 13.356. The F ratio value of 13.356 is significant at 0.000 when subjected to alpha level of 0.05. F (5 and 394)=

23.356,  $p < 0.05$ . Therefore, the null hypothesis is rejected. By implication, there is a significant joint contribution of quality of work life to teachers' job engagement in public secondary schools in Rivers State.



**Figure 4.1: Graphical representation of joint prediction of quality of work life to teachers' job engagement in public secondary schools in Rivers State**

**Research Question Two**

*To what extent do reward systems contribute to teachers' job engagement in public secondary schools in Rivers State?*

**Table 1.2a: Simple regression of reward systems contribute to teachers' job engagement in public secondary schools in Rivers State**

Model	R	R Square	Adjusted R Square
1	.144 <sup>a</sup>	.021	.018

Table 1.2a revealed that the regression correlation coefficient was 0.144 while the R square and adjusted R square are 0.21 and 0.018. The coefficient of determinism was calculated to be 2.1%. This showed that reward systems contribute 2.1% of teachers' job engagement in public secondary schools in Rivers State.

**Hypothesis Two**

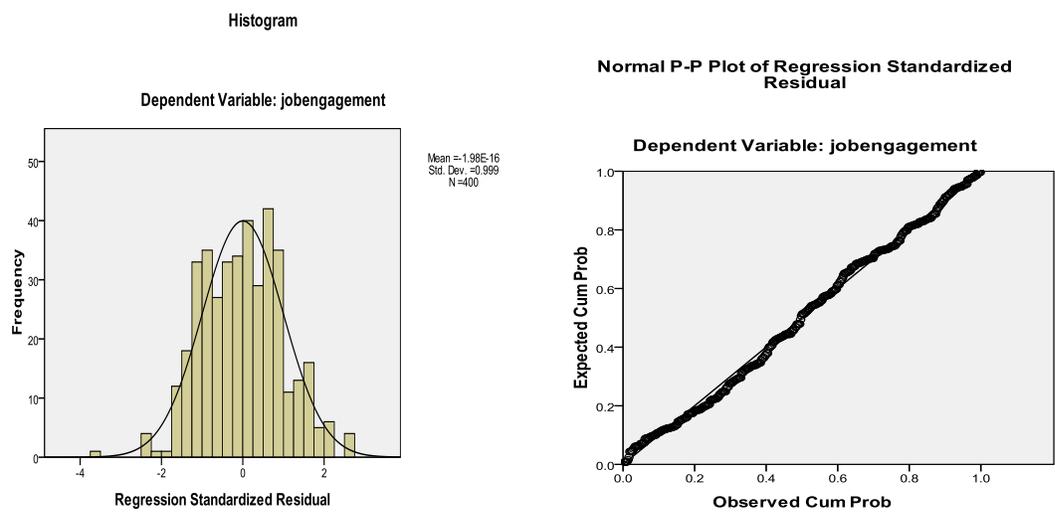
There is no significant contribution of reward systems to teachers' job engagement in public secondary schools in Rivers State.

**Table 1.2b: t-test associated with simple regression on the contribution of reward systems on teachers’ job engagement in public secondary schools in Rivers State**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	46.222	1.066		43.345	.000
	Reward	.092	.032	.144	2.913	.004

a. Dependent Variable: job engagement

Table 1.2b revealed that the unstandardized and standardized beta coefficients are given as 0.092 and 0.144. The t-test value of 2.913 is significant at 0.004 when subjected to an alpha level of 0.05. Therefore, the null hypothesis is rejected. By implication, reward systems significantly contribute to teachers’ job engagement in public secondary schools in Rivers State.



**DISCUSSION OF FINDINGS**

**Quality of Work Life and Teachers’ Job Engagement in Public Secondary Schools in Rivers State**

The researcher found that quality of work life jointly contributes 14.5% of teachers’ job engagement in public secondary schools in Rivers State. The findings of this study is surprising to the researcher because one would have expected that quality of work life is supposed to contribute to a very large extent to teachers’ job engagement in secondary schools in Rivers State, Nigeria. One of the possible reasons why the finding of this study is baffling to the researcher is because a hired worker with good quality of work life is expected to engage in the job area to a very high extent. The finding of this study is supported by the finding of Dimkpa (2008) who asserted that enhanced quality of work life brings about teachers’ dedication to duty. Teachers’ dedication to duty as rightly pinpointed by Dimkpa is a string determinant of quality of work life. Another possible reason why teachers’ quality of life did not contribute to their job engagement to a very high extent is traceable to the fact that the quality of work life given to teachers is in no measure compared to what other public servants receive. Teachers’ quality of work life is most of the times on paper and not being implemented as promised. Teachers are seen going into incessant strike actions because of poor quality of work life. This poor quality work life cannot in any way be compared to the level and sensitivity of their responsibility.

Contrary to the finding of this study was the assertion made by Fatihe, Ali, Shahindokt and Fariba (2014) when they found that quality of work life holds no water for teachers' job engagement if they do not have intrinsic motivation. The reason why quality of work life of teachers could not bring about job engagement could be because some of the husbands and wives of these teachers may have had more than necessary hence making them to overlook whatever packages and presentations made for them.

The hypothesis showed that there is a significant joint contribution of quality of work life to teachers' job engagement in public secondary schools in Rivers State. The hypothesis that showed a significant contribution of quality of work life to teachers' job engagement in secondary schools is expected by the researcher because the provision of all type of quality of work life is required for teachers to assume full responsibility of their duties. The findings of this study did not contradict the finding of Dimkpa (2008) who posited that there is a significant difference in the perceived features of teachers' quality of work life in their job areas in secondary schools in Rivers State. The reason why the hypothesis was not rejected by the teachers stemmed from the fact that the provision of all round work condition is a good mainstream for them to put in their very best in line with the standards and expectations of the organization.

If the null hypothesis was not rejected, this would have passed a wrong impression on the importance of quality work of life in the teaching engagement in secondary schools in Rivers State, Nigeria. The finding is also strongly buttressed by Fatihe, Ali, Shahindokt and Fariba (2014) who found a significant and positive correlation between job satisfaction of faculty members and their quality of work life.

#### **Reward Systems and Teachers' Job Engagement in Public Secondary School in Rivers State**

It was found that reward systems contribute 2.1% of teachers' job engagement in public secondary schools in Rivers State. The low level to which reward system contributed to teachers' job engagement in secondary schools in Rivers State is a big disappointment to the level it contributed to their job engagement. Reward in the school system is supposed to be prominent in the motivation of teachers to work, but the finding of this study is not depicting that fact. The finding of this study is drawing implication that no matter how teachers are rewarded they may not be fully engaged in their jobs. Reward is paramount in the achievement of organization goals and objectives. In the case of some teachers in secondary schools, it does not perturb them at all whether they are rewarded or not. It may not only be that they do not value reward but could be because of the ways and manners these rewards are meted to them.

This could be the possible reason why Gupta and Sharma (2011) reported that reward and compensation are very vital to the accomplishment of organization goals and objectives. How can an organization achieve its' goals and objective if the teachers engaged are not engaged in the achievement of their statutory responsibilities. How can these teachers swift into action when they are not given rewards either monetary or verbal.

It is contradictory to say that reward contributes little to teachers' job engagement because this is one of the reasons why these teachers embark on industrial action especially when the fringe and normal benefits are not provided for them. The hypothesis showed that reward systems significantly contribute to teachers' job engagement in public secondary schools in Rivers State. Even though reward system contributed to a very low extent to teachers' job engagement, its contribution was still significant. The significant contribution of reward system to teachers' job engagement is linked to the fact that even when the reward system contribution little to teachers' job engagement majority of them still value the importance of that extra benefit to the running of their personal affairs.

#### **CONCLUSION**

Based on the findings, it was concluded that quality of work life contributes to teachers' job engagement in Rivers State. It was also concluded that reward systems, job security, career advancement and decision making are significant contributors to teachers' job engagement but training and development is not.

## RECOMMENDATIONS

1. The teachers show expertise and professionalism in their teaching job in order to fully discharge their duties in line with conditions of service.
2. The principals should devise effective and efficient reward management systems that will compensate teachers who have shown brilliance in the execution of their statutory responsibilities.

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