Reward System and Teaching Staff Morale in Public Senior Secondary Schools in Imo State

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ABSTRACT
The study investigated the extent reward system predicts teaching staff morale in public senior secondary schools in Imo State. Two research questions and two hypotheses guided the study. The study adopted correlation research design. The population of the study was 6566 teachers in the 296 public senior secondary schools in Imo State. A sample of 377 teachers of public senior secondary schools in Imo State was used. A multistage sampling procedure involving cluster sampling was adopted. Two sets of instruments titled: Reward System Questionnaire (RSQ) and Teaching Staff Morale Questionnaire (TSMQ) were used for data collection. Cronbach Alpha was used to determine the reliability coefficients of reward system and teaching staff morale questionnaire at 0.78 and 0.74. The subscales of remuneration was 0.74 and promotion 0.78 respectively. Simple regression was used to answer the research questions and t-test associated with simple regression was used to test hypotheses. The findings are that remuneration predicted teaching staff morale by 1% and promotion predicted teaching staff morale by 26.8% in public senior secondary schools in Imo State. It was recommended that teachers should be promoted in other to boost their morale in public senior secondary schools in Imo State.

Keyword: Reward System, Morale, Remuneration, Promotion

INTRODUCTION
The employees’ commitment is largely based on appreciation and rewards they received in the process of discharging their responsibilities. Teachers who are rewarded financially, non-financially or both tend to improve their drive to impart knowledge on the students. Financial and non-financial could be seen as intrinsic and extrinsic in nature. Intrinsic rewards are necessary because employees are rewarded for their personal satisfaction, to make them feel better in the organization. These types of rewards include empowerment, trust, recognition, information and feedback. On the other hand, extrinsic rewards are those which employee receives from his or her organization after good performance or after accomplishing specific task. These rewards include gifts, promotions, salary increase, remuneration and bonuses. As identified by Khan, Forooq and Ullah (2010), remuneration is a vital factor which affects teachers’ morale. There is need for flexibility in administering rewards to teachers and reward must recognize the differences in people’s needs, expectations, aspirations, goals, their performances desires. On the other hand, performance clearly describes how an employee carries out the allocated tasks that make up the job. Good performance results from consented efforts, ability and true direction. Employees performance rewards is therefore made up of the totality of the financial and other non-financial rewards that an employee receives because of their labour or services rendered. In Imo State, there is considerable concern whether teachers are adequately rewarded for their performances in job execution. This is discernible from expressed reservations of some teachers on lack of morale in teaching profession (Abdul, 2014).
Morale refers to the degree to which a worker feels inspired, motivated or stimulated to become self-driven towards contributing optimally to the achievement of organizational goals. It is a
psychological construct which reveals how workers perceive the reward they receive in relation to their ideographic need disposition and compare the same with their colleagues (Weihrich, Cannice & Koontz, 2010). The equity theory provides an explanation on how this works. The theory reveals that if a worker perceives his reward-reward to be fair and equivalent to his input and also equivalent to the reward given to somebody else who puts in the same measure of input as himself, he is likely to show signs of high morale. Furthermore if he also perceives his rewards to be higher than his input, his morale is sustained as he becomes self-driven to increase the value of his input so that it eliminates the inequality between his reward and input.

Getzels, and Guba, in Peretomode, (2006), posited that morale of workers is a function of three variables and that morale cannot be maintained at a high level if any of the variables is at minimum. The three variables are belongings, rationality and identification. According to Peretomode, (2006), Belongingness referred to the extent to which role expectations are congruent with need disposition (personal needs). Identification refers to the degree to which individual needs are congruent with organizational goals. Rationality represents the extent to which role expectations are congruent with organizational goals. That is the extent to which role expectations are well united for the achievement of organizational goals (p. 97).

Remuneration as reward creates great morale to teachers. Once workers perceive that certain behaviour or performance would earn them a specified amount of financial reward, they become self-driven and motivated to get such prospective reward. Teachers hardly get financial rewards thus their morale become low. Furthermore, it explains why they are engaged in moonlighting or engage in private ventures at the expense of the quality of their service delivery. They do this primarily to increase their cash inflow and striving to make ends meet. When administering financial rewards, it is important to make it reflect the individual teacher’s job performance.

Promotions, in the work of Welhrich, Cannice and Koontz, (2010:260) said “it is a move within the organization to a higher position that has greater responsibilities and requires more advanced skills. It usually involves a raise in status and in pay.” Promotion along the path of organizational stratification is a form of reward which workers work assiduously to earn. It is usually given to workers on the basis of merit for working for a given length of years or for exceptional service delivery and productivity. Sometimes, workers get promoted for achieving a given level of professional development which consequently increases their market value. Secondary school teachers in Imo State usually expect to receive promotion after three years has elapsed. This promotion implies that their salaries would be raised and they would attain the level where they would be qualified for the post of a Vice Principal, Principal, Director and even a Permanent Secretary. Sadly, these teachers rarely get their promotion as at when due. This dampens their morale and makes many of them display negative attitude to work. Denying teachers their entitled promotion is an unfair labour practice which in itself creates dissatisfaction and negative attitude to work.

**Statement of the Problem**

Some secondary school teachers in Imo State have demonstrated low level of morale in discharge of their duties. Sometime, NUT engages in warning or full blown strike actions over remuneration and promotion which are lacking in Imo State educational system.

**Aim and Objectives of the Study**

The study assessed the extent reward system predicts teaching staff morale in public senior secondary schools in Imo State. Specifically, the objectives of the study sought to:

1. examine the extent remuneration predicts teaching staff morale in public senior secondary schools in Imo State.
2. find out the extent promotion predicts teaching staff morale in public senior secondary schools in Imo State.

**Research Questions**

The following research questions guided the study

1. To what extent does remuneration predict teaching staff morale in public senior secondary schools in Imo State?
2. To what extent does promotion predict teaching staff morale in public senior secondary schools in Imo State?
Hypotheses
The following hypotheses tested at 0.05 level of significance guided the study.
1. Remuneration does not significantly predict teaching staff morale in public senior secondary schools in Imo State
2. Promotion does not significantly predict teaching staff morale in public senior secondary schools in Imo State.

Review
Equity Theory
Stacy J. Adams propounded the Equity Theory in 1964 in (Evans, 2015). This theory is one of the popular process theories of motivation. The proponent of this theory provides a logical explanation of how the behaviour and morale of workers is influenced by how they perceive their reward in relation to their work input as well as in relation to the reward received by other employees who had made equivalent input. Describing the implication of the theory, Egbo, and Okeke, (2009:266) noted that the theory “focuses on the people’s feelings of how fairly they have been treated in comparison with the treatment received by others”. The theory is based on the notion that every worker wants to receive what he perceives as an equitable reward for his efforts. The theory provides a framework for the conclusion that how workers perceive the reward they get will determine how they feel about their employer, about their job and consequently their morale to work. Hodgetts, and Altman, (1979) in Peretomode, (2006) pointed out that
In educational administration, this theory provides a useful framework for assigning of duties amongst school personnel and the fair administration of reward system. It provides an insight on how school personnel (teachers) perceive their reward and how this perception affects their morale and productivity. Egbo and Okeke, (2009) identified two forms of equity namely distributive equity and procedural equity. The former is concerned with the way workers feel about the reward they receive in relation to their input as well as in comparison with the input of others while the later is concerned with the feelings of workers about the appraisal of their performance in relation with their task (Egbo & Okeke, 2009). This theory provides a useful theoretical framework for this work because it provides logical explanation that was used to predict reward system and teaching staff morale within the school system. Accordingly, a favourable perception of reward will technically boost teachers’ morale and the reverse is equally applicable.

Writers in education have tended to used equity theory to emphasis the importance of intrinsic motivation for teachers. Accordingly financial, material and social rewards qualify as extrinsic rewards because they are self-granted. An employee who works to obtain extrinsic rewards such as money or praise is said to extrinsically motivated one who derives pleasure from the task itself or experience a sense of competence or self-determination is said to be intrinsically motivated. The relative importance of intrinsic and extrinsic rewards is a matter of culture and personal taste.

Concept of Reward System and Teaching staff Morale
One of the most veritable tools for maintaining the morale of teachers in education is the administration of reward system. Maslow’s in his hierarchy of needs cited in Adams (2015) theory noted that employees are motivated by the reward system. In the view of Adelabu (2013), reward system referred to the benefits an employee gets for performing a given task. It includes remuneration, recognition, praise, promotion, and improvement in work-life, work leave, bonuses, and many more. These reward system is necessary for maintaining the morale of teachers. Peter, (2003; 2) noted that “The effectiveness of organization’s performance and reward management can have a major impact not only on morale and productivity but also its ability to attract and retain staff”. The ideographic need disposition of each teacher and his perception of how reward system would meet such needs would determine the level of the teacher’s morale. Edem, (2006:60) stated that “the morale of teachers is likely to fail if there are noticeable disparities between their conditions of service and those of others which has the consequences of mass exodus of teachers to more lucrative employment”. This premise gives credence to Vroom’s expectancy theory which points out that
teachers will only have a high morale at work if they perceive that their input with bring about a valuable output especially in terms of the reward system. Achimugu, (2012) decried the concerned about the conditions of service of teachers in Nigeria noted that:

Teachers are neglected in terms of general work condition of service. Before the Simeon Adebo’s review panel of 1969, teachers were placed on poor salary scale with little or no fringe benefits. Even since Adebo’s review panel of 1969 which brought teachers into the mainstream of public service, not much has been achieved in terms of teachers’ welfare and conditions of service compared to their counterparts in other professions (p.63).

The above premise provides a logical explanation for the reasons of job dissatisfaction and low morale amongst public school teachers in Imo State. In Adesina, (2013), the negative attitude of teachers to work cannot be discussed without mentioning their conditions of service. Some scholars and publications such as Andrews and Erwin (2013) have posed that the conditions of services of teachers are far less than that of their counterparts in other sectors. Although teachers make significant contributions to national development through the transmission of national values and manpower generation, they remain the least recognized, celebrated, paid, and often promoted.

Segwu, Etudor, Uchendu and Duruamaka (2015) noted that rewards contribute to strategic implementation by shaping individual and organizational behaviour. Well-designed reward plans are consistent with an organization’s objectives and structure. They induce employees to direct their performance toward the organizational goals. Reward is an important variable that has the potential of conditioning the behaviour of teachers through their feelings or morale. The right reward is a determinant of the attitude and commitment of teachers towards the achievement of educational goals. The morale of teachers cannot be discussed without reference to the nature, quality and value of the prospective reward system.

Teaching Staff Morale

Teaching staff morale in the opinion of Andrews (2013) referred to the mental and emotional condition of an individual teacher or group of teachers with regard to the function of task at hand. Emotions often occur spontaneously in response to certain behaviours. In an organization, workers react sharply to these behaviours according to the ways they perceive the responses. Reward system among others is one of the ways to touch the staff morale in the work environment. When reward system is high, workers morale is likely to rise then when it is low. Reward enhances morale energies of workers to put in their best which will in turn increase organizational productivity (Asika, 2008).

Morale is the mental and emotional condition as enthusiasm, confidence or loyalty of an individual or group with regard to the function of task at hand. As stated in Ejiofor (2013), morale is a group phenomenon depicting a willingness to strive for the goals of a particular group, a condition of congruent motivations among members of a group resulting in relatively high levels of energy expenditure towards common goals. When morale is defined in terms of individual person, Ejiofor further stated that it relates to the individual’s zeal to pursue with others the common goal of the group which he is a member. In the opinion of Ezeala and Irikana (2018) the common goal in a school system is to ensure effective teaching and learning processes. The principal is to ensure that teachers are encouraged to be punctual at school and be dedicated to their responsibilities. These could happen when teachers are effectively rewarded which will in turn increase their morale in educational system. Satisfaction is a component of employee’s morale, which precedes higher morale (Ejiofor, 2013).

Elizur (2014) discovered that building teacher morale requires more than compliment, plaques and one-time events. In addition to token rewards, researcher like Lee (2011) said school managers need to give teachers a voice in their day to day responsibilities, a strong support system, and a sense that their work is significant. According to a 1998 report published by Educational Resource Information Centre (ERIC) cited in Lee (2011) teacher morale is higher in school where principals create a positive school culture and climate. Principals, the report said, are the key to improving teacher’s morale because they control many of the contingencies in the work environment and are the sources of much reinforcement for teachers.

Where teachers’ morale is high, students typically show high achievements, researchers have found (Burke & Cooper, 2010). But when teacher’s morale sinks, achievement drops and other problems
come to the surface. Low teacher morale usually leads to indifference toward others, cynical attitudes towards students, little initiative when it comes to preparing lesson’s and other classroom activities, preoccupation with leaving teaching for a better job; increased use of sick leave, and bouts of depression.

Banjoko (2011) was of the opinion that schools are established to achieve predetermined goals/objectives. Human and material resources at the disposal of the organizations are mobilized and directed to the accomplishment of the organizational goals. Bellow (2008) believed through his research that productivity explains the technical relationship between the amount of inputs and the amount of output from a clearly identified process. When the amount of output is greater than the amount of input, the organization is adjourned to be productive. Ejie (2014) supported the assertion that the reverse is the case when the amount of input is greater than amount of output, the organization is said to be unproductive. A motivated worker, he said is a productive worker. There is therefore relationship between reward system and teaching staff morale through the examination of previous works.

**Remunerations and Teaching Staff Morale**

Bello and Adebajo (2014) defined teaching staff remuneration as anything given for exchange of goods and services rendered in the process of employment by the teachers. They also added that it is a payment for work done, wages, salary and total emolument offered to teachers in the education industry. Good remuneration has been found over the years to be one of the policies that organizations adopt to increase their workers’ morale and hereby increase the organizations productivity (Beenbulem, 2004). Reward system are ever present and always important feature of organizational life, some teachers see their jobs as the source of pay check and nothing else. Others derive great pleasure from their jobs and association with co-workers. The subject of organizational reward includes but goes beyond monetary compensation. Teachers represent the human element in a school system; they are the most vital factor of production because they define the production potentials of organization in terms of ‘value-added’. The quality and quantity of work force contributes essentially in the enhancement of productivity. Since teachers are human, they have emotions and sentiments which the employers of labour should always put into considerations when dealing with them. Therefore, their salaries should be paid in order to increase their morale to put in their best in the school. Ezeala, Maxwell and Amadi (2017) were of the view that money has the purchasing power to recruit teachers, pay their salaries and allowances. Financial resources should be made available so as to reward teachers promptly.

**Promotions and Teaching Staff Morale**

Ugboro (2013) saw teaching staff promotion as an upward carrier growth and job elevation with better status, higher responsibility and higher pay given to teachers in the school system. It is important that the appropriate authorities reward teachers with their promotions and at when due. Teachers’ promotion can be a good instrument for reinforcement. It would curb the problem of teachers leaving the profession for other personal ventures as they are expected to remain in the job for a period of time before they would be entitled for a promotion. Newly recruited teachers would also find this reinforcing thus they would be committed to their job. A teacher who realizes that his/her counterpart (who possess the same qualification as he/she does), had gained reoccurring promotions would be demoralized and would do anything to leave the profession or even cut down on his input to reduce the perceive inequality. Welhrich, Cannice and Koontz, (2010:260) pointed out a pre-caution for managers who needs to use promotion as reward. They cautioned that “Promotion may be reward for past performance, but only if there is evidence of potential competency; otherwise, the person may be promoted to a level at which they are incompetent.” Nwideeduh, (2004) felt that,

> The promotion of an individual directly shows that his performance is recognized and this may make him work harder to justify the recognition. It puts new life in the individual and activates his efforts. The principal therefore has to avoid any personal feelings or personality clash that may make him fill the staff’s progress report subjectively, which will in turn hinder the staff’s promotion. He must read his report to the staff individually before sending these out to the ministry (p.182).

Ezeala and Chinda (2016) opined that the increasing complexity of the educational system in Nigeria at present makes promotion necessary more than ever before, forcing school manager to promote more teachers to undertake harder and bigger responsibilities that showcase their potentials in school management. By the act of promotion, teachers’ morale became high for more productivity.
One strategy, noted by Ibiene (2003) to improve teacher quality is to provide rewards and reward teacher performance by having a salary scale with steps. Progression between steps would require, in addition to formal qualifications, demonstrated performance at a specified level, as measured on the professional standards. Within each step on the salary scale, a teacher would progress in annual increments, subject to satisfactory performance appraisal. To achieve this situation, Morean (2010) opined a number of aspects needed to be in place. Firstly, would be an accepted system of regular performance appraisal of teachers. Regular could be defined as annual or certainly at least every five years. The appraisal needs to be conducted in line with an accepted professional standard. One possibility would be that annual appraisal, affecting only incremental progression within steps of the scale, might be conducted within the school whereas an appraisal that enabled progression to the next step might require an external evaluation.

**METHODOLOGY**

The study adopted a correlation research design. The population of the study comprised all the six thousand five hundred and sixty six (6566) teachers in the two hundred and ninety six (296) public secondary schools spread across the six (6) educational zones from three (3) senatorial zones in the twenty seven (27) local government area of Imo State, Nigeria. A sample of three hundred and seventy seven (377) teachers of public senior secondary schools in Imo State, Nigeria was used for the study. A multistage sampling approach involving cluster sampling was used to draw 6 educational zones from 3 senatorial zones in Imo State and simple random sampling techniques was used to draw 166 public senior secondary schools while purposive sampling technique was used to draw 377 teachers from public senior secondary schools in Imo State.

Two sets of instruments, Reward System Questionnaire (RSQ) and Teaching Staff Morale Questionnaire (TSMQ) were used for data collection. To ensure face and content validities of the instruments, the initial drafts were given to two experts in measurement and evaluation for validation. The Cronbach Alpha was used to determine the reliability of the instruments. The reliability coefficients of reward system questionnaire and teaching staff morale questionnaire are 0.78 and 0.74. The subscales of remuneration was 0.74 and promotion 0.78 respectively. The research instruments were administered to the respondents by the researcher and with the help of two trained assistants who are teachers in Imo State. In all, three hundred and seventy seven (377) copies of questionnaire were distributed. Out of 377 copies of questionnaire distributed 350 copies were properly filled and retrieved. This account for 93% retrieved and analyzed. Simple regressions was used to answer the research questions and t-test associated with simple regression was used to test hypotheses. Tables were constructed in respect of various research questions and hypotheses.

**RESULTS**

Research question 1: To what extent does remuneration predict teaching staff morale in public senior secondary schools in Imo State?

**Table 1: Simple regression on the extent remuneration predict teaching staff morale in public senior secondary schools in Imo State**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.098*</td>
<td>.010</td>
<td>.006</td>
</tr>
</tbody>
</table>

Table 1 revealed that the regression correlation coefficient (R) was 0.098 while the R square and adjusted R square were .010 and .006 respectively. The coefficient of determinism was calculated to be 1% (.010 x 100). This showed that remuneration predicted 1% of teaching staff morale in public senior secondary schools in Imo State.
Research question 2: To what extent does promotion predict teaching staff morale in public senior secondary schools in Imo State?

Table 2: Simple regression on the extent promotion predict teaching staff morale in public senior secondary schools in Imo State

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.518*</td>
<td>.268</td>
<td>.266</td>
</tr>
</tbody>
</table>

Table 2 revealed that the regression correlation coefficient (R) was 0.518 while the R square and adjusted R square were .268 and .266 respectively. The coefficient of determinism was calculated to be 26.8% (.268 x 100). This showed that promotion predicted 26.8% of teaching staff morale in public senior secondary schools in Imo State.

Hypothesis 1: Remuneration does not significantly predict teaching staff morale in public senior secondary schools in Imo State

Table 3: t-test associated with simple regression on the independent prediction of remuneration on teaching staff morale

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>36.305</td>
<td>.766</td>
</tr>
</tbody>
</table>

remuneration | .039 | .023 | .098 | 1.741 | .083    |

a. Dependent Variable: teaching staff morale

Table 3 revealed that standard beta value and t-test were .098 and 1.741. The p-value of 0.83 is above the level of significance of 0.05 therefore, the null hypothesis is not rejected. By implication, remuneration does not significantly predict teaching staff morale in public senior secondary schools in Imo State.

Hypothesis 2: Promotion does not significantly predict teaching staff morale in public senior secondary schools in Imo State

Table 4: t-test associated with simple regression on the independent prediction of promotion on teaching staff morale

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>59.960</td>
<td>2.091</td>
</tr>
</tbody>
</table>

Promotion | -.617 | .058 | .518 | -10.710 | .000    |

a. Dependent Variable: teaching staff morale

Table 4 revealed that standard beta value and t-test were .518 and -10.710. The p-value of 0.000 is below the level of significance of 0.05 therefore, the null hypothesis is rejected. By implication, promotion significantly predicted teaching staff morale in public senior secondary schools in Imo State.

Summary of Findings
The findings of this study are summarized as shown below

1. Remuneration predicted teaching staff morale by 1% in public senior secondary schools in Imo State.
2. Promotion predicted teaching staff morale by 26.8% in public senior secondary schools in Imo State.
3. Remuneration does not significantly predict teaching staff morale in public senior secondary schools in Imo State.
4. Promotion significantly predicted teaching staff morale in public senior secondary schools in Imo State.

DISCUSSION OF FINDINGS

Remuneration and Teaching Staff Morale
The finding of the study revealed that remuneration predicted teaching staff morale by only 1% in public senior secondary schools in Imo State. The above premise provided a logical explanation for the reasons of low morale amongst public senior secondary school teachers in Imo State. This is in agreement with Ibiene, (2003), who conducted an empirical study on wage earnings and job attitude among workers in public and private secondary schools in Port Harcourt local government area in Rivers State and it was found that high wage and its regular pay are synonymous with high productivity.

Ibodje (2008) conducted an empirical work on ‘earning and job attitude among teachers in public secondary schools in Udu Local Government Area of Delta State and found that attitude of teachers towards their job is fairly positive but not encouraging also the factors affecting teachers’ earnings that could positively influence their job attitude are in wanting. The teachers are not being paid enough to boost their morale and attitude towards their job, also that the welfare packages and other determinant factors that determine their earnings are not enough to boost their morale and attitude towards work.

Peter and Asuquo (2008) carried out a study on work–role attachment and remuneration intentions of public school teachers in Calabar. The study showed various remuneration intentions of public school teachers and that uncommitted, unattached and uninvolved workers have remuneration intention than those attached to their work. It was also recommended that remuneration be effectively adopted to assist teachers to develop good working habit.

Ansarud and Adebajo (2014) study on reward system and employees performance in Lagos State revealed that there is a significant relationship between employee’s performance and salary package. Based on this premise, effective remuneration by the organization enhances performance and rewards can have a major impact not only on morale and productivity but also its ability to attract and retain staff. The ideographic need disposition of each teacher and his perception of how remuneration would meet such needs would determine the level of teaching staff morale. Therefore, remuneration does not significantly predict teaching staff morale in public senior secondary schools in Imo State.

Promotion and Teaching Staff Morale
The finding of the study revealed that promotion predicted teaching staff morale by only 26.8% in public senior secondary schools in Imo State. This is in agreement with Mohd (2014) who believed that promotion is another social benefit that creates an avenue that can encourage teacher to work actively, it is seen as a feed-back that the workers have performed well. It has been observed that promotion tends to put a new live in the individuals and activate their knowledge, skills and their level of commitment to the education goals. But if on the other hands, the individuals within an organization are deprived their promotions, they would become disconnected and consequently leads to labour turnover.

Elizur (2014) discovered that building teacher morale requires more than compliment, plaques and one-time events. In addition to token rewards, promotion acts as an activator to teachers zeal and skills display towards job accomplishment. Promotion as an upward carrier growth and job elevation with better status, higher responsibility and higher pay given to teachers in the school system boost their morale in teaching and learning processes in Imo State.

Nwideeduh, (2004) felt that the promotion of an individual directly shows that his performance is recognized and this may make him work harder to justify the recognition. It puts new life in the individual and activates his efforts. The principal therefore has to avoid any personal feelings or personality clash that may make him fill the staff’s progress report subjectively, which will in turn hinder the staff’s promotion. He must read his report to the staff individually before sending these out to the ministry. Nwideeduh, (2004) added that Promotion may be reward for past performance, but
only if there is evidence of potential competency; otherwise, the person may be promoted to a level at which they are incompetent. Therefore, promotion significantly predicted teaching staff morale in public senior secondary schools in Imo State.

CONCLUSION
The study was concluded that remuneration predicted teaching staff morale by 1% and promotion predicted teaching staff morale by 26.8%, in public senior secondary schools in Imo State. Remuneration does not significantly predict teaching staff morale in public senior secondary schools in Imo State and promotion significantly predicted teaching staff morale in public senior secondary schools in Imo State.

RECOMMENDATION
The following are hereby recommended.
1) Teachers should be promoted in other to boost their morale in public senior secondary schools in Imo State,
2) Teacher should be paid equitably with the job down.

REFERENCES


