

## **Examining the Effect of Attitude, Remuneration and Working condition on Teachers' Performance in Hintalo District Tigray, Ethiopia**

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### **Abstract**

The purpose of the study was to investigate the effect of attitude, remuneration and working condition on teachers' performance. The study employed descriptive survey design and focused on quantitative data. 191 sample teacher employees were selected using simple random sampling technique. Questionnaire was the data gathering tools. The study mainly employed inferential statistics to analyze the data. The finding revealed that poor working environment, low remuneration and attitude factors affected teachers' performance. The Pearson correlation coefficient indicated that all the three independent factors had significant positive correlation among each other and collectively on teachers' performance. In this case null hypotheses were rejected and alternative hypotheses were accepted. Significant difference was not observed on teachers' performance due to gender, location, education level and experience disparity. Here the null hypotheses were accepted and the alternative hypotheses were rejected. It can be concluded that most employee teachers used the profession as transit. This can aggravate the problem born by remuneration and working condition. Attitude highly matters the effect of the other factors. Therefore the leaderships and stake holders should design awareness creation programs and motivation strategies to establish positive attitude on the teaching profession. The government should also introduce initiative projects to make the teaching profession attractive.

Key words- Attitude, Effect, Examining, Remuneration, Performance, Work condition

## **1. Introduction**

### **1.1. Back ground**

According Sharif, S. (2018) human work forces are the determinant and essential input of an institution to meet the intended objectives. Employees' performance is the process by which workers behave and act in the workplace and how well they conduct tasks on a set of targets and standards. This shows employees' performance is nothing but it is a work effectiveness, quality and efficiency on the basis of job specification. This study tried to evaluate the effect of attitude, remuneration and working condition on teacher employees' performance in Hintalo district, in Tigray region, Ethiopia. Hence this study attempted to identify the most common factors that affect employees' performance.

### **1.2. Statement of the problem**

The result from different studies indicated that employees' work motivation was mainly affected by personal characteristics. Leadership had positive and significant impact on both teachers' motivation and job satisfaction. Chinomona, E., & Moloi, K. (2014) revealed that institutional commitment, job satisfaction and employee performance were affected by institutional supports positively and significantly. Amalia, L., & Saraswati, T. (2018) drew competency with respect to certification had moderate effect on teachers' performance level. Teachers in Hintalo district are in effort to accomplish their goals but still they were not in smart performance. However they are influenced by various intrinsic and extrinsic motivations. Hence this study tried to investigate how attitude, remuneration and working condition affect teachers' performance.

### **1.3. Purpose**

#### **1.3.1. General Purpose**

The purpose of the study was to investigate the effect of attitude, remuneration and working condition on teachers' performance and to forward employees' encouragement strategies.

#### **1.2.2. Specific Objective**

1. To examine the relationship among attitude, remuneration, working condition and teachers' performance
2. To examine the impact of teachers' demography on their performance.
3. To examine the impact of location on teachers' performance.

## **Hypothesis**

1.  $H_{01}$  There is no significant relationship among attitude, remuneration, working condition and teachers' performance.

2.  $H_{02}$ . There is no significant difference in teachers' performance due to their demographic disparity.
3.  $H_{03}$ . There is no significant difference in teachers' performance due to location

### **1.3. Significance and limitation of the study**

This study can assist school principals to know the effect of attitude, working condition and remuneration factors on teachers' performance. However, the study limited only to some factors. It only focused on some variables.

## **2. LITERATURE REVIEW**

### **2.1. Remuneration**

Remuneration refers to financial aspects that teachers expect to achieve directly or indirectly. Hasbay, D., & Altindag, E. (2018) indicated that **remuneration** had significant effect on employees' performance. Iptian, R., Zamroni, Z., & Efendi, R. (2020) also revealed that the Compensation has a positive and significant effect on employee performance. Reward is one entity of the remuneration factors. Akpoviro, K.S., Akanmu, P.M., Olalekan, A., & Alhaji, S.A. (2018) found that employees' motivation was significantly impacted by bonus and benefits. Ramzan, M., & Kashif, H.M. (2014) had also ensured that compensation had positive relationship with employees' performance.

### **2.2. Working condition**

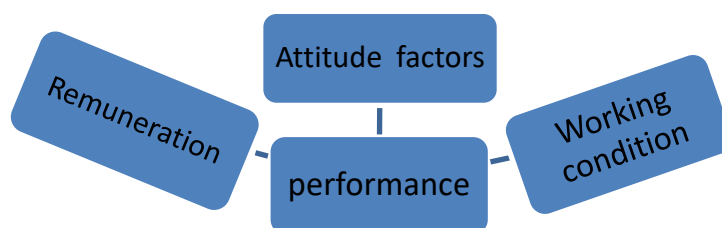
School working condition refers to all the psychological, policies and physical climates in the school. Herminingsih, A., & Supardi, W. (2017) revealed that teacher's job performance was significantly affected by transformational, transactional leadership and work ethics. Hasbay, D., & Altindag, E. (2018) found similar results. Diamantidis, A.D. and Chatzoglou, P. (2019) ensured that employees' performance was highly and positively affected by job environment and management support. ICT is vital input for the modern world. Luarn, P., & Huang, K. (2009) wound up that employees' performance was influenced by task-technology fit, computer self-efficacy and utilization factors. Ali, N., & Zia-ur-Rehman, M. (2014) also revealed that the relationship between job design and employee performance was positive.

### **2.3. Attitude**

Attitude refers to the positive and negative out looks of people to wards any issue. Nadeem, M., et.al (2011) revealed that teacher's performance was affected by poor socio- economy status. Diamantidis, A.D. and Chatzoglou, P. (2019) depicted that employees' performance was highly and positively affected by job environment and management support. Performance refers to the work effectiveness, quality and efficiency on the basis of established standards and indicators of given job specification. Chinomona, E., & Moloji, K. (2014) proved that institutional commitment, job satisfaction and employee performance were affected by institutional supports positively and significantly. Amalia, L., & Saraswati,

T. (2018) drew competency with respect to certification had moderate effect on teachers' performance level.

Conceptual frame work of variables



### 3 Methods

This study is descriptive survey design and quantitative approach. About 191 sample teachers participated in the actual study. Questionnaire which passed through pilot test were taken to collect data. The reliability of questionnaire was 0.85 for working condition items, 86 for attitude items, 87 for monetary items and 78 for performance item. Data analysis was done using independent t-test, and Pearson correlations/ANOVA regression to test the hypotheses.

### 4. Results and discussions

**Table 1** Correlation among attitude, school working condition, remuneration and teachers' performance using ANOVA test /correlation

R-value= High ( $\geq 0.66$ ), Medium (0.36-0.65), Low ( $\leq 0.35$ )			Remuneration	Work condition	Attitude	performance	
Spearman's rho	Remuneration	Correlation	1.00	0.75	0.24	0.17	
		Sig. (2-tailed)	.	0.00	0.00	0.02	
	Working condition	Correlation	0.75	1.00	0.26	0.17	
		Sig. (2-tailed)	0.00	.	0.00	0.02	
	Attitude	Correlation	0.24	0.26	1.00	0.25	
		Sig. (2-tailed)	0.00	0.00	.	0.00	
	*. R= 0.05 level (2-tailed). Is the significant value						

Table 1 indicated that remuneration had positive significant correlation with working condition at ( $r=0.75$ ,  $p=0.00$ ), with attitude at ( $r=0.24$ ,  $p=0.00$ ) and with performance at ( $r=0.17$ ,  $p=0.02$ ). Working condition also had positive significant correlation with attitude at ( $r=0.25$ ,  $p=0.00$ ) and with performance at ( $r=0.17$ ,  $p=0.02$ ). Similarly attitude had positive significant correlation with performance level at ( $r=0.25$ ,  $p=0.00$ ). These all revealed that as the value of one factor increased the value of the other factors also increased. Then the null hypotheses were rejected but the alternative hypotheses were accepted. This implied that

teachers' performance was predicted by remuneration, attitude and work condition. This was proved by Hasbay, D., & Altindag, E. (2018).

Table 2 Effect of teachers' educational level and experience on their performance

Dependent Variable: Performance		General linear model or tests of between-subjects effect				
Source	Sum of the squares	df	Mean square	F	Sig.	
Corrected model	64.796a	11.00	5.89	1.43	0.16	
Intercept	18281.42	1.00	18281.4	444	0.00	
Education level	10.93	2.00	5.47	1.33	0.27	
work experience	27.47	3.00	9.16	2.23	0.09	
Education * work experience	36.79	6.00	6.13	1.49	0.18	

(.081) is R squared value which was unlikely to (.024) of the adjusted R squared value

Table 2 depicted that teachers' educational level at ( $f=1.33, p=0.27$ ), work experience at ( $f=2.23, p=0.09$ ) and education \* work experience at ( $f=1.49, p=0.18$ ) did not make any significant effect difference on their performance. This is because their significant values were greater than the p value of 0.05. One can conclude that the null hypotheses for each item were accepted but the alternative hypotheses were rejected.

Table 3 effect of gender and location on teachers' performance using independent sample t-test

Descriptive Statics					This is Levine's column Test for the equality of Variances factors t-test							
Dependent Factor	independent variable	N	Mean	Std. D	F	t	df	Sig. (2-ta)	Mean Diff	Std. E D	95% Conf	
											Low	Upper
performance	Male	93	12.37	2.03	.01	.02	189	0.99	0.00	0.30	-0.58	0.59
	Female	98	12.37	2.09			188.9				-0.58	0.59
	Rural	100	12.33	2.01	.37	.28	189	0.78	-0.08	0.30	-0.67	0.51
	Urban	91	12.41	2.11			185.3				-0.67	0.51

Table 3 effect of gender and location on teachers' performance

Table3 indicated that there was no significant difference on teachers' performance due to gender. Because there was no mean difference and the significant value was ( $P=0.99$ ) which is greater than 0.05. Similarly there was no significant difference in teachers' performance due to location, for that the significant value was 0.78. Hence the null hypotheses for both gender and location were accepted and the alternative hypotheses were rejected. This study

was contrary with what (Mwirigi, A., 2014) had found. These all revealed that teachers' demography as moderator variable did not affect teachers' performance significantly.

## **5. Discussion and conclusion**

Remuneration, attitude and working condition were correlated each other. The Pearson correlation coefficient indicated that all the three independent factors had significant positive correlation with teachers' performance. This means that as the value of these independent factors increased the value of the dependent variable (performance) also increased. So it can be concluded that the null hypotheses were rejected and alternative hypotheses were accepted. Significant difference was not observed on teachers' performance due to gender. This implied that the null hypothesis was accepted but the alternative hypothesis was rejected. It was the same for location. There was no significant difference on teachers' performance due to the place they work. So one can conclude that the null hypothesis was accepted and the alternative hypothesis was rejected. Teachers' educational level and working experience had no brought significant deference on teachers' performance. In these cases the null hypotheses were accepted but the alternative hypotheses were rejected.

Working condition and remuneration factors had effect on teachers' performance but attitude had more effect than other factors. Generally in this study there was no significant difference in teachers' performance due demographic (education, experience and sex) and location disparity. This implied that attitude or awareness matters for teachers' performance best . Generally one can conclude from the discussion that teachers' demography as moderator variable did not affect teachers' performance significantly. Only attitude, remuneration and working condition variables had impact on teachers' performance.

## **6. Recommendation**

There for the school principals should work to boost positive attitude on teaching profession. The leaderships and stake holders should design awareness creation programs and motivation strategies. The government should also introduced initiatives to make the teaching profession attractive. Short training, coaching, performance evaluation with sound feedback and support must be implemented.

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