

TEACHER INCENTIVES AND JOB PRODUCTIVITY IN GOVERNMENT FUNDED PUBLIC SECONDARY SCHOOLS IN NIGERIA

By

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Abstract

This study investigated teacher incentives and job productivity in government-funded public secondary schools in Nigeria. Despite the critical role that teachers play in shaping the future of students, the issue of inadequate incentives remains a significant challenge. The descriptive design of the survey type was adopted for the study. The population for this study consisted two hundred and fifty (250) respondents while the sample for the study consisted one hundred respondents selected across 10 government-funded public secondary schools in Ilesa west local government area of Osun State using simple random sampling techniques. The instrument used for data collection was a questionnaire titled: 'Teachers Incentives and Job Productivity' (TIAJP). To ensure face and content validity, the instrument was given to expert for thorough scrutiny. Also, a pilot study was conducted to ascertain the reliability of the instrument. The instrument was administered twice within an interval of two weeks to schools outside the study area. The data collected was analyzed using Pearson Product Moment Correlation Statistics. A reliability co-efficient of 0.89 was obtained which was high enough to make the instrument reliable. The findings revealed that there was a significant positive relationship between teacher incentives and teacher job productivity in government-funded public secondary schools in Ilesa west local government area of Osun State. ($r = 0.724$; $p < 0.05$). The research concluded that teacher incentives were a crucial determinant of job productivity in public secondary schools in Ilesa west. Based on the findings of this study, the following recommendations were made. Educational authorities should develop and implement comprehensive incentive packages for teachers to enhance their job productivity. It is essential to address the disparities in incentive distribution among teachers to create a fair and

motivating work environment. This can be achieved by establishing clear criteria for incentive allocation based on performance and contributions.

Keywords:- *Public secondary school, teachers' incentives and job Productivity*

Introduction

In Nigeria, the demand for formal education is on the increase yearly. In spite of the economic problems and the biting effect of inflation in the country, school population at all levels of education is on the increase annually. Despite the sporadic increase in students' enrolment in government-funded public secondary schools in Nigeria. It appears that teacher incentive is in a mirage. It seems teacher who are the pivotal of knowledge are not receiving adequate incentives which will enhance their job productivity.

Quadri, (2019) argue that incentives is an arousal, a drive or motivating factors that an organization set out to enhance high degree of workers efficiency and effectiveness. Incentives is an indispensable element to foster better work outcome in a greater and better way that will enable the organization to achieve a set objectives or goals. Teacher incentives have long been recognized as a critical factor in determining job productivity, particularly in the educational sector (Sanni, 2024). The productivity of teachers is crucial for the overall academic performance and development of students. The role of teacher incentives cannot be overemphasized as it has a great impact on the effectiveness and efficiency of teaching. Teachers who are well-motivated tend to be more committed, demonstrate higher levels of job satisfaction, and exhibit greater willingness to go beyond the basic requirements. Incentives can take various forms, including financial rewards such as salary increments, bonuses, allowances, as well as non-financial rewards such as professional development opportunities, recognition and a conducive working environment (Pearce & Bangura, 2019).

According to Abubakar (2024), teacher incentives played a predominant role in motivating teachers to improve their performance, which in turn leads to better student outcomes. Research conducted by Ehineni (2017), emphasizes that incentives play a significant role in boosting teacher morale, thereby enhancing their productivity. The study highlights that teachers who receive regular incentives are more likely to stay longer in the profession, maintain a high level of professionalism and deliver quality education to their students (Malebe, et.al, 2023). The link between teacher incentives and job productivity has also been explored by various scholars, who argue that adequate compensation and recognition are crucial for ensuring teacher commitment and job satisfaction.

Kumar (2023) notes that teachers who perceive their incentives as fair and commensurate with their efforts are more likely to exhibit higher levels of job productivity. In contrast, inadequate incentives can lead to low morale, job

dissatisfaction, and ultimately, a decline in the quality of education provided (Sahito & Vaisanen, 2017). Adequate financial and non-financial incentives are essential for motivating teachers, improving their job satisfaction and enhancing their overall productivity. Given the socio-economic challenges faced by the region, it is imperative for educational policymakers to prioritize the provision of adequate incentives to ensure the retention of qualified teachers and the delivery of quality education to students. It is against this backdrop that the researcher investigated teacher incentives and job productivity in government-funded public secondary schools. The objective of this study was to examine teacher incentives and job productivity in government-funded public secondary schools in Nigeria. To achieve this, the study will focus on the following specific objectives:

- To assess teacher incentives and teachers' job productivity.
- To compare the levels of job productivity among teachers who receive adequate incentives and those who do not.
- To identify the challenges and limitations faced by public secondary schools in providing adequate incentives to enhance teacher job productivity.

Statement of the Problem

Despite the critical role that teachers play in shaping the future of students, the issue of inadequate incentives remains a significant challenge in government-funded public secondary schools in Nigeria. Teachers are often faced with poor remuneration, delayed payments and a lack of recognition, all of which contribute to low job satisfaction and diminished productivity. This has a direct impact on the quality of education provided, as unmotivated teachers are less likely to be innovative, committed and effective in their instructional duties. Research has shown that teacher incentives are closely linked to job productivity and student outcomes. However, there is a noticeable gap in understanding how the specific types of incentives provided enhance job productivity. Therefore, this study aims to investigate the extent to which teacher incentives determine their job productivity in government-funded public secondary schools in Nigeria. By addressing this gap, the study seeks to provide insights that could inform the design of more effective incentive structures to enhance teacher motivation, satisfaction and ultimately student performance.

Research Questions

1. What is the level of teacher incentives in government-funded public secondary schools in Nigeria?
2. What is the extent of teacher job productivity in government-funded public secondary schools in Nigeria?

1.5 Research Hypothesis

Ho₁: There is no significant relationship between teacher incentives and teacher job productivity in government-funded public secondary schools in Nigeria.

METHODOLOGY

The descriptive design of the survey type was adopted for the study. The population for this study consisted two hundred and fifty (250) respondents while the sample for the study consisted one hundred respondents selected across 10 government-funded public secondary schools in Ilesa west local government area of Osun State using Simple random sampling techniques. The instrument used for data collection was a questionnaire titled: 'Teachers Incentives and Job Productivity' (TIAJP). The questionnaire contains items that require respondents to provide their demographic information, including their names, age, school, class, and gender in Section A while Section B of the questionnaire contains 20 questions related to the subject matter. To ensure face and content validity. The instrument was given to expert for thorough scrutiny. Also, a pilot study was conducted to ascertain the reliability of the instrument. The instrument was administered twice within an interval of two weeks to schools outside the study area. The data collected was analyzed is using (e.g. SPSS) Pearson Product Moment Correlation. A reliably co-efficient of 0.89 was obtained which was high enough to make the instrument reliable. All hypotheses were tested at 0.05 level of significant.

RESULTS

Research Questions 1: What is the level of teacher incentives in government-funded public secondary schools in Nigeria?

The aggregate score obtained for teacher incentives were subjected to descriptive analysis of mean and standard deviation. In this process, the value of $=98.57 \pm 7.25$ was obtained for mean and standard deviation.

To determine the level of teacher incentives (low, moderate and high), the mean and standard deviation obtained was further manipulated upon and afterward subjected to descriptive analysis using frequency counts and percentage. The upper limit for low level of teacher incentives was determined by subtracting the standard deviation from the mean score ($98.57 - 7.25 = 91.32$) while the lower limit for high level of teacher incentives was determined by adding the mean score and standard deviation ($98.57 + 7.25 = 105.82$). Therefore, low level of teacher incentives ranges from 30 to 91.31, the moderate level start from 91.32 to 105.81 and the high level of teacher incentives starts from 105.82 - 120. The level of teacher incentives in government-funded public secondary schools in Nigeria was presented in Table 1.

Table 1: Level of Teacher Incentives in Government-Funded Public Secondary Schools in Nigeria.

Level of teacher incentives	Frequency	Percentage (%)
Low (30 - 91.31)	14	14
Moderate (91.32 – 105.81)	54	54
High (105.82 - 120)	32	32
Total	100	100

Table 1 showed the level of teacher incentives in government-funded public secondary schools in Nigeria. The result revealed that 14% had low level of teacher incentives while 54% had moderate level of teacher incentives and 32% had high level of teacher incentives. This implied that the level of teacher incentives in government-funded public secondary schools in Nigeria was moderate.

Research Question 2: What is the extent of teacher job productivity in government-funded public secondary schools in Nigeria?

Table 2: Teacher Job Productivity in Government-Funded Public Secondary Schools in Nigeria.

Extent of Teacher Job Productivity	Frequency	Percentage (%)
Low (30 - 91.31)	11	11
Moderate (91.32 – 105.81)	36	36
High (105.82 - 120)	53	53
Total	100	100

Table 2 revealed the extent of teacher job productivity in government-funded public secondary schools in Nigeria. The result revealed that 11% had low extent of teacher job productivity while 36% had moderate extent of teacher job productivity and 53% had high extent of teacher job productivity. This implied that the extent of teacher job productivity# in government-funded public secondary schools in Nigeria was high.

Testing of Hypothesis

Ho₁: There is no significant relationship between Teacher incentives and teacher job productivity in government-funded public secondary schools in Ilesa west local government area of Osun State.

Table 3: Financial Incentives and Teacher Job Productivity

Variable	N	Mean	SD	R	p-value
Teacher Incentives	100	15.18	1.63	0.724*	0.020
Teacher Job Productivity	100	98.57	7.25		

* P < 0.05

Table 3 revealed that there was a significant positive relationship between teacher incentives and teacher job productivity in government-funded public secondary schools in ilesa west local government area of Osun State. ($r = 0.724$; $p < 0.05$). The positive relationship implies that adequate incentives would reduce teacher absenteeism from work, sabotage among others which would enhance their job productivity. Thus, the null hypothesis was rejected.

DISCUSSION

The findings showed the level of teacher incentives in government-funded public secondary schools in Nigeria. The result revealed that 14% had low level of teacher incentives while 54% had moderate level of teacher incentives and 32% had high level of teacher incentives. This is in line with Abubakar (2024), teacher incentives played a predominant role in motivating teachers to improve their performance, which in turn leads to better student outcomes. Research conducted by Ehineni (2017), emphasizes that incentives play a significant role in boosting teacher morale, thereby enhancing their productivity.

Also, the findings revealed the extent of teacher job productivity in government-funded public secondary schools in Nigeria. The result revealed that 11% had low extent of teacher job productivity while 36% had moderate extent of teacher job productivity and 53% had high extent of teacher job productivity. A research conducted by Eze (2019) in public secondary schools in Osun State revealed that teachers who were part of collaborative learning communities and observed their colleagues receiving incentives for high performance were more motivated to improve their own productivity.

The findings revealed that there was a significant positive relationship between teacher incentives and teacher job productivity in government-funded public secondary schools in ilesa west local government area of Osun State. ($r = 0.724$; $p < 0.05$).

Kumar (2023), incentives such as performance bonuses and career advancement opportunities have a positive impact on teachers' motivation. The study conducted in Osun State revealed that teachers who received regular incentives were more

motivated to improve student outcomes compared to their counterparts in less incentivized environments. A study by Nwosu (2019) highlighted that teachers in Ilesa West local government area responded more positively to incentives that catered to their professional development and job security.

CONCLUSION

The research concluded that teacher incentives was a crucial determinant of job productivity in public secondary schools in Ilesa West. Moreover, the disparities in incentive distribution negatively impact job satisfaction and productivity, underscoring the need for equitable compensation structures. As educational authorities seek to improve the quality of education, it is imperative to recognize the importance of addressing these disparities and implementing comprehensive incentive packages that will motivate teachers effectively.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

1. Educational authorities should develop and implement comprehensive incentive packages that will enhance teacher job productivity.
2. It is essential to address the disparities in incentive distribution among teachers to create a fair and motivating work environment. This can be achieved by establishing clear criteria for incentive allocation based on performance and contributions.
3. Schools should invest in professional development programs that enhance teachers' skills and knowledge. Such programs can increase job satisfaction and productivity, as well as foster innovative teaching practices.

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