

Reward Management Culture as Correlate of Job Attraction of Business Educators in Colleges of Education in Nigeria

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Abstract

The Study investigates reward management culture as correlate of job attraction of Business educators in Colleges of Education in Edo and Delta States. The main purpose of the study was to ascertain the extent to which reward management culture correlate job attraction of Business educators in Colleges of Education in Edo and Delta States. To guide this study, two research questions were raised while two hypotheses were formulated and tested at 0.05 level of significance. The research design adopted for the study was a correlational survey. The study population comprised 133 Business educators in the public Colleges of Education in Edo and Delta States. There was no sampling because the population was manageable. The instrument used for data collection was a structured questionnaire. The instrument was validated by three experts of measurement and evaluation all from the University of Benin, Benin City. The reliability of instrument was established using Cronbach alpha statistics that yielded total alpha value of 0.80. Pearson product moment correlation was used to analyzed both the research questions and the hypotheses at 0.05 level of significance. The results revealed that the correlation coefficient between career development culture and job attraction is -.497 which is negative/inverse but moderate. It also showed that the coefficient value obtained for remuneration culture and job attraction indicates positive and high relationship. On testing the hypotheses, it was discovered there is a strong link between career development, remuneration and business educators' job attraction in Edo and Delta States. Sequel to the conclusion it was recommended among others, that Colleges of Education should strive to invest in the training/development of business educators as this will help maintain their core competencies and also enhance their job satisfaction and attraction of Business educators

Keywords: Reward Management, Culture, Attraction, Business Educators, College of Education

Introduction

The policy that guides the establishment of Colleges of Education as enshrined in the National Policy on Education with regards to the professional preparation of teachers for basic education in Nigeria has a number of objectives. Among which are: to produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system; to encourage further the spirit of enquiry and creativity in teachers; to help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals; to provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations and to enhance teachers' commitment to the teaching profession (Federal Republic of Nigeria, 2013).

One of the programmes run in Colleges of Education is business education, where business educators are the major operators of the programme. They transform the business education curricula into reality at this level of education. The main objective of the business education programme is to empower individuals with desirable skills, abilities, knowledge, and competencies to perform specific functions such as to teach and/or become self-sufficient and self-reliant in the competitive business world. To achieve these objectives, there is need for adequate human capital base in terms of academic of the right quality and quantity since no education system may rise above the quality of its teachers. The college's human resource policy ought to guarantee the attraction and retention of business educators for sustainability of the right academic standard of business education programme.

The entire process of job attraction of the highly skilled business educators that will help to realize this noble objective could be contingent on the reward management culture prevailing in the colleges. This is because business educators are the type of manpower needed in different aspects of the economy as they can function as administrators, ICT experts, financial analyst, production, and material management experts. They have a wide range of choice of employment opportunities if they are qualified and competent and if the reward is right in accordance with service delivery.

Reward can be thought as the total package given by an employer to an employee for services rendered towards the realization of organizational objectives. Reward could be used as a way of strengthening good behaviors among employees as well as productivity. Reward management is concerned with the formulation and implementation of strategies and policies that aim at rewarding people fairly, equitably and consistently in accordance with their value to the organization (Armstrong, 2010). It consists of analyzing and controlling employee remuneration, compensations and all the other benefits such as retirement plan, hospitalization program for the employees. It is aimed at creating and efficiently operating a reward structure of an organization.

According to Norah (2017), the various rewards management practices in human resource management that may constitute the culture that can attract business educators may include: Career development and employee remuneration. These abound in typical business organizations and are also expected to abound in colleges of education and applicable to business educators; they are attracted and retained by the reward management culture operating in these colleges. Some specific reward management practices that are embedded in the culture include: career development initiatives and employee's remuneration.

Career development can be perceived of as a lifelong process of managing learning, work, leisure, and transitions to move toward a personally determined and evolving preferred future. It is believed that most organization adopt career development in response to pragmatic human resource concerns because they believe it will help in ensuring continued supply and retention of qualified and talented employee. Therefore, active career development in Colleges of Education may serve as an attraction and retention tool to keep the best talent/ highly skilled business educators within its fold. This may be possible by investing in their future growth and showing business educator the path to fulfill their career. Career development programs will involve, periodic assessment be carried out by the human resource departments of Colleges of Education to ascertain the skills, abilities, competencies and the improvement made by business educators.

Career development is a motivational incentive that promotes employee's retention and productivity (Musa, Ahmed, & Bala, 2014). Career development comprises of resolute efforts bound for evaluating an employee's competences identifying possible career advancement for that worker and developing and implementing different types of training programmes and experience to organize that individual for job enlargement and enrichment. In most businesses, its gradually obvious that career development programs are cost justified in the same conditions as initial programs; meaning each endorsement contributes to enhanced deployment of workers overall organizational operation and development (Mapelu and Jumah, 2013).

The significance of career development is as a result to match an employee's career path with opportunities and challenges experienced within the organization. The importance of career development also involves a successful appointment of employees in positions that meet their desires as well as organizational requirements. Employee career development relates to organizational efficiency and can also result to more dedicated personnel and employee retention (Slum, 2004). Furthermore, Jennings (2005) stated that career stagnation occurs when one stays in one position for too long, affecting employee's loyalty, commitment and willingness to stay.

A way of distinguishing by training is an alternative as it enhances broad attractiveness and observes high levels of commitment (Barrow & Mosley, 2005). Particularly specialized workplace training initiated by the company improves the perception towards the company (Green et al., 2000). Career development seems to have an impact on expected quality of the employee experience. Past studies; (Taylor, 2002; Gaffney, 2005; Chhabra & Mishra, 2008), suggest that employees choose to stay longer where they experience individual growth and acquisition of specialized skills. Additionally, Porter & Steers' (1973) found out that work, development opportunities are expected to increase retention as individuals who sense that they are rewarded reasonably for the work done are more contented and fulfilled (Hausknecht, Rodda & Howard, 2009).

Remuneration is what employees receive in exchange for their work. This includes total remuneration in pay and benefits. Appropriate remuneration of the highly skilled business educators in Colleges of Education could be an effective tool for motivation and obtaining higher level of job attraction and retention as well as enhancing the college overall effectiveness.

Additionally, the college ought to follow a remuneration program which aims at attracting and keeping the desired quality and mix of staff. Remuneration programs must be competitive enough both to attract and to retain the right talent/highly skilled business educators and incentive plans must focus on the most critical priorities of the college.

Friendly and good remuneration scheme is one of the very vital characteristic of retention because it fulfils the monetary and material needs (Walsh & Taylor, 2007). Salary retirement and job security have been shown to be important personal issues that may affect the satisfaction of faculty members in colleges and universities. The study found that less than half of the faculty members in national research indicated that they were satisfied with their salary and fringe benefits. According to Kreitner (2004), paying low salaries often means that top performers leave their jobs and others who might not be as good take these jobs. In addition to the salaries and wages, well rounded benefits such as health plans, insurance and pension plans offered to employees sends a powerful message to the employees that they are important. A company can retain their employees based on the fact that if the employees leave their job they might not be able to replace the benefits they are getting by moving to a new company. Raises are also important especially if given at a time when other employers might not be giving them as they usually keep the employees motivated (Walker, 2004).

The more significant the raise, the more an employee will feel appreciated. If there is not enough money to give everyone a raise, the top performers can be awarded raises. Bonuses are also given in cases where there are not enough money to offer raises. Offering a raise or bonuses every year helps the workers feel that they are moving ahead (Walsh & Taylor, 2007). Employers can also use a combination of hard-monetary and soft-nonmonetary benefits so as to retain employees. Non-monetary strategies such as reward systems, provision of childcare, off time, stock options, and discounts for purchases among others can be combined with monetary benefits to motivate employees and also to gain their loyalty. Non cash rewards and perks can also be used to recognize exceptional performance. Verbal recognition, trips and public recognition can send an important message regarding the importance of employees to the other employees (Kreitner, Wambugu & Ombui, 2013).

Job attraction has been misconstrued to represent the stage that begins with new job postings and ends with new engagements for the organization. This however is a narrow view of what job attraction entails. Job attraction therefore is getting potential candidates (employees) to view the organization as a positive place to work and continue to entice them with the work to the point of seeing the organization as the best place to work. In the context of colleges of education, job attraction may involve making business educators to begin to believe in colleges of education as a positive place to work and will desired to stay with the college for a considerable period. Attracting and keeping highly qualified business educators is important but seems difficult for colleges of education in recent times. However, following the tips to attract, keep and motivate employees, colleges of education will be able to increase the satisfaction of business educators with their jobs, and as a result lower recruiting costs and make colleges of education more productive. Among which are: Providing a positive working environment; recognize, reward and reinforce the right behavior; involve and engage; develop skills and potential; evaluate and measure. The primary purpose of evaluation is to measure progress and determine what satisfies and dissatisfies the

employees. The evaluation process may include measurement of morale, turnover, and the engagement level of the workforce.

As a matter of importance, the reward management culture variables ought to be in their right proportion and distributed fairly to business educators in Colleges of Education for colleges to stand the chance of attracting and at the same time retaining the highly skilled and qualified business educators to their fold. This is in line with Adams (1963) equity theory of motivation, which calls for a fair balance to be struck between employee's inputs for example, efforts, tolerance, skill levels, hard work and enthusiasm, and employee's output, for example benefits, salary, compensation and recognition. According to this theory a fair balance serves to ensure a strong and productive relationship with the employees, with the overall result being satisfied. The reverse of this scenario in any organization often time results in employee turnover as in the case of colleges of education in Nigeria. Employee turnover is a symptom of deeper issues that have not been resolved, which may include absence of a clear career path, lack of recognition, poor employee management relationships, salary, incentive payments, promotion, physical work environment to mention but a few. A lack of satisfaction emanating from poor implementation of reward practices may cause a business educator to withdraw and begin to look out for better opportunities. Highly skilled business educators remain assets to any College of Education, and their retention could be a factor to college success. The more experienced an employee is, the more valuable he is likely to be to the organization. Management of Colleges of Education and other relevant stakeholders, therefore, should take the issue of attraction and retention of its highly skilled business educators as a top priority.

Statement of the Problem

The number of Colleges of Education is increasing whereas, the number of qualified lecturers is not increasing proportionately. There has been constant mobility of these highly skilled persons from Colleges of Education to other public sectors for better remuneration and conducive working environments (National Commission for Colleges of Education, 2012). This view was amplified by Umaru and Danjuma (2017) who remarked that the consequence of lack of job satisfaction resulting from poor reward practices in the College of Education set-up is reflected in the shortage of competent and committed lecturers.

From the researchers' observation, there seems to be a widespread discontentment among the highly skilled business educators in most Colleges of Education in Edo and Delta States. There appears to be lack of career development and poor remuneration. There also seems to be deliberate denial of basic incentive such as regular payment of salaries, allowances as well as poor condition of service among others in most Colleges of Education in Nigeria. The extent to which reward management culture in Colleges of Education as correlate with job attraction of business educators is however not clear to the researchers. The question therefore is, how do reward management culture correlate job attraction of business educators in colleges of education in Nigeria?

Purpose of the Study

The main purpose of this study was to ascertain the extent to which reward management culture correlate job attraction of business educators in Colleges of Education in Edo and Delta State. Specifically, the study determined:

1. the relationship between career development and business educators job attraction in colleges of education; and
2. whether remuneration correlates business educators job attraction in colleges of education.

Research Questions

The following research questions guided the study.

1. What is the relationship between career development and business educators job attraction in colleges of education in Edo and Delta States?
2. What is the relationship between remuneration and business educators' job attraction in Colleges of education in Edo and Delta States?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance

1. There is no significant relationship between career development and job attraction of business educators in colleges of education in Edo and Delta States.
2. There is no significant relationship between employee remuneration and job attraction of business educators in colleges of education in Edo and Delta States.

Method

The research design adopted for this study is a correlational survey. A correlational research design measures two or more relevant variables and assesses the relationship between or among variables, as well as allows the prediction of future events from the present available knowledge (Creswell, 2012). The population of the study comprised of all the business educators in the six (6) public Colleges of Education in Edo and Delta States in Nigeria. The total number of business educators in these colleges is one hundred and thirty-three (133). The sample size was 133 respondents which represents 100% of the total population of the study. The entire population was used as the sample size because the population of the study is of manageable size, hence a census. The instrument that was used for data collection for the study is a structured questionnaire titled: "Reward Management Culture, Job Attraction Questionnaire of Business Educators in Colleges of Education in Edo and Delta States (RMCJAQ)". The questionnaire is divided into two sections; Section A, focused on respondent's bio-data such as institution's location while Section B contains twenty-four (24) item statement made up of three (3) clusters that measured career development, employee remuneration and attraction. Response to each item was rated on a 4-point modified likert rating scale ranging from Strongly Agree (SA); Agree (A); Disagree (D) and Strongly Disagree (SD), and were weighted as 4, 3, 2 and 1 respectively. To ensure face and content validity, the instrument was validated by three specialists in Business Education. To establish the reliability of the instrument for the study, Cronbach's alpha Model was used. Cronbach alpha value of 0.80. These figures were considered appropriate for the purpose of this study. The instrument was administered to the

respondents by the researchers with the help of five research assistants. The data collected were analyzed using Pearson Product Moment Correlation Coefficient. Pearson Product Moment Correlation was used to answer the research questions and to test the hypotheses at 0.05 level of significance. Decision rule for the research questions was based on boundary limits where any calculated r-value between 0.0 and 0.19 was regarded as very low correlation, between 0.20 and 0.39 was regarded as low correlation, between 0.40 and 0.59 was regarded as moderate correlation, between 0.60 and 0.79 was regarded as high correlation and between 0.80 and 1.00 was regarded as very high (Ajayi & Abanobi, 2017). The decision rule for the hypotheses was based on p- value; when p-value was greater than .05 was retained, otherwise was rejected.

Results

Research Question One: What is the relationship between career development and Business Educators job attraction in Colleges of Education in Edo and Delta State?

Table 1: Pearson r Showing the Relationship between Career Development Culture and Business Educators Job Attraction

Variables	N	r	Remark
Career Development Culture	133	-.497	Moderate/ Inverse Relationship
Job Attraction			

Key: Any calculated r-value between 0.40 and 0.59 was regarded as moderate

The result in table 1 shows the relationship between career development and Business Educators job attraction. The correlation coefficient between career development culture and job attraction is -.497 which is negative/inverse but moderate. It therefore means that the relationship between career development culture and Business Educators job attraction in Colleges of Education in Edo and Delta State is negatively or inversely moderate.

Research Question Two: What is the relationship between remuneration and Business Educators job attraction in Colleges of Education in Edo and Delta State?

Table 2: Pearson r Showing the Relationship between Remuneration Culture and Business Educators Job Attraction

Variables	N	R	Remark
Remuneration Culture	133	.740	High/Positive Relationship

Job Attraction

Key: Any calculated r-value between 0.60 and 0.79 was regarded as high

The data presented in Table 2 indicates the relationship between remuneration culture and Business Educators job attraction. The coefficient value obtained for remuneration culture and job attraction is .740 which indicates positive but high relationship. It therefore means that the relationship between remuneration culture and Business Educators job attraction in Colleges of Education in Edo and Delta State is positively high.

Hypotheses

Hypothesis one: there is no significant relationship between career development and Business Educators job attraction in Colleges of Education in Edo and Delta State.

Table three: Pearson product moment correlation coefficient on career development and job attraction

		Correlations	
		Career Development Culture	Job Attraction
Career Development Culture	Pearson Correlation	1	-.497**
	Sig. (2-tailed)		.000
	N	133	133
Job Attraction	Pearson Correlation	-.497**	1
	Sig. (2-tailed)	.000	
	N	133	133

** . Correlation is significant at the 0.01 level (2-tailed).

The above result reveals that there is a relationship between career development and job attraction of business educators. This is evident since the level of significance for the p-value (0.000) is smaller than (0.05). This suggests that the career development of business educators is significantly and favorably correlated with job attraction. As a result, the alternative hypothesis is accepted and the null hypothesis is rejected. Therefore, there is a strong link between career development and business educators' job attraction in Edo and Delta States. The conclusion of this is that business educators will be willing to stay for considerable period of time in colleges of education if career development in place is positive, and vice versa.

Hypothesis two: there is no significant relationship between remuneration and Business Educators job attraction in Colleges of Education in Edo and Delta State.

Table four: Pearson product moment correlation coefficient on remuneration and job attraction

		Correlations	
		Remuneration Culture	Job Attraction
Remuneration	Pearson Correlation	1	.740
	Sig. (2-tailed)		.000
	N	133	133
Job Attraction	Pearson Correlation	.740	1
	Sig. (2-tailed)	.000	
	N	133	133

The above result reveals that there is a relationship between remuneration and job attraction of business educators. This is evident since the level of significance for the p-value (0.000) is smaller than (0.05). This suggests that the remuneration of business educators is significantly and favorably correlated with job attraction. As a result, the alternative hypothesis is accepted and the null hypothesis is rejected. Therefore, there is a positive link between remuneration and business educators' job attraction in Edo and Delta States. The implication of this is that business educators will be more motivated to stay for considerable period of time in colleges of education if remuneration in place is favourable, and vice versa.

Discussion of findings

The study investigated reward management culture as correlate of job attraction of business educators in colleges of education in Edo and Delta States. It equally sought to determine how reward management culture variables such as career development initiatives and remuneration correlate job attraction of Business educators in colleges of education in Edo and Delta States.

The result of the investigation on the first research question which ascertained the relationship between career development initiatives culture and Business educators job attraction in colleges of education in Edo and Delta States revealed that the co-efficient between career development initiatives and job attraction is positive. It therefore means that the relationship between career development initiatives and Business educators, job attraction is significant. The findings corroborate the findings of Hossieni (2010) who reported that among the eight dimensions of quality of work of life, pay fair and adequate pay size, integration and social cohesion, continuing security, the integration and development opportunities, are related to employee attraction. Noel (2001) however, argued that through perception of career development initiatives, succession planning, process, you recruit superior employees, develop their knowledge, skills and abilities and prepare them for advancement or promotion into ever more challenging roles. Hytter (2007) added that this practice helps organizations avoid talent shortages, increase employee engagement and assist employees in transitioning into new intern roles. From the above findings therefore, it is clear that appropriate career development initiative is crucial for the continuous attraction of Business educators in colleges of education and in turn help to reduce job turnover.

The results of the analysis of the data relating to the second research question which determined the relationship between remuneration culture and Business educators job attraction in colleges of education in Edo and Delta States, found that remuneration culture has a positive and high relationship with job attraction. It therefore indicated that the relationship between remuneration culture and Business educators job attraction is positively high. The implication of this is that, both remuneration culture and job attraction of Business educators are moving towards the same direction. That implies that, an increase in remuneration packages will yield proportionate increase in job attraction of Business educators. The findings of the present study corresponded with Heng and Quazi (2003) who affirmed that competitive pay packages are considered as one of the most popular and highly effective strategies that any organization can use. The findings also concur with studies conducted by Noordin and Jusoff (2009) and Mustapha (2013) who reported that salary/ remuneration has a significant effect on lecturers' level of attraction; it is also aligned with the study by Shoaib, Noor, Tirmiz and Barshir (2009) who emphasized that attractive remuneration packages are some of the important factors that affect talent attraction. On the contrary, Jennifer and Carsen (2005) argued that, reducing employee's turnover should be one of the most important objectives of any organization. However, the problem for employers is not only to keep them interested and focused in their jobs amidst the many distractions or diversions that detract from effectiveness and productivity.

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