

## **Salary Increment as a Means of Boosting Teacher's Job Performance in Oyo State**

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### **Abstract**

*This research investigated the salary increment as a means of boosting teacher's job performance in Oyo state. Literatures were reviewed, it was substantiated from this research that teachers are facing enormous challenges as a result poor or no salary increment by the government, the population for the study comprised all secondary school teachers in Oyo township. Simple random sampling was used to select five secondary schools in the locale to represent all the schools because they have similar characteristics, self developed instrument was administered on the respondents. 150 participants were randomly selected as well. Two hypotheses were formulated and tested at 0.05 alpha level of significance. The result revealed that teacher's job performance has significant positive relationship with teachers salary increment ( $r = .321, p < .01$ ) and a significant inverse relationship with teachers' experience ( $r = -.316, p < .05$ ). This infers that job performance of teachers increases with increase in the increment of teachers' salary. It was concluded from the study that this adversely affects the academic performance of secondary school students. Based on the outcome of this findings, it is recommended that, the government should pay the salary of teacher's and when due, the government and school management should ensure that promotion of teacher's are done promptly.*

**Keywords:** Salary, Increment, Teachers, Performance, Incentives

### **Introduction**

The productivity of the teachers has dwindled enormously and reflects on the performances of the learners because the secondary school students are not performing well as one would expect from their studies, this was stemmed on the premise that the teachers are not experiencing job satisfaction because of the non - increment in their salaries talk less of other incentives. Over the years teachers' performance in secondary schools in general has been affected by the neglect of work less initiative and low morale to teach that has been attributed to the inferiority complex attached to poor performance of teaching faculty. Organizations in the past had focused on employed

based evaluation from general perspective where departments were required to present their regression performance reports highlighting the progress of the department rather than the individual. Organizations today have developed sporadic remuneration scheme to strategically evaluate individual performance, perhaps one would imagine this is due to organizational competition, time – based performance and the service and product competition such as the need to excel in performance has been emphasized than the ever before and this the best out of their employees.

According to Odden (2000) who opined that productivity is a measure of how efficient, a given set of resources is utilised to achieve an organisational goals and objectives. Teachers' productivity is an index used to describe teachers' effectiveness and efficiency with regards to the relationship between the characteristics of teaching acts and the effect they have on educational outcome through classroom teaching. He further expressed that the success of any school organisation in achieving its goals and objectives depends largely on the efficiency and effectiveness of its administrator and teachers.

According to Babbie (2007) who noted that rewards and recognition programmes great environment especially where jobs provide intrinsic – rewards, good feelings many organizations recognition is reserved for an elite few and rewards are defined solely in terms of wages, allowances and salary. Effective recognition enhances employee motivation and increases employee productivity and all of which contribute to improved organizational performance. The piece-work systems were first implemented (Henema, 2008). Piece work systems simply involve plans which directly associate the employees level of pay to their output and this can be seen in both public and private sections.

Neuman (2003) urges that in general that employee were losing money with a traditional merit programmes used during this period. Under the transitional “a meritorious” employee receive permanent pay system as their performance improved. Brosz and Morgan (1997) thus justified the emergence of performance based rewards so the rent program lost their appeal in the 1990’s (Rizal & Djumiahir, 2014). Today many organization and campaniles are implementing incentive programs which recognize employees effort and reward them accordingly in a multitude of way this idea works for both the employee and the employer hence a powerful driver of teacher performance and this can be in form of pay increase, early payment and other rewards.

Performance reward system have been a long system particularly in the United States of America (2003) which advocated for policies, processes and practices “for rewarding its employees in accordance with their contributions, skills, competencies, extra as supported by Schacter and Thum (2004) this implies that performance best rewards correspond closely with employees actual experiences. The distinguishing features of a performance based – scheme is that it rewards all sanctioned teachers based upon some form of performance evaluation (Chanberlin, et’al 2002). Today, some analyst have proposed that intrinsic rewards such as seeing students improve in performance, increased feelings of wellbeing and so on are better motivators of teachers.

The quality of education depends on the teachers as reflected in the performance of their duties. Over time, students’ academic performance in both internal and external examinations had been used to Excellency in teachers and teaching (Ajao, Ige, & Obafemi, 2001). Teachers have a great influence in students’ academic achievements and they also play a crucial role in educational attainment as they interact with their studies both teaching and learning depends on whatever an effective teacher has been

conceptualized as one who prochoice desired result in the course of his duty as a teacher (Whawo, 2003). In educational settings, for those teachers who are not enumerated have been found its easy to neglect their duties since their preconceived ideas about work tell them that they are under achievers. This has created a gap between the high and low performances. For over two decades, the teachers of Nigeria under the agency of the Nigerian Union of Teacher (NUT) have been constant in their request for a separate conditions of service and post-primary schools in the country. This situation arising because of religious, cultural and economic factors. The main objectives of the secondary education is to train individuals to read, write and be numerically literate. In recent times, it is a note that many secondary schools leavers can neither readers while accurately. Judging from the products of the Nigerian secondary school, there is a big question mark on the level. Job performance is the amount of output per unit of input; is a basic yard stick of an economy's health. When job performance is growing living standard tends to rise. When job performance is stagnating so generally is well being it can be said with it exaggeration that in the long run probably nothing is as important for economic welfare as the rate of job performance growth" (The fortune encyclopedia of economic. Job performance has been the most frequently investigated variable in organization behavior. (Ogunsanya, 2002).

Whawo (2003) suggested that higher the prestige of the job the greater the job performance. Many workers, however are satisfied in even the least prestigious jobs. That is they simply like what they do. In any case, job performance is as individual as one's feeling or state of mind. Job performance can be influenced by a variety of factors, for example, the quality one's relationship with their supervisor, the quality of the physical environment in which they work, the degree of fulfillment in their work and its like. Anwal (2003) suggested that jobs differs in the extent to which they involve

five core dimension, skill variety, task identity, task significance, autonomy and task feedback. They further suggested that jobs are designed in a way that increases the presence of these critical psychological states, experienced meaningfulness of work, experienced responsibility for work outcomes, acknowledge of the results of work activities.

Heneman and Milanowski (2005) pointed that job performance is the relation between input and output, it could be measured in eyes, in tons amongst others or it could be defined as “output per man hour, quality considered” he went further to describe the relationship between “production” and “job performance” production is a qualitative measurement, job performance are number of automobile work produced in a certain period while measure output per unit. On the job performance is a measure of efficiency, once a company fails to produce i.e job performance is not efficiency we can replace job performance means rising efficiency (Adefabi, 2001). As a result it is also the measure of economic development or progress and increasing wealth, never the less, the secrets of a successful business is job performance, when production is high and favorable, the business will continues reproduce goods and services but when job performance is low and unfavorable, the business will be running at a loss and probably stop producing and once it fails production stops output will change in as much as input changed.

Yesufu (2002) point out, the job performance is often describe with sample justification, as the secret of business success, economic progress and increase “wealth within a production frame work, a quantity of resource input would result on some level of output. In general parlance, job performance is the measure of the ration of output to the amount or quantity of resources input which is utilized in the relevant production process cater is in paribus the higher the level of output, the higher would be the average

level of income and consequently consumption and welfare index of citizen. In other words, since the degree of welfare normally depends on the level of incomes rising per capital income is essential for achieving of improved consumer welfare and reducing the prevailing level of poverty here in lies the fundamental importance of the concept of job performance for economic planning and social welfare. Yesufu went further to say that job performance denotes not just the average amount of output or income from given resources input, but also connotes the rate of change of output which should be positive in effect, over a given the scale, job performance is a measure of the efficiency of an enterprise or an economy, how effectively given resources are can be utilized. Rising production accordingly constitutes the basis of real economic growth and poverty alleviation. Obemeata (2002) opined that an effective teaching is one that has been adequately prepared for at least a day before the teaching. One that has been well presented to the learner and finally one that has been adequately evaluated both formatively and combatively. The effective Teachers are usually those who plan their teaching with much conscientiousness and intensity as if their whole career as student depends on the plan. It is expected that an effective teacher should have high class control and be of pleasant personality. Is it also mandatory to consider the topic/content/subject matter to be used to teach all topics, the nature of the topic will determine the choice, concreteness or abstract tieless and scope are to serve as guide to instructional media selected (Oredein, 2000).

### **Statement of the Problem**

The rate at which the standard of education is falling in the country is of great concerns because of the government not been able to increase the salary of teachers as and when due and also poor or not renumerating the teachers. The researchers and teaching service board have identified among other problems bedevilled education and

teachers in the state which include fluctuation in gross net pay of teachers salaries and were not promptly promoted, salaries were not adjusted even after acquiring additional qualification in ability of government to pay the agreed 25% federal government increment makes teachers conditions of service go from bad to worse. Teacher's salaries were not paid on time with insufficient teachers in our schools. It was observed that this poor funding of teachers has degenerated to the extent that most of these students have become hoodlums in the society because teachers are not happy with their jobs which thus affects their productivity.

### **Hypotheses**

The following hypotheses were formulated to guide the conduct of this study.

1. There is no significant difference between the teacher salary increment and job performance based on years of teaching experience.
2. There is no significant difference between the teacher's salary increment and job performance based on gender.

### **Methodology**

A descriptive research design was adopted for the study which affords the researcher the ability to collect relevant information's needed for the research work.

The population for this study comprised all the secondary school teachers in Oyo township. Simple random sampling technique was used to select five schools to represent the whole schools in the locale because they have similar characteristics. Also, simple random sampling techniques was used to select thirty secondary school teachers from each of the randomly selected schools which makes a total of one hundred and fifty teachers. The instrument used for this research was a self developed instrument

on the impacts of salary increment on the job performance of secondary school teachers in Oyo township Tagged (SIMBTJSP). The instrument contains the sections: Section A contains items on the demographic data of the respondents while section B contains items on the impact of salary increment on the job performance of secondary school teachers. This is to elicit responses from them on the impacts of salary increment on their performances. The instrument was structured on four likert rating scale i.e. SA (Strongly Agree), A (Agree), SD (Strongly Disagree), D (Disagree). The respondents were required to put a tick in any option that suits their opinion.

The questions were constructed and adopted by the researcher. The questionnaires were given to the experts in the field of test and measurement who validated the instrument for administration.

The researcher sought for the permission of the school principals in the schools that were within the research area to administer the questionnaires on the respondents who were the secondary school teachers within the locale. The researcher personally administered the instruments to the respondents by informing them about the purpose of the research and that it is meant for research only but not to cause any harm on them. The researcher made use of simple percentage and frequency count to analyze the demographic data, while T-test and Person Product Moment Correlation Coefficient (PPMC) statistical tools were used to test the hypotheses stated.

## **Results**

### **Analysis of Socio-Demographic Characteristic of the Respondents**

**Table 1: Frequency Distribution of Respondents by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	70	46.70
Female	80	53.30
<b>Total</b>	<b>150</b>	<b>100.0</b>



Table 1 revealed that 70 representing 46.70% of the respondents were males, 85 of them representing 53.30% were females. Therefore the above result implies that majority of the teachers were females.

**Table 2: Frequency Distribution of Respondents by Marital status**

<b>Marital Status</b>	<b>Frequency</b>	<b>Percentage</b>
Single	30	20.00
Married	120	80.00
<b>Total</b>	<b>150</b>	<b>100.0</b>

Table 2 revealed that 30 representing 20.00% of the respondents were single and 120 of them or 80.00% were married. The above result implies that majority of the respondents were Married.

**Table 3: Frequency Distribution of Respondents by Teachers' Qualification**

<b>Teachers' Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
N.C.E	70	46.70
B.Ed.	80	53.30
<b>Total</b>	<b>150</b>	<b>100.0</b>

Table 3 revealed that 70 representing 46.70% of the respondents were N.C.E certificate holders and 80 of them, 53.30% were B. Ed holders. The above result implies that majority of the respondents had B.Ed. certificates.

### **Hypotheses**

**H<sub>01</sub>:** There is no significant relationship between salary increment and teaching experience on the job performance of teachers.

**Table 4: Summary table of Pearson Product Moment Correlation showing relationships between teachers salary increment and teaching experience on the job performance**

<b>S/N</b>	<b>Variables</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Mean</b>	<b>SD</b>
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1.	Job performance	1			57.13	14.768
2.	Salary increment	.321**	1		85.79	8.041
	(p = value)	.004				
3.	Experience	.316**	.185	1	1.63	0.803
	(p = value)	.000	.051			

\*\* Correlation is significant at the 0.01 level (2-tailed).\*. Correlation is significant at the 0.05 level (2-tailed).

Result from Table 5 reveals that teacher's job performance has significant positive relationship with teachers' salary increment ( $r = .321$ ,  $p < .01$ ) and a significant inverse relationship with teachers' experience ( $r = -.316$ ,  $p < .05$ ). This infers that job performance of teachers increases with increase in the increment of teachers' salary. However, the relationship of teachers' job performance with teachers' qualification was inverse and significant. It implies that there is significant relationship between teachers' salary increment and teachers' experience on the job performance of teachers.

**H<sub>02</sub>:** There is no significant difference between teachers' salary increment and job performance of teachers based on teacher's gender.

Dependent Variable	Gender	N	Mean	SD	t	df	P
Salary increment on Productivity	Male	70	73.44	16.82	3.53	298	>0.05
	Female	80	95.22	58.51			

From Table 5 above, the calculated t-value of 3.53 was greater than the critical t-value of 1.96 at 0.05 alpha level of significance. Hence, the null hypothesis is rejected.

### Discussion of Findings

The study investigated the salary increment as a means of boosting teachers' job satisfaction and productivity. The outcome of the study revealed that the female teachers that were involved in the research were more than their male counterparts. It was also discovered from the study that the teachers who were married were more than their counterparts who were single. The study also revealed that the teachers who had bachelor of education degree qualification were more than their counterparts with

National Certificate in Education qualification. The hypothesis which states that there was no significant relationship between salary increment and years of teaching experience on the job performance of teacher's revealed that there was significant relationship between teacher's salary increment and teacher's experience on the job performance of teachers. This is in line Obameta (2022) who opined that years of teaching experience of teachers in tandem with salary increment enhances their productivity. The hypothesis which state that there is no significant difference between teachers' salary increment and job performance of teachers based on teacher's gender was rejected which indicates that the gender of the teachers play significant roles on their job satisfaction and productivity which is corroborated by Ofoegbu (2004) who expressed that female gender are more satisfied with teaching as a profession.

### **Conclusion**

It was concluded from this study that the salary increment of teacher's has positive impacts on the job performance of teacher's because once the teacher's are well paid, it builds their self - esteem and enhance their job performance that leads to their high level of productivity and the end result which are their student's. The study also revealed that the teacher's should be well encourage to put in their best in teaching the student's by giving them some other incentives such as prize, car loan, housing loan amongst others.

### **Recommendations**

Based on the outcome of the study, the following recommendations are made:

1. The government should pay the salary of teacher's as and when due.
2. The government and school management should ensure that promotion of teacher's are done promptly.

3. The teacher should be given other incentives such as prizes, car loan, housing loans amongst other that can serve as motivating agents.
4. The government should organize seminars, and workshops for teachers to enhance their job performance development.

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