

Promoting Work Etiquettes Compliance Among Public Secondary School Teachers in Lagos State, Nigeria: The Critical Role of Employee Value Proposition

Akeem A. Adekunle

Abstract

This study examined the relationship between employee value proposition and work etiquettes compliance among public secondary school teachers in Education District III of Lagos State, Nigeria. Based on the purpose of the study, three research hypotheses were tested at .05 confidence level. A descriptive correlational research design was adopted for the study. The population comprised all the 2829 teachers in the 66 public senior secondary schools in the district as at the time of this study. The sample size comprised 350 teachers selected using stratified and Proportionate sampling techniques. A self-developed, validated and reliable ($r = .70$) 20 items instrument titled 'Employee Value Proposition and Teachers' Work Etiquettes Compliance Questionnaire' (EVPTWEQ) was used to generate data for the study. Data collected were analysed using the Pearson Product Moment Correlation Statistics, and the results of the analysis showed that significant relationship existed between each of the indicators of employee value proposition studied (compensation system, capacity building programme and work-life balance) and teachers' work etiquettes compliance. The study concludes that healthy employee value proposition is sine qua non to teachers' positive work behaviour. It was recommended that teachers' compensation should be more attractive, there should be continuous professional development programmes for teachers and school administrators should encourage family friendly school environment.

Keywords: *Employee Value Proposition, Work Etiquettes Compliance, Compensation System, Capacity Building Programme, Worklife Balance.*

Public secondary schools in Nigeria are educational institutions established and managed by the state Government in order to provide upper basic and post-basic education for the students. Management of public

TRIVIUM

secondary schools is within the purview of the state ministry of education and under the direct supervision of the Teaching Service Commission, Education District or the State Universal Basic Education Board as the case may be. The state Government which is the proprietor of public secondary schools finances the establishment and operation in order to enhance quality service delivery and eventual goal attainment. It was noted that proprietors of educational institutions invest a great deal of valuable resources in the provision of qualitative educational service supply, thereby facilitating the equality of educational opportunities for prospective students.¹

The realisation of the mission and vision of any school is hinged on the quality and quantity of the workforce who are usually regarded as the engine room of the educative process. When an employer engages an employee, a relationship is established. While the employers expect the employees to possess some qualities that promote effective service delivery, they in return promise the employees some benefits and rewards to be received for services rendered. This is known as the Employee value proposition. Employee value proposition is the system of compensation received from the established as a consequence for the skills, abilities and the expertise brought to the organization.² It is a description of the observed general agreement between employer and employee. The employer proposes to the employee and anticipates contributions from the employees in response to this. The incentives and contributions embody reciprocal responsibilities and assurances. The incentives usually involve things like career advancement, institutional support, list and indisputable actions.

Employee value proposition has to do with the emotional and practical gain pledged by the employer to the employees.³ It evidently expresses what the pledge is and the expectations from the employees. Initiating employee value proposition is essentially a critical aspect in the process of employer brand management. Innovative EVP has the potentials of attracting, hiring, retaining and satisfying employees. It was reported in a study that Employee Value Proposition had significant and positive influence on task accomplishment.⁴ Specifically, the study showed that the studied organisations advanced some forms of captivating EVP entrenched by four components which are organizational strength,

Promoting Work Etiquettes Compliance Among
Public Secondary School Teachers in Lagos State, Nigeria

career advancement, moral way of life as well as reward and flexibility. The result recognized career advancement as well as reward and flexibility as determinants of EVP for better performance of the sampled organisations.

School management are usually confronted with the challenges of attracting and retaining quality teachers who possess skills, proficiency experience, knowledge and standards that complement their roles in the organization. Teachers explore, consider the state of affairs, weigh the preferences and then decide on whether to take up or remain on the job due to the good deal put forward to them as indicated by EVP. An exciting EVP is also capable of ensuring the dedication and commitment of employees, the resultant effect of which could be better employee retention.⁵

An Employee Value Proposition is therefore, a comprehensive package provided by the employer in reciprocity for the efficiency and effectiveness of an employee. It was asserted that the EVP operates on double-edged agreement.⁶ On the one hand, there is the employer providing incentives, compensation packages, talent management, creativity and conducive and congenial work environment. On the other hand, we have the employee to whom engagement with the EVP is a determining factor in the realization of the mission and vision of the institution.

All employers sign on for value proposition with their employees which has to do with the comprehensive set of offerings and encounter rendered by the employer in comparison with other related opportunities. It was averred that an effective value proposition considers both the employer and employee's needs, and does not inly attract and retain employees with the appropriate expertise and competence, but also provides the required compensation and conditions of service that inspire and attract them towards quality service delivery.⁷ There is therefore, the need to reappraise the value proposition so as to enhance the attraction and retention of outstanding teachers.

It was reported in a survey carried out that a carefully planned and implemented EVP is capable of improving the commitment of new employees by approximately 29% and brings down the new employees' remuneration premium by approximately 50%.⁸ It also increased the possibility of employees serving as advocates from an average of 24% to 47%. The employee's level of productivity, efficiency and likelihood to be

TRIVIUM

creative were 18%, 35% and 59% respectively. The correlation between employee value proposition and employee loyalty was conceptually examined and was noted that employee value proposition as measured by rewards, opportunity, organization, work and people are determinants of employee loyalty.⁹ Relatedly, the influence of EVP on employee retention was considered and resulted in the conclusion that employee value proposition has a moderating role on employee resolve to continue working in an organization.¹⁰

This study focuses on three elements of EVP namely: Remuneration, capacity building and work life balance with a view to determining the mediating role of each of them on work etiquettes compliance among teachers. Remuneration is an important factor that impacts on employee satisfaction. It has to do with the compensation system in form of the centre packages made available to teachers. It could be financial and non-financial. Staff development involves the capacity building programme in form of training and development put forward for the teachers in order to enhance their productivity, while work life balance is the flexibility of working conditions that provides for a balance between the proportion of time and efforts dedicated to work and private affairs for the purpose of maintaining a general sense of coherence in life. Work etiquettes compliance is the extent at which teachers maintain decorum and civility in the discharge of their responsibilities, as evident in the obedience to rules and regulations and the display of ethical conducts in the schools.

It reported that the reward system for teachers in Nigeria was relatively poor when compared with what is applicable to other professionals in the country and other parts of the world.¹¹ This is a pointer to the reason why some teachers may be disposed to leaving the profession for improved incentive packages. In the same vein, it was affirmed that reward is a major factor determining teachers' willingness to leave the profession, and that incentive packages that are not sustainable are likely to result in teachers being poached by institutions with better conditions of service.

With regards to capacity building, it was evident that deficient career opportunities and insufficient capacity building programme are determinants of job motivation effectiveness and employability.¹² Institutional management should focus on a comprehensive consideration

Promoting Work Etiquettes Compliance Among Public Secondary School Teachers in Lagos State, Nigeria

on how to engage, advance and encourage academic talents. While the focus of the managers is profit maximization and advancement of the organization, the interest of the employee is on things such as self-improvement, accomplishment and financial compensation.

As for the work life balance, a study was conducted on the influence of WLB on job satisfaction and performance of employees, and found that each of the work life balance strategies on its own determinants of job contentment.¹³ Furthermore, the impact of WLB on job engagement of employees was explored and a moderate level of anticipated WLB, job satisfaction and engagement among the sampled employees was discovered and therefore, concluded that a positive and significant association existed between WLB on the one hand, and job satisfaction and commitment on the other hand.¹⁴ An employee with the appropriate work life balance is presumably contributed more meaningfully to the organisational development and effectiveness. An investigation was made on the relationship between WLB and teachers' job contentment and showed that the more the work life balance, the more the job satisfaction of teachers.¹⁵

The foregoing is indicative of the fact that employees of any organization seem to be indispensable for its survival, hence, the need to treat them with dignity and civility by providing them with the appropriate value proposition. This to some extent can help in developing suitable work behaviour in employees towards goal attainment.

Statement of the Problem

The role of the teacher in the realisation of the mission and vision of any educational institution cannot be underplayed. This is because teachers are considered as the most essential resources in the school system. As professionals, teachers are expected to conduct their affairs in the school in line with the laid down rules and regulations by displaying compliance with work etiquettes, some of which include punctuality, continuous attendance, efficient classroom management, records keeping, maintenance of school discipline, leadership by examples, etc.

Experience and observations of the researcher in recent time have shown that some public secondary school teachers seem to exhibit behaviours that are antithetical to the compliance to work etiquettes which

TRIVIUM

include but not limited to truancy, examination malpractices, inappropriate records keeping, poor classroom control, withdrawal behaviour, and general non-conformity with established practices. In recognition of the unwholesome consequences of these conducts on the accomplishment of goals of education, efforts have been continuously made by the government to provide remuneration for teachers in form of regular payment of salaries. It is however, a common knowledge that job satisfaction and performance go beyond remuneration. Other factors such as continuing professional development programmes, work life balance performance management, health benefits etc seem to produce propositions that are appreciated by the teachers for their performance enhancement.

It is as a result of these that the study has examined employee value proposition in relation to teachers' work etiquettes compliance in public secondary schools in Lagos State, Nigeria.

Purpose of the Study

The study was set to achieve the following objectives:

1. To determine the relationship between the remuneration system as employee value proposition and teachers' work etiquette compliance.
2. To examine the capacity building programmes as employee value proposition in relation to teachers' work etiquette compliance.
3. To investigate the correlation between teachers' work life balance as employee value proposition and work etiquette compliance.

Research Hypotheses

The following hypotheses were postulated and tested at 0.05 level of significance:

- H01: Remuneration system as employee value proposition and teachers' work etiquettes compliance are not significantly related in public secondary schools.
- H02: There is no significant relationship between capacity building programme as employee value proposition and work etiquettes compliance in the schools.
- H03: There is no significant relationship between teachers' work life balance as employee value proposition and work etiquettes compliance in the schools.

Promoting Work Etiquettes Compliance Among
Public Secondary School Teachers in Lagos State, Nigeria

Research Methodology

The study adopted a descriptive correlational research design because it examined the association between the independent variable (employee value proposition) and dependent variable (teachers work etiquettes compliance). The population comprised all the 2829 teachers in the 66 senior secondary schools in Education District III of Lagos State as at the time of this study. The sample size of 350 teachers was determined using Taro Yamane formula with 95% confidence level. Stratified random sampling technique was adopted in dividing the Education District into four zones, namely: Epe, Eti-Osa, Ibeju-Lekki and Lagos Island. Proportionate sampling technique was thereafter used to select the 14 schools and the participants used for the study. A self-developed 20 items questionnaire titled ‘Employee Value Proposition and Teachers’ Work Etiquettes Compliance Questionnaire’ (EVPTWEQ) was used to generate data for the study. The instrument was validated by two academic staff in Educational Management in University of Lagos. The reliability of the instrument was obtained using test-retest method and a coefficient of 0.7 was obtained. Four trained research assistants were used in collecting data for the study. The data collected were analysed using Pearson Product Moment Correlation Statistical tool.

Results

H01: Remuneration system as employee value proposition and teachers’ work etiquettes compliance are not significantly related in public secondary schools.

The hypothesis was tested using Pearson Product Moment Correlation Statistical tool, the result is presented in table 1.

Table 1

Remuneration System and Teachers’ Work Etiquettes Compliance

Variable	Mean	SD	N	Df	R	P	Remark	Decision
Remuneration System	12.36	3.21						
Teachers’ Work Etiquettes Compliance	11.94	3.11	350	348	0.53	.00	Sig	Reject Ho ₁

P<0.05, df= 348

TRIVIUM

The finding of the test of hypothesis one as shown on table 1 shows that a moderate, positive and significant relationship existed between remuneration system as employee value proposition and teachers' work etiquettes compliance ($r = .53$; $df=348$; $p<.05$). Thus, the null hypothesis which stated that remuneration system and teachers' work etiquettes compliance are not significantly related in Public Secondary Schools was rejected. It therefore, implies that there was a significant relationship between the remuneration system and teachers' work etiquettes compliance.

H02: There is no significant relationship between capacity building programme and work etiquettes compliance in the schools.

Pearson Product Moment Correlation Statistical tool was used to test the hypothesis, the result is presented in table 2.

Table 2

Capacity Building Programme and Teachers' Work Etiquettes Compliance

Variable	Mean	SD	N	Df	R	P	Remark	Decision
Capacity Building Programme	12.70	3.32						
			350	348	0.73	.00	Sig	Reject Ho ₂
Teachers' Work Etiquettes Compliance	11.94	3.11						

$P<0.05$, $df= 348$

The findings of the test of hypothesis two as depicted on table 2 shows that a strong, positive and significant relationship existed between capacity building programme as employee value proposition and work etiquettes compliance in the schools ($r = .73$; $df=348$; $p<.05$). Thus, the null hypothesis which stated that there is no significant relationship between capacity building programme and work etiquettes compliance in the schools was rejected. It therefore, implies that capacity building programme as employee value proposition and work etiquettes compliance were significantly related.

Promoting Work Etiquettes Compliance Among
Public Secondary School Teachers in Lagos State, Nigeria

H03: There is no significant relationship between teachers’ work life balance as employee value proposition and work etiquettes compliance in the schools.

The hypothesis was tested using Pearson Product Moment Correlation Statistical tool, the result is presented in table 3.

Table 3

Teachers’ Work Life Balance as Employee Value Proposition and Work Etiquettes Compliance

Variables	Mean	SD	N	DF	R	P	Remark	Decision
Teachers’ Work Life Balance	13.48	3.38	350	348	0.59	.00	Sig	Reject Ho2
Work Etiquettes Compliance	11.94	3.11						

P<0.05, df= 348

The findings of the test of hypothesis three as indicated on Table 3 shows that a moderate, positive and significant relationship existed between teachers’ work life balance as employee value proposition and work etiquettes compliance ($r = .59$; $df=348$; $p<.05$). Thus, the null hypothesis which stated that there is no significant relationship between teachers’ work life balance as employee value proposition and work etiquettes compliance was rejected. It therefore, implies that significant relationship existed between teachers’ work life balance as employee value proposition and work etiquettes compliance.

Discussion of Findings

The first result as shown in table 1 revealed that a moderate, positive and significant relationship existed between remuneration system as employee value proposition and teachers’ work etiquettes compliance. This implies that the system of reward put in place as employee value proposition is a determinant of the work behaviour exhibited by teachers. The present study confirms the earlier one which reported that monetary compensation for teachers, self-satisfaction of teachers, employment guarantee, career advancement opportunities, teachers’ commendation for a job well done,

TRIVIUM

teachers' participation in decision making, team spirit and resilience had significant relationship with teachers' work outcomes.¹⁶ Relatedly, a study was carried out and revealed that teachers' task enhancement was high and the compensation system was relatively adequate, and that emolument safety programme had positive and significant impacts on teachers' service delivery.¹⁷ The study further showed that salaries, allowances and other benefits jointly determined teachers' work behaviour.

The second result as indicated on table 2 shows that a strong, positive and significant relationship existed between capacity building programme as employee value proposition and work etiquettes compliance in the schools. This means that the ability of school management to provide opportunity for training and development programmes for teachers will go a long way in promoting their display of positive work habits, which is evidence of adherence to the laid down school rules and regulations and obedience to constituted authorities in the school. This study is consistent with the earlier study which assessed the domineering role of capacity building programme on the performance of secondary school teachers and discovered that teachers who were provided with the opportunities for training and development programme, were more effective in carrying out the assigned responsibilities that their counterparts who lacked such opportunities, especially with regard to mastery of the subject matter, classroom control, pedagogical procedure and assessment of students' academic work.¹⁸

In the same vein, it was reported that there was a high and positive association between career coaching, mentoring, technology-driven initiatives and teachers' performance at work in government-owned senior secondary schools in Port Harcourt Metropolis of Rivers state.¹⁹

The last result as shown in table 3 reveals that a moderate, positive and significant relationship existed between teachers' work life balance as employee value proposition and work etiquettes compliance. This is an indication that the ability of management of school to provide an enabling work environment that curtails work induced pressure in addition to the initiation of steady and sustainable procedure for service delivery, at the same time ensuring emotional and general wellbeing of teachers will be a determining factor in teachers work behaviour. This study corroborates

Promoting Work Etiquettes Compliance Among Public Secondary School Teachers in Lagos State, Nigeria

the finding which indicated a moderate level of work life balance and task accomplishment among the Ekiti State secondary school teachers; and that work life balance and teaching effectiveness were significantly related.²⁰ The study however, shows further that work-family pressure, the amount of work and service delivery had a strong contradictory association and therefore concluded that work life balance and teaching effectiveness were and therefore concluded that work life balance and teaching effectiveness were significantly related. Similarly, it was reported that work-life balance had significant influence on task accomplishment and professional contentment of female nurses and that a job satisfaction significantly moderated the correlation between the work life balance and job outcomes of the sampled female nurses.²¹

Conclusion

The study investigated the correlation between employee value proposition and work etiquettes compliance among public secondary school teachers in Lagos State, Nigeria. There is no gainsaying the fact that innovative value proposition is an important factor and infact, very crucial in an organisation's quest to entice, engage and compensate employees towards improved task accomplishment. The findings of the study have shown that the compensation system, capacity building programme and work-life balance as the value proposition indicators studied determined the extent of teachers' compliance with work etiquettes as evident in positive work behaviour. Consequently, the capacity of the ministry of education and the appropriate educational agencies to enlist the confidence and dedication of the teaching staff in the school system is dependent on the creation of enabling environment that promotes the exchange of thoughts and views with regards to the realization of the objectives of secondary education in the country. The study therefore, concludes that the monetary and non-monetary benefits put forward by the state government as the employers of public secondary school teachers go a long way in determining the nature of work behaviour exhibited, hence, the indispensability of employee value proposition in promoting the adherence of teachers to work etiquettes.

Recommendations

Emanating from the findings of the study along with the inferences drawn, the following recommendations are hereby proposed:

TRIVIUM

Since it is incontrovertible that compensation is an important factor in attracting people to a particular profession as well as in promoting teachers' persistence at work, government should therefore, put in place appropriate reward system for teachers. By so doing, realistic, sustainable and more attractive financial and non-financial benefits should be made available, as this will go a long way in attracting people into the teaching profession as well as in promoting positive work behaviour of the serving teachers.

Capacity building programme as manifested in training and development is very critical in addressing performance gap and enhancement of employees' job performance. The appropriate education agencies should as a matter of policy ensure that teachers are regularly engaged in capacity building programmes such as attendance at conferences, seminar and other forms of in-service training programmes including sponsorship for further education. This will no doubt help in keeping them in tune with the latest trends in their fields, thus, transmitting appropriate knowledge to their students, thereby resulting in goal attainment.

The state ministry of education and its relevant agencies should put in place strategies that encourage healthy work life balance of teachers. Consequently, school administrators should ensure that teachers are not overburdened with responsibilities, they should be assigned with appropriate workloads. There is therefore, the need to employ more teachers in public secondary schools in order to maintain the recommended teacher-student ratio. Efforts should also be geared towards the promotion of workable system within the schools that reflect family-friendly environment, such as provision of day care facilities for nursing mothers, rural/riverine allowances to encourage teaching in rural/riverine areas, transportation services, allowances for teaching core subjects, etc. Training programmes on stress management should also be organized for teachers on a continuous basis, as this can help in boosting their work life balance.

Endnotes:

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Promoting Work Etiquettes Compliance Among
Public Secondary School Teachers in Lagos State, Nigeria

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TRIVIUM

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Promoting Work Etiquettes Compliance Among
Public Secondary School Teachers in Lagos State, Nigeria

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