**TEACHERS INCENTIVES AND STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ODEDA LOCAL GOVERNMENT, OGUN STATE**

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**ABSTRACT**

*This study examined teachers’ incentives and students’ academic performance in public secondary schools in Odeda local government, Ogun state. Three research questions and three hypotheses were raised. A questionnaire on Teachers’ Incentive Programme and Students’ Academic Performance was administered. The population of the study comprised of teachers in some selected public secondary schools in Odeda local government, Ogun state. There are about 20 public secondary schools with 1096 teachers as population, out of which 100 teachers were selected across the selected schools as sample for the study. Twenty teachers each were selected from 5 secondary schools to make up the sample. WAEC results for 2017, 2018 and 2019 on Mathematics, English Language, Biology and Economics were obtained from the selected schools for the purpose of the study. The research questions were analysed using Simple Linear Regression, while the hypotheses were analysed using Pearson Product Moment Correlation (PPMC).  It was also revealed that timely payment of teachers’ salaries had a strong impact on the academic performance of students. Based on the findings of the study, it was recommended among others that teachers should be paid at due time, this will encourage them to give their best. Also, government should encourage the teachers to advance in their career by subsidizing the cost and giving them study leave to enable them to impact professionally.*

**Keywords: Teachers, incentives, students, academic performance, public secondary schools, career development.**

**Introduction**

In a broad sense, education is the entire socialization process by which men and women learn to adapt to, and where necessary, conquer their environment. It should be noted that good, quality, and motivated teachers are the foundation of a high-quality education. This implies that there can be no good educational system without a well-organized school and, as a result, good teachers. The concept of a qualitative education goes beyond simply producing ordinary students who do not know the difference between right and wrong, but rather the actual training of students who will be able to fit in perfectly with all other sectors of the economy while also being able to transform them. It should be noted that the teachers who will be piloting such a system must be satisfied. In Nigeria, teaching is regarded as one of the most despised professions. Teacher and teaching have been ignored in the background and have lost any deserved respect. Today, any child who tells his parents he wants to be a teacher may have his skull examined for signs of insanity. The reasons are not implausible. The Nigerian teachers are unmotivated. Teachers are underpaid in relation to their laborious outputs and in comparison, to other professions and thus have a low social status.

In the years before independence, almost all sectors of the economy held the teaching profession in high regard. Teachers served as role models and played important roles in their communities. As a result, after independence, when the demand for highly educated workers increased rapidly, many teachers left the profession to pursue other opportunities, and the general public began to regard those teachers who remained in the classroom as second-rate servants. Teachers are among the lowest-paid workers in the Nigerian economy. Today, teachers have become so legendary for poverty over the years that the noble profession no longer attracts first-rate graduates from our tertiary institutions. Today, it is unusual for a young graduate to be interested in going into the teaching profession. Many take up the chalk as a last resort after all other attempts to secure other jobs fail, and they stay in teaching only for as long as they are unable to find better jobs due to low pay and are not motivated. According to Idowu et al. (2019), incentives are tangible or intangible rewards used to motivate a person or group of people to behave in certain ways.

According to Alastair (2019), financial incentives are used in a wide range of industries, as a way to increase worker motivation and therefore productivity, by linking financial rewards with the output of the individual worker in the organisation, or both. This implies that incentives are an important key that motivates the teachers to perform effectively. It is like a fuel in the car or a mechanism that gears the inner mind to perform to the expectation. Prompt payment of salaries and timely motivational tea packages will only motivate the teachers to give their all and bring about balanced learning and better academic performance on the part of the students. The incumbent crop of teachers has in one time of their lives been students too, pursuing academic results and certification. Also**,** incentives are popularly seen as a key mechanism with which to recruit, retain and motivate the workforce as well as enhance employee accountability (Hasnain, Manning &Pierskalla, 2012). This implies that financial incentives should be used as a motivational package for teachers to perform to the uttermost and this will reflect in the academic performance of students. The term incentive is an effort to motivate teachers to work harder and be more enthusiastic about enhancing their work performance.

Employees are given incentives or rewards to motivate them to put in extra effort, act morally, or perform well under any circumstances purposely to achieve the stated goals of the organization. Teachers’ incentives may be monetary such as bonuses, increases in salaries, compensation and it may also be in a non-monetary form such as prize giving, organizing informed programmes to recognize individuals who have contributed immensely toward the attainment of school or organizational goals, motivation as the process of influencing or stimulating a person to take action that will accomplish desired goals. In general, incentives are any methods that influence someone's behaviour. Incentives and better remuneration can encourage trained teachers to take up a career in the profession. This will also induce serving teachers to see teaching as a noble profession. Based on a precarious balance of negotiated agreements on pay and conditions. It therefore becomes necessary at this juncture to research into teacher incentives and student academic performance.

**Emoluments to Teachers and Students' Academic Performance**

The term emolument is referring to compensation, based on time and length of activity, for employment, services, or holding office, and is generally used in a legal context.  This can be used to boost teachers’ morale to perform better. When teachers’ benefits are paid promptly as at when due, it will motivate them to put in their best and perform better. Ofeojebe and Ezugoh in Alabi, Iliasu, and Abdulkadir (2021) said that lack of effective motivation of teachers negatively affects their job and at long run has a negative impact on the academic performance of the students. It indicates that teachers put in more efforts when they are adequately motivated. Teachers’ emoluments are a propelling factor or vehicle that moves them to better performance. Also, teachers’ behaviour can be manipulated or predicted through adequate and prompt renumeration.  Arrey (2014) supported this assertion that it is unfortunate that remunerations are not regularly paid to teachers when compared with their counterparts in other employments. This implies that teacher’s performance can be hindered due to low renumeration by the employer and thus affect their productivity.

Fixed short-term pay in the form of salary and benefits; fixed long-term pay in the form of pension; variable short-term pay in the form of annual bonus; and variable long-term pay in the form of deferred bonus and long-term incentives awards are all part of executive compensation. Except for salary and benefits, all other components of reward introduce uncertainty (Abdullahi &Babagana, 2015).   They further stated that when deciding on incentive awards, the remuneration committee must assign a value to these various elements, which can fluctuate significantly in value over time. A motivated teacher can be identified by his or her nimbleness, commitment, exuberance, focus, eagerness, general performance, and contribution to organizational objectives and goals.

**Teachers’ Salaries and Students’ Academic Performance**

Paying teachers' salaries on time is another way to motivate and reward them for their efforts in the classroom, in preparation, or simply showing up for work. Incentives is an act or promise for greater action or a stimulus for teachers to perform in a better way which can be inform of wages or salaries. Additional remunerations or benefits to teachers in recognition of their work will improve their performance and thus will be appraised positively if their salaries and incentives are improved as the first step to improve their leaving standards. Teachers are motivated to perform better when they are given salaries promptly. Youlonfoun in Hermin et al. (2016) averred that, while good pay and prompt payment are important motivators, there is evidence that other factors can undermine teaching commitment.

According to Ejiogu (2017), low-income-earning teachers yearn for a sizeable salary increase, and they conclude that the payment of a living wage would significantly enhance their commitment and performance. As a result, it is more cost-effective to introduce financial incentives for teachers as a reward for improvements in students' academic performance than to allot more time for instruction, and it may be just as effective as giving students cash bonuses for their performance. Depending on the rewards provided, teachers' enthusiasm and interest for the classroom or the educational process can vary. In order to command any level of desired educational outcome, educational institutions must decide which incentive structure should be used to boost teachers' morale. Incentives sometimes help any institutions to achieve its goals. Lukas and Samardzic (2014) reported that increasing teachers' salary or income by 10% resulted in the improvement of students’ performance by 5-10%. He further revealed that high income for teachers has influence on attracting productivity in the profession. Amjad et al. (2014) who believes that when teachers are compensated, they maintain quality teaching and retain a large number of skilled teachers, which has a positive impact on students' academic performance. Oredein and Awodun (2013) confirmed that timely payment of teachers' salaries has a significant influence on students' academic performance.

**Teachers’ Career Advancement and Students' Academic Performance.**

Teachers’ profession is an important element, which should not be toyed with for effective teaching and learning to take place. Teachers believe that professional development is more effective when it is integrated into the curriculum, instruction, and assessment system and delivered consistently on time by collaborative teams of teachers. In Nigeria, the process of developing the teaching staff's competencies through continuous training of educators is ongoing and cumulative, and it is based on the ideas of lifelong learning and adult education. Constanta, et al. (2014) said that career advancement of pre-university teaching staff is achieved upon successful completion of an examination of degree standard, including qualified teacher degree, second degree and first degree. This suggests that teachers' career advancement opportunities and job performance are linked, and this relationship will eventually have an impact on students' performance. Educational institutions or policymakers recommend that teachers be allowed to attend symposiums, workshops, seminars, and possibly conferences in order to improve their teaching capacity.

Okon and Anderson (2002) opined that when teachers are trained professionally, via seminars, workshops and the like they become well equipped in their field, which enhances the students’ academic performance in schools. Teachers’ leader roles need to be designed to encourage collaboration in order to increase the systemic impact of highly effective teachers. This will improve instruction and learning. Teaching excellence is crucial in determining candidates for teacher’s leader positions and ensuring the credibility of the instructors chosen for those positions (Natale et al. 2016). Madueke and Ajibola (2007) who asserted that teachers lacked knowledge of vital concepts despite the teaching qualification they possess. This implies that students will wrongly be impacted.

**Purpose of the study**

The purpose of this study is to establish the relationships that exist between teacher incentives and students’ academic performance in Odeda Local Government Secondary Schools, Ogun state. Specifically, the study sought to:

1. examine the correlation between provision of emoluments to teachers and students' academic performance;
2. assess the relationship between prompt payment of teachers’ salaries and students’ academic performance; and
3. investigate the linkage between teachers’ career advancement and students' academic performance.

**Research Questions**

The following questions were raised to guide the study:

1. How does payment of teachers’ emolument affect students’ academic performance?
2. Does prompt payment of teachers’ salaries affect students’ academic performance?
3. Does opportunity career advancement for teachers affect students’ academic performance?

**Research Hypotheses**

The following hypotheses were formulated and tested at 0.05 level of significance.

**Ho**1: There is no significant relationship between provision of emoluments for teachers and students’ academic performance.

**Ho**2: There is no significant relationship between prompt of teacher’s salaries and students’ academic performance,

**Ho**3: There is no significant relationship between opportunity for career advancement for teacher and students’ academic performance.

**Methodology**

The study adopted a survey research design because the study relied on the use of a questionnaire to elicit the opinions of respondents. The population comprised of 1,096 teachers in Odeda Local Government area in Ogun State with the total number of twenty secondary schools as at the time of this research. Simple random technique was used to select ten out of twenty public secondary schools in Odeda Local Government Area of Ogun State. Ten secondary schools were randomly selected and 10 teachers were selected in each school, making the total number of respondents 100. Respondents were selected from various locations and a simple random technique was used to ensure that there was a fair representation of the entire population of study. The reliability of the instrument was ensured using the Cronbach alpha method, and the result yielded a reliability coefficient of 0.81, which was high enough to be reliable. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. The instrument for data collection was a validated questionnaire structured on a four-point rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). Mean and standard deviation were used to answer the research questions, while the hypotheses were tested using Pearson Product Moment Correlation Coefficient statistics at 0.05 level of significance.

**Results**

**Research Question One**: How does the teachers’ emoluments affect students’ academic performance in Odeda Local Government Secondary Schools?

**Table 1: The effects of teachers’ emoluments on students’ academic performance**

**R R Square Adjusted Std. Error of the**

**R Square Estimate**

0.228 0.052 0.042 2.147

**ANOVA**

**Model Sum of DF Mean F Sig. Remark**

**Squares Square**

Regression 24.731 1 27.731 5.365 0.023

Residual 451.779 98 4.610 Significant

Total 476.510 99

Table 1 shows the coefficient of correlation (R = 0.052 and R2 = 0.042). This implies that 4. 2% of thevariance in students’ academic performance was accounted for by teachers’ emoluments. The table showed that F = 5.365, p-value = 0.023. Since the p-value = 0.023<0.05, it implies that students’ performance is significantly affected by teachers’ incentives.

**Table 2: Summary of regression analysis showing the contribution of teachers’ emoluments on the performance of students**

**Model Unstandardized Standardized T Sig**

**Coefficient Coefficient**

**B Std. Beta**

**Error Contribution**

(Constant) 13.516 1.704 7.934 0.0005

Teachers’ Emoluments 0.222 0.096 0.228 2.316 0.023

**P<0.05**

As shown in the table, it was revealed that teachers’ emoluments had a statistically significant influence on the academic performance of students. Also, the value of the standardized Beta = 0.228 tell us that the contribution of teachers’ incentives on students’ performance was strong.

**Research Question 2:** Does prompt payment of teachers’ salaries affect students’ academic performance in Odeda Local Government Secondary Schools?

**Table 3: The effects of prompt payment of teachers’ salaries on students’ academic performance**

**R R Square Adjusted Std. Error of the**

**R Square Estimate**

0.269 0.072 0.063 2.124

**ANOVA**

**Model Sum of DF Mean F Sig. Remark**

**Squares Square**

Regression 34.528 1 34.528 7.656 0.007

Residual 441.982 98 4.510 Significant

Total 476.510 99

Table 3 above contains the coefficient of correlation (R = 0.072 and R2 = 0.063). This

implies that 6.3% of the variance in students’ academic performance was accounted for by prompt payment of salaries. The table showed that F = 7.656, p-value = 0.007. Since the p-value = 0.007<0.05, it means that students’ academic performance was influenced prompt payment of teachers’ salaries.

**Table 4: Summary of regression analysis showing the contribution of prompt payment of salaries on the performance of students**

Model Unstandardized Standardized T Sig

Coefficient Coefficient

B Std. Beta

Error Contribution

(Constant) 12.181 1.909 6.381 0.0005

Payment of Salaries 0.295 0.107 0.269 2.767 0.007

**P<0.05**

Table 4, revealed that prompt payment of teachers’ salaries had a significant influence on the academic performance of students. Also, the value of the standardized Beta = 0.269 tell us that prompt payment of teachers’ salaries had a strong contribution on the academic performance of students.

**Research Question 3:** Does opportunity career advancement for teachers affect students’ academic performance in Odeda Local Government Secondary Schools?

**Table 5: The effects of career advancement on students’ academic performance**

**R R Square Adjusted Std. Error of the**

**R Square Estimate**

0.241 0.058 0.048 2.140

**ANOVA**

**Model Sum of DF Mean F Sig. Remark**

**Squares Square**

Regression 27.566 1 27.566 6.017 0.016

Residual 448.944 98 4.581 Significant

Total 476.510 99

Table 5 contains the coefficient of correlation (R = 0.241 and R2 = 0.058). This implies that 58%

of the variance in students’ academic performance was accounted for by the career advancement of teachers. The table showed that F = 6.017, p-value = 0.016. Since the p-value = 0.016<0.05, it implies that there is an influence teachers’ career advancement on students’ performance.

**Table 6: Summary of regression analysis showing the contribution of career advancement on the performance of students**

**Model Unstandardized Standardized T Sig**

**Coefficient Coefficient**

**B Std. Beta**

**Error Contribution**

(Constant) 12.716 1.934 6.576 0.0005

Career Advancement 0.265 0.108 0.241 2.453 0.016

**P<0.05**

Table 6 revealed that teachers’ career advancement had a significant influence on the academic performance of students. Also, the value of the standardized Beta = 0.241 tell us that teachers’ career advancement had a strong contribution on students’ performance.

**Hypotheses testing**

**H01:** There is no significant relationship between provision of teachers’ emoluments and students’ academic performance in Odeda Local Government Secondary Schools?

**Table 7: Relationship between teachers’ incentives and students’ academic performance**

**N Mean SD Pearson Sig Remark**

**Correlation (2-tailed)**

Students’ 100 17.43 2.194 0.228 0.023

Performance Significant

Teachers’ 100 17.60 2.247

Incentives

**p<0.05**

Table7 revealed that relationship between provision of teachers’ emoluments and the students’ academic performance was significant. Following the results from the table, r = 0.228 and p-value = 0.023<0.05. It implies that there was a positive relationship between provision of teachers’ emoluments and academic performance of students.

**H02:** There is no significant relationship between prompt payment of teachers’ salaries and students’ academic performance in Odeda Local Government Secondary Schools?

**Table 7: Relationship between salaries and students’ academic performance**

**N Mean SD Pearson Sig Remark**

**Correlation (2-tailed)**

Students’ 100 17.43 2.194 0.269 0.007

Performance Significant

Salaries 100 17.77 1.999

**p<0.05**

Table showed the relationship between salaries and the students’ academic performance was significant. Following the results from the table, r = 0.269 and p-value = 0.007<0.05. It means that prompt payment of teachers’ salaries is directly proportional academic performance of students, and vice versa.

**H03:** There is no significant relationship between provision of opportunity for teachers’ career advancement and students’ academic performance in Odeda Local Government Secondary Schools?

**Table 8 Relationship between career advancement and students’ academic performance**

**N Mean SD Pearson Sig Remark**

**Correlation (2-tailed)**

Students’ 100 17.43 2.194 0.241 0.016

Performance Significant

Career 100 17.79 1.991

Advancement

**p<0.05**

Table 8 showed that the relationship between career advancement and the students’ academic performance was significant. Following the results from the table, r = 0.241 and p-value = 0.016<0.05. It implies that there was a positive relationship between career advancement and academic performance of students.

**Discussion of Findings**

The finding of research question one showed that students’ performance was significantly affected by teachers’ incentives. This is consistent with the findings of Amjad et al. (2014) who believes that when teachers are compensated, they maintain quality teaching and retain a large number of skilled teachers, which has a positive impact on students' academic performance.

Findings from the research question two revealed that prompt payment of teachers’ salaries had a strong contribution on the academic performance of students. This is in line with that of Oredein and Awodun (2013) who confirmed that timely payment of teachers' salaries has a significant influence on students' academic performance. Also, Youlonfoun (2016) argues that, although good salaries and their prompt payment are important motivating factors, there is evidence that other factors can undermine commitment to teaching. Prompt payment of teachers’ salaries is one of the motivating factors that boost their moral for better performance.

From the research question three, it was found that there is an influence of teachers’ career advancement on students’ performance. This is in line with the findings of Okon and Anderson (2002) who reported that when teachers are trained professionally, via seminars, workshops and the like. They become well equipped in their field, which enhances the students’ academic performance in schools. Teaching excellence is crucial in determining candidates for teacher leader positions and ensuring the credibility of the instructors chosen for those positions (Natale et al. 2016).

The hypothesis tested revealed that the relationship between provision of teachers’ emoluments and the students’ academic performance was significant. This finding is consistent with that of Amjad et al (2014). They discovered in their research work that the relationship between teachers’ wages and students’ performance was statistically significant.

The hypothesis further revealed that the relationship between prompt salaries payment and the students’ academic performance was significant. The result is in line with the view of Lukas and Samardzic (2014), which proved in their research that increasing teachers' salary or income by 10% resulted in the improvement of students’ performance by 5-10%. He further revealed that high income for teachers has an influence on attracting productivity in the profession. As a result, they end up imparting students with inaccurate knowledge. improvement of students’ performance by 5-10%. He further revealed that high income for teachers has an influence on attracting productivity in the profession.

Furthermore, findings also showed that there was a strong relationship between career advancement and the students’ academic performance was significant. This is in line with the findings of Madueke and Ajibola (2007) who asserted that teachers lacked knowledge of vital concepts despite the teaching qualification they possess. Also, Constanta, et al. (2014) said that career advancement of pre-university teaching staff is achieved upon successful completion of an examination of degree standard, including qualified teacher degree, second degree and first degree.

**Conclusion**

Based on the findings of this study, it can be concluded that there is a significant relationship between teachers’ motivation, professional development, teachers’ remuneration and academic performance of students in Odeda Local Government in Ogun State. This is because teachers whose financial needs are not satisfied will be psychologically demoralised in their working attitude and this will in turn affect the performance of such a teacher in the class. But when teachers' salaries are paid regularly and other incentives that are pertinent to improve teachers’ proficiency, it boosts the teachers’ morale and motivates them to deliver effectively in the classroom. In Synopsis, teacher’s incentives have a positive effect on students’ academic performance because it will encourage them to sacrificially give more time to impact on the students they teach.

**Recommendations**

The following recommendations were made based on the findings;

1. Emoluments should be provided for the teachers; this willenable them to put in more efforts and work harder.
2. Teachers should be paid at due time. This will encourage them to give their best.
3. The government should encourage the teachers to advance in their career by subsidizing the cost and giving them study leave to enable them to impact professionally.

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