

TEACHERS' REWARD SYSTEMS AS DETERMINANT OF PRODUCTIVITY IN SENIOR SECONDARY SCHOOLS IN ABEOKUTA METROPOLIS, OGUN STATE

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Abstract

This study is titled "Teachers' Reward Systems as Determinant of Productivity in Senior Secondary Schools in Abeokuta Metropolis, Ogun State". Two objectives, two research questions and one hypothesis was formulated for the study. The descriptive survey research design was employed. The population comprised 1,370 teachers and 35 principals in public senior secondary schools in Abeokuta Metropolis. Using a multi-stage sampling procedure, quantitative data were collected from 398 teachers and 20 principals using structured questionnaires. Two instruments were used. The first, Teachers' Reward Systems in Senior Secondary Schools in Abeokuta Metropolis, Ogun State (TRSSSS), a self-developed questionnaire designed to investigate teachers' reward systems had a reliability coefficient of $\alpha = 0.829$. The second instrument, Teachers' Productivity in Senior Secondary Schools (TPSSS), was an adapted questionnaire used to measure teachers' productivity. Frequency counts, mean, and multiple regression were employed to answer the research questions and test the hypothesis at the 0.05 level of significance. Findings revealed high teachers' productivity ($\bar{x} = 3.28$) but a moderate reward system ($\bar{x} = 2.64$). The study concluded that reward systems do not effectively drive productivity. It was recommended that the government and key stakeholders review and strengthen teachers' reward systems to enhance productivity.

Keywords: Teachers' Reward Systems, Determinant, Productivity

Introduction

Teachers play a vital role in the education sector. It is widely believed that no nation can exceed the quality of its teachers. For an educational system to reach its intended goals and objectives, it is crucial to consider the productivity of its teachers. A decline in teachers' productivity can impact educational standards both in the short and long term. Teachers have a great influence on students, who often look up to them for guidance and support (Adu, 2015). Teachers play a pivotal role as they interact directly with students throughout the educational process in schools. As a result, their productivity serves as the key factor in determining the overall success of a school (Darwansah et al., 2021). Being a teacher is both challenging and demanding, requiring a wide range of responsibilities. Given these significant responsibilities, the productivity of the teachers is a matter of priority to scholars and educational stakeholders all over the world.

Teachers' productivity encompasses the level, approach, process, and dedication they apply to their work. This includes their effectiveness in following the timetable, lesson planning, utilizing textbooks, instructional delivery, commitment to responsibilities, involvement in extracurricular activities, supervision, managing the classroom and maintaining student discipline, conducting continuous assessments, providing performance feedback, motivating students and overall morale (Njoku & Modebelu, 2019; Ayeni, 2020). Without all of these

aforementioned indicators, it can be inferred that it will be a difficult task to measure how high or low the level of a teacher's productivity is within a period of time. However, this study focuses on indicators such as lesson planning and delivery, student engagement, assessment practices and student performance. School productivity is largely influenced by individual teacher productivity, although it is not merely the sum of each teacher's productivity (Anisah, Gistituati, & Rusdinal, 2020). Therefore, to enhance overall school productivity, it is essential to focus seriously on the productivity of teachers and investigate factors that determine their level of productivity of which reward system is inclusive.

Reward system is an important motivational element in human resources. A reward system encompasses all the monetary and non-monetary compensation given by an organization to its employees in exchange for their services. Since the primary goal of any organization is to reach its intended goals and objectives, reward systems for teachers are viewed as a key strategy in the educational setting aimed at enhancing productivity (Adetunji, Abari, & Mohammed, 2020). Various researchers have extensively investigated and written about how reward systems can serve as a basis and guide for enhancing the productivity of employees in the workplace. It is essential for employers to ensure that teachers carry out their responsibilities to the best of their capabilities. Consequently, school leaders and administrators must understand the various types of rewards that contribute to teachers' productivity, enabling them to implement these incentives effectively (Shaibu et al., 2022). The various types of rewards are often classified into two, namely extrinsic rewards and intrinsic rewards. Extrinsic rewards are tangible benefits given to employees as a result of their work performance, including salary, promotions, cash bonuses, and similar incentives. These rewards are not a part of the job itself but are derived from external factors. On the other hand, intrinsic rewards come from within the work experience; they arise when an employee feels a sense of accomplishment from their performance. Ultimately, intrinsic rewards fulfill employees on a personal level (Adetunji, Abari, & Mohammed, 2020). Rewards make employees who have used their intellectual property for the benefit of the organization feel recognized and respected for the contributions they have made. This means that despite the fact that employees cannot seek recognition for their intellectual contributions, organizations have an obligation to acknowledge such extraordinary efforts¹⁴. From this point of view, fair and effective reward systems are necessary for any institution including schools who are looking to achieve increased productivity.

An effective reward system attracts teachers to join the institution but also encourages them to be dedicated to their work to enhance high levels of productivity. Consequently, well-structured reward systems promote teachers' commitment to their responsibilities and their willingness to work, which significantly boosts overall productivity (Adetunji, Abari, & Mohammed, 2020). Experts have noted that teachers who are adequately rewarded are more committed and help create positive learning environments that improve student outcomes. Additionally, teachers who are properly rewarded tend to perform better, show a strong passion for teaching, express positive views about their profession, exhibit a higher level of productivity, and are more approachable and open-minded (Dicke et al., 2020). This implies that the absence of adequate reward systems for teachers can lead to a situation of decreased

motivation where teachers feel undervalued, may struggle to maintain enthusiasm for their work, resulting in less effective teaching and reduced productivity. This breeds a less supportive learning environment which ultimately affects the overall quality of education.

In conclusion, the significance of the reward systems to teachers' productivity cannot be overemphasized as it is vital to the long-term growth and sustainable development of any educational system worldwide.

Statement of the Problem

Teachers' productivity in senior secondary schools in Abeokuta metropolis, Ogun state, has become a major concern due to its direct influence on students' learning outcomes. Despite teachers' crucial role in achieving educational objectives, their productivity appears to be declining. Research points to factors such as low motivation, inconsistent instructional delivery, weak classroom engagement, and limited innovation in teaching methods. These challenges are linked to inadequate reward systems such as irregular promotions, lack of recognition, and poor allowances of teachers (Dicke et al., 2020). These persistent challenges and their impact on teachers' productivity motivated this study to investigate how reward systems determine teachers' productivity in Abeokuta metropolis, Ogun state.

Objectives of the Study

The objectives of this study were to:

1. determine the level of adequacy of the various types of reward systems implemented for senior secondary school teachers in Abeokuta metropolis, Ogun state.
2. determine the level of productivity of senior secondary school teachers in Abeokuta metropolis, Ogun state

Research Questions

The following research questions are raised to guide this study:

1. What is the level of adequacy of teachers' reward systems in senior secondary schools in Abeokuta metropolis, Ogun state?
2. What is the level of productivity among teachers in senior secondary schools in Abeokuta metropolis, Ogun state?

Hypothesis

H₀₁: There is no significant relative influence of teachers' reward systems on teachers' productivity in senior secondary schools in Abeokuta metropolis, Ogun state.

Methodology

A descriptive survey research design was adopted for the study. The population of this study comprised all 1370 public senior secondary school teachers and 35 public senior secondary school principals in Abeokuta metropolis. A multi-stage multistage sampling procedure was employed to select the sample that accurately represents the population. At the initial stage, a stratified random sampling technique was employed to stratify the schools into two strata namely combined senior secondary schools and independent senior secondary schools. Ten schools were selected from each stratum. Subsequently, the Taro Yamane formula was applied to ascertain the appropriate sample size for teachers within the chosen schools after which the teachers were selected based on the determined sample size using the simple random sampling

technique. All principals in sampled schools form the respondents for the second research instrument. Two structured questionnaires were used as the instrument to collect necessary data from respondents. The first questionnaire titled “Teachers’ Reward Systems in Senior Secondary Schools in Abeokuta Metropolis, Ogun State, Nigeria” (TRSSSS) is a self-developed questionnaire curated to investigate the teachers’ reward systems available in senior secondary schools in Abeokuta metropolis, Ogun state. The TRSSSS consisted of Section A which contained items on demographic characteristics of respondents. Section B contained 14 items measuring teachers’ reward systems. Items 1-7 measured extrinsic rewards while items 8-14 measured intrinsic rewards. The second questionnaire titled “Teachers’ Productivity in Senior Secondary Schools” (TPSSS) was divided into two sections. Section A contained items on demographic characteristics of respondents while Section B was adapted from a related study and it contains 12 statements measuring teachers’ productivity.

A pilot study was carried out to validate the instrument and the reliability of the instrument was tested using the Cronbach alpha test. The coefficient $\alpha = 0.829$ was generated indicating a high level of internal consistency among the survey items. The data collected were subjected to statistical test and analysis using descriptive statistics (percentage, mean and standard deviation for biodata and research questions) while multiple regression analysis was used to answer the hypothesis at 5% level of significance.

Results

Research Question One: What is the level of adequacy of teachers' reward systems in senior secondary schools in Abeokuta metropolis, Ogun state?

Table I: Level of Adequacy of Reward Systems (Extrinsic and Intrinsic) of Teachers’ Reward Systems in Senior Secondary Schools in Abeokuta Metropolis, Ogun State

	A	O	S	N	
Items	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Mean
Extrinsic	464 (47.1)	567 (28.3)	1088 (36.0)	576 (16.6)	2.34
Intrinsic	880 (39.6)	870 (35.3)	632 (25.7)	136 (5.4)	2.93
Overall	1344 (43.1)	1437 (31.1)	1720 (30.2)	712 (10.9)	2.64

Overall Weighted Mean= 2.64 Moderate

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

According to table I, the findings from the analysis of reward systems reveal that the overall adequacy of reward systems available to teachers is moderate, with a weighted mean score of 2.64. This result suggests that while some rewards are available and perceived as somewhat satisfactory, there is still considerable room for improvement, particularly in the area of extrinsic rewards. The implication of these results is that while schools may be succeeding in

cultivating a reasonably supportive psychological work environment, they are underperforming in areas that relate to financial or career growth incentives, which are often more tangible and quantifiable. This imbalance can be demoralizing for teachers and may lead to reduced commitment or increased turnover, especially when basic needs and recognition are not met. In this light, the moderate adequacy rating in this study suggests that schools in Abeokuta are only partially leveraging the motivational power of rewards, which could limit long-term teacher engagement and effectiveness.

Research Question Two: What is the level of productivity among teachers in senior secondary schools in Abeokuta metropolis, Ogun state?

Table 2: Level of Productivity of Teachers in Senior Secondary Schools in Abeokuta Metropolis, Ogun State

	A	O	S	N	
Items	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Mean
Lesson Planning and Delivery	17 (47)	10 (28)	5 (14)	0 (0)	2.73
Student Engagement	40 (67)	13 (22)	7 (11)	0 (0)	3.55
Assessment Practices	38 (42)	15 (17)	7 (8)	0 (0)	3.52
Student Performance	29 (45)	20 (31)	11 (17)	0 (0)	3.30
Overall	124 (50.4)	58 (23.6)	30 (12.2)	0 (0)	3.28

Overall Weighted Mean= 3.28 High

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 2 reveals that teachers perceive their impact on student performance as generally high, with a weighted mean of 3.30. Most teachers consistently produce students with improving academic outcomes in internal assessments ($M = 3.50$) and achieve strong results in national and standardized exams ($M = 3.65$). These findings suggest that teachers prioritize instructional practices that effectively enhance student learning and academic achievement.

However, students' visible effort in assignments and projects is moderate ($M = 2.75$), indicating some inconsistency in engagement across different contexts. Despite this, the overall impression is that teachers view themselves as playing a central role in fostering student

success, highlighting the strong link between teaching practices and students' academic outcomes.

Hypothesis

H₀₁: There is no significant relative influence of teachers' reward systems on teachers' productivity in senior secondary schools in Abeokuta metropolis, Ogun state.

Table 3: Summary of Regression Analysis Showing the Influence of Teachers' Reward Systems as Determinants of Teachers' Productivity

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.253	1.537		2.117	.049
	Reward1_avg_mean	-1.403	6.637	-.055	-.211	.835

a. Dependent Variable: Teachers' Productivity

Table 3 presents the regression coefficients indicating the relative influence of teachers' reward systems on their productivity. The unstandardized coefficient (B = -1.403, p = .835) for teachers' reward systems indicates that a unit increase in the reward system score predicts a 1.403 decrease in productivity. However, this relationship is not statistically significant (p > 0.05). This means there is no statistically significant relative influence of either reward systems on teachers' productivity in senior secondary schools in Abeokuta Metropolis, Ogun State.

Discussion of Findings

Research question one was formulated to identify the level of productivity among the surveyed school heads about teachers in senior secondary schools in Abeokuta metropolis, Ogun state. The results unveiled an insightful trend: the level of productivity among teachers was found to be adequately high, with a grand mean of 3.28 on a 4-point Likert scale.

These findings are consistent with prior research emphasizing that teachers' productivity remains high when basic motivational and professional expectations are met. For example, studies conducted in Ogun west senatorial district found that when teachers' reward systems (monetary or otherwise) were perceived as equitable, teachers showed higher job commitment and stronger productivity levels (Adetunji, Abari, & Mohammed, 2020). Particularly, the researchers emphasized the critical role of punctuality, curriculum completion, and student evaluation as practical benchmarks of teachers' productivity, indicators that align directly with the items used in the productivity scale of this study.

Furthermore, the high productivity level may be linked to non-financial motivators such as professional recognition, job security, and participatory decision-making. Several empirical studies underscored that while financial incentives like salary and bonuses are important, intrinsic factors such as teacher recognition and professional development opportunities significantly enhance morale and productivity (Mutumba et al., 2020). The fact that teachers in this study maintained high productivity levels despite challenges in the public school system suggests that these intrinsic motivators may be actively at play in Abeokuta metropolis, Ogun state.

Overall, the findings call for a recalibration of reward structures, especially extrinsic ones, to meet teacher expectations and strengthen their productivity. Education stakeholders, especially policy makers and school administrators, need to adopt a more structured and equitable approach to rewarding teachers, one that recognizes both performance and commitment, not just seniority or routine attendance.

Conclusion

The findings from this study suggest that while senior secondary school teachers in Abeokuta metropolis, Ogun state exhibit high productivity levels, the reward systems supporting and enhancing them productively are not effectively driving productivity in a measurable way. Salaries remain the strongest form of external motivation, but the lack of robust promotion structures, bonus systems, and professional development opportunities limit broader performance impact. Teachers' reward systems must go beyond the surface and integrate a culture of respect, recognition, autonomy, supportive leadership, and opportunities for continuous learning. The Nigerian education system, particularly at the secondary level, must shift from a compliance-based to a performance-driven model, where the quality of teaching and learning outcomes are prioritized over token rewards.

Recommendations

1. Government and school management boards should enhance the adequacy and diversity of teachers' reward systems, incorporating both monetary and non-monetary incentives.
2. Schools should implement non-monetary rewards such as recognition ceremonies, awards, flexible work arrangements, and opportunities for teacher autonomy to boost morale and sustain productivity.
3. Educational policymakers should review and update existing policies on teachers' reward systems to ensure they are effective and relevant.
4. Educational policymakers should review and update existing policies on teachers' reward systems to ensure they are effective and relevant.

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