ResearchGate

See discussions, stats, and author profiles for this publication at: https://www.researchgate.net/publication/377222134

# Teachers' Compensation as a Determinant of Public Secondary Schools' Effectiveness in Kwara State

**Article** · October 2023

DOI: 10.59479/jiaheri.v1i001.21

CITATIONS
0

READS
88

**4 authors**, including:



Lukman Adaramaja Sheu
Federal University Gusau, Zamfara State
**16** PUBLICATIONS **15** CITATIONS

SEE PROFILE

All content following this page was uploaded by Lukman Adaramaja Sheu on 08 January 2024.

The user has requested enhancement of the downloaded file.

MAAUN INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH AND INNOVATIONS (MIMJRI)
A Publication of the Institute of Africa Higher Education Research and Innovations (IAHERI)
in Collaboration with
Maryam Abacha American University of Niger (MAAUN) Maradi, Niger Republic
Maiden Edition/Volume 1, October, 2023
ISSN: 3027 – 0294 DOI: 10.59479/jiaheri.v1i001.21

# Teachers' Compensation as a Determinant of Public Secondary Schools' Effectiveness in Kwara State

**Sheu, Muritala Adaramaja**[1]
**Email:** msadaramaja@gmail.com
**Tel: +2348035992084**

**Akinnubi, Olaolu Paul**[1]
**Tel:** +2348167659879

**Lukman, Adaramaja Sheu**[2]
**Email:** adaramaja4real@gmail.com
**Tel**: +2348061254474

[1]Department of Educational Management and Counselling, Al-Hikma University Ilorin, Kwara State
[2]Department of Educational Foundation, Federal University Gusau, Zamfara State, Nigeria

## Abstract
Compensation occupies a crucial position in the management of the employees in any organization. Any organization with no attractive compensation system for its employees might not achieve effective operation. Hence, this study examined teachers' compensation as a determinant of school effectiveness in public secondary schools in Kwara State. The study adopted a descriptive research design of correlational type. Multi-stage sampling technique was used to select 315 respondents comprised 37 and 278 principals and teachers respectively for the study. Two (2) validated Research instrument were used in the study: Teachers' Compensation Questionnaire (TCQ) and School Effectiveness Questionnaire (SEQ). Reliability coefficients of 0.79 and 0.75 were generated for TCQ and SEQ respectively using Cronbach's Alpha method. Descriptive statistics of Mean, Standard Deviation, Minimum, Maximum and Range were used to answer the research questions 1 and 2, while Pearson Product-Moment Correlation Statistic was used to test the sole hypothesis. The findings of the study revealed that teachers in public secondary schools in Kwara State were provided with fairly satisfied compensation in their teaching job. The study also revealed that school effectiveness in public secondary schools in Kwara State is in need of improvement. In addition, the study revealed significant positive relationship between teachers' compensation and school effectiveness in Kwara State Public Secondary Schools, that is, for a school to achieve effectiveness, adequate compensation is highly needed. The study recommended among others that government should ensure adequate compensation for the teachers, encouraging salary and timely promotion to enhance school effectiveness.

MAAUN INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH AND INNOVATIONS (MIMJRI)
A Publication of the Institute of Africa Higher Education Research and Innovations (IAHERI)
in Collaboration with
Maryam Abacha American University of Niger (MAAUN) Maradi, Niger Republic
Maiden Edition/Volume 1, October, 2023
ISSN: 3027 – 0294 DOI: 10.59479/jiaheri.v1i001.21

**Keywords:** Teacher Compensation, Salary, Promotion, Training Opportunities, School Effectiveness

## Introduction

Teachers are the pivotal of educational system that determine what are achievable in educational industry. Sulyman (2021) described teachers as the tripod of the educational system irrespective of the level. Teachers among other human resources in education determine the worth of educational system. Compensation of employees is a significant factor which needs to be given adequate attention by the employer to enhance effectiveness of the organization. Any organization which holds compensation of its employees with levity might not compete in the area of actualization of the stated goals, with its counterparts which are very serious about the compensation of their employees. In public secondary schools in Nigeria, the issue of compensation has been generating a topic of discussion, because teachers in these schools have been complaining that they are not well treated by the government. For instance, in Kwara State public secondary schools, sometimes, teachers get their salaries late. Not only that, there have been a serious complaint by public secondary school teachers over the new minimum wage which the government has not implemented, despite the rising prices of the commodities every day, which is making it difficult for the teachers to properly take care of themselves and their families (Sulyman, 2021). To this end, Samson (2020) stated that, compensation of teachers in public secondary schools in many states in Nigeria, especially in the areas of salary, promotion, training opportunities, fringe benefits and other incentives, has not been encouraging. This is worrisome to teachers and the scenario might be having a negative effect on the school effectiveness.

School effectiveness means the extent to which the school has been able to achieve the stated goals, especially in the area of students' academic performance. Adedeji (2018) maintained that effectiveness of schools could be measured through discipline, neatness of the environment, mutual relationship among school members or between school members and members of the host community, judicious utilization of the available resources could also be used to determine effectiveness of schools. However, students' academic performance takes precedence over others, because it is through it that concrete measures could be derived. Dada (2017) asserted that effectiveness of the public secondary schools, especially in terms of excellent students' academic performance, is the end result which every stakeholder in education has a keen interest in. For this to be well achieved, among other things which should be done, teachers' compensation needs to be given adequate attention by the government at all levels.

The importance of teachers to the realization of school effectiveness cannot be over emphasized. According to Osibanjo, Pavithra and Adeniji (2014), compensation is a great determinant of the employees' job performance as well as the effectiveness of the organization. Alarm and Farid (2011) stated that compensation of teachers is very important as it affects the school effectiveness directly. Marques (2010) confirmed that compensation of teachers and school effectiveness are interdependent. Oyinvwi and Onunu (2021) stated that compensation of teachers in terms of the recognition and prestige, the opportunities for participating in professional development, job security, and involvement in decision 'taking, may give teachers

MAAUN INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH AND INNOVATIONS (MIMJRI)
A Publication of the Institute of Africa Higher Education Research and Innovations (IAHERI)
in Collaboration with
Maryam Abacha American University of Niger (MAAUN) Maradi, Niger Republic
Maiden Edition/Volume 1, October, 2023
ISSN: 3027 – 0294 DOI: 10.59479/jiaheri.v1i001.21

inner boost to perform their duties effectively which may in turn results to improvement of school effectiveness in terms of students' academic performance. According to Njenga (2012), the compensating factors which include better working conditions, encouraging salary, timely promotion, manageable workload and adequate provision of capacity building are very important to the enhancement of school effectiveness. For a school to achieve effectiveness, adequate compensation is highly

The problem of teachers' compensation has become disturbing issues that teachers are being compelled to seek for alternative means of livelihood to meet their basic needs. The ill treatment and non-professionalization of teaching job breeds dissatisfaction and hamper classroom effectiveness and productivity. In the face of frustration, low morale, harassment, condemnation and job-dissatisfaction, teachers had been accused of being responsible for the poor performance of students in examinations, especially externally conducted types, their involvement in examination malpractice, cultism and other negative vices. Teachers' welfare has seen as the cause of incessant disputes between teachers and school management in the state.

Based on what was observed in these teachers, there is an indication that the stated goals have not been well-actualized; and this probably could be as a result of ineffective compensation of the teachers in the schools. Many researchers have carried out studies which are related to the variables of this study. For instance, Pepra-Mensah, Adjei and Agyei (2017) investigated the effect of compensation on basic school teachers' job satisfaction in the Northern zone: The case study of Ghana. Lumbanraja et al. (2017) also carried out a study on effect of compensation, organizational culture and Islamic work ethics on lecturers' job satisfaction in private Islamic universities, Indonesia. However, based on researcher's knowledge, none of these previous studies focused on the relationship between teachers' compensation and school effectiveness in Kwara state and this is the gap which this study filled.

**Purpose of the Study**

This study was set to examine the relationship between teachers' compensation and public secondary schools' effectiveness in Kwara State, Nigeria. Specifically, the study:

1. examined the level of compensation provided to the teachers in public secondary schools in Kwara State;
2. determined the level of public secondary schools' effectiveness in Kwara State;
3. investigated the relationship between teachers' compensation and public secondary schools' effectiveness in Kwara State.

**Research Questions**

1. What is the level of compensation provided for teachers in public secondary schools in Kwara State?
2. What is the level of public secondary schools' effectiveness in Kwara State?

**Hypothesis**

There is no significant relationship between teachers' compensation and public secondary schools' effectiveness in Kwara State.

MAAUN INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH AND INNOVATIONS (MIMJRI)
A Publication of the Institute of Africa Higher Education Research and Innovations (IAHERI)
in Collaboration with
Maryam Abacha American University of Niger (MAAUN) Maradi, Niger Republic
Maiden Edition/Volume 1, October, 2023
ISSN: 3027 – 0294 DOI: 10.59479/jiaheri.v1i001.21

**Methodology**

The research design for this study is descriptive design of correlational type. It x-rays the relationship between teachers' compensation and school effectiveness in public secondary school in Kwara State. This afforded the researcher to make accurate record of situation as it exists. The population for this study comprised all the 384 principals and 6,483 teachers in public secondary schools in Kwara state, Nigeria. The sample size of the study is 315 respondents comprised 37 and 278 principals and teachers respectively. Principals and teachers were used as participants because they could provide the required information needed in the study. Multi-stage sampling technique was used in the study. Stratified random sampling technique was used at the first stage to divide Kwara state into the three (3) Senatorial Districts. Simple random sampling technique was used at the second stage to select three (3) Local Government Area from each of the three (3) senatorial districts in Kwara State. Proportionate stratified random sampling technique was used at the final stage to select 37 principals and 278 teachers across the nine selected Local Government Area in Kwara State.

Two Research instruments were used in the study. Teachers' Compensation Questionnaire (TCQ) and School Effectiveness Questionnaire (SEQ) were adapted from the works of Lawal (2014), Sulyman (2021) and Nelms (2005). TCQ is divided into two sections. Section A was used to elicit information on demographic data of the respondents, while section B of the instrument contains 24 items on the Teachers' Compensation i.e teachers' salary, promotion, training opportunities and health insurance scheme. TCQ was structured in a modified four-point Likert scale of Very Satisfied (VS) "4 points", Satisfied (S) "3 points", Fairly Satisfied (FS) "2 points" and Not Satisfied (NS) "1 point". SEQ contained 20 items on school effectiveness. It was also structured in a modified four-point Likert scale of Exemplary "4 points"; Satisfactory "3 points"; In Need of Improvement "2 points"; and Seriously Inadequate "1 point". Both face and content validity of the questionnaires were ascertained with the help of the experts in Department of Educational Management and Counselling, as well as expert in the area of Educational Research, Measurement and Evaluation in the Faculties of Education, Al-Hikmah University, Ilorin; University of Ilorin, and Federal University Gusau, Zamfara State. These experts are in cadres of Senior Lecturers, Readers and Professors. Comments, observation, corrections and suggestions made by the experts were affected accordingly before the final draft of the instruments. Cronbach's Alpha method of reliability was adopted to test reliability of the two instruments: TCQ and SEQ. Thirty copies of the instrument were administered on 10 principals and 20 teachers outside the sample of the study. The data gathered were analyzed using Cronbach's Alpha and the reliability coefficient of 0.79 and 0.75 were realized for Teacher Compensation Questionnaire and School Effectiveness Questionnaire respectively. This affirms that the instrument was reliable to be used for the study. The researcher and three trained research assistants from each of the three senatorial districts were involved in the administration of the questionnaire on the respondents. Face to face method of administration was adopted in the administration. Out of the total of 315 respondents comprised 37 principals and 278 teachers selected for the study, only 313 questionnaires were duly filled and returned, that is 99.36% of the total respondents. Descriptive statistics of Mean, Standard Deviation, Minimum, Maximum and Range were used to answer research questions 1 and 2, while Pearson Product-Moment

MAAUN INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH AND INNOVATIONS (MIMJRI)
A Publication of the Institute of Africa Higher Education Research and Innovations (IAHERI) in Collaboration with
Maryam Abacha American University of Niger (MAAUN) Maradi, Niger Republic
Maiden Edition/Volume 1, October, 2023
ISSN: 3027 – 0294 DOI: 10.59479/jiaheri.v1i001.21

Correlation (PPMC) Statistic was used to test the sole hypothesis. All the analyses were done using Statistical Package for Social Science (SPSS). The hypothesis was tested at 0.05 level of significance.

## Results

### Research Question 1

What is the level of compensation provided for the teachers in public secondary schools in Kwara state?

In order to answer this research question, responses to items 1 to 24 of teacher compensation instrument provided for the teachers in public secondary schools in Kwara State, Nigeria were analyzed. The set of data were subjected to mean, standard deviation and range. The results are shown below.

**Table 1: Result of Descriptive Statistics of Level of Teacher Compensation**

| Variable | N | Mean | Std Deviation | Minimum Value | Maximum Value | Range |
|---|---|---|---|---|---|---|
| Level of Teacher Compensation | 313 | 50.59 | 25.17 | 24 | 96 | 72 |

Table 1 shows results of descriptive statistics of level of compensation provided for the teachers in public secondary schools in Kwara State. Minimum, maximum and range values were used to categorize students' response as; 24-42 (Not Satisfied), 43-60 (Fairly Satisfied), 61-78 (Satisfied) and 79-96 (Very Satisfied). It revealed from the table a mean score of 50.59 which fall within the range of fairly satisfied (43-60). This shows that teachers in public secondary schools in Kwara State were provided with fairly satisfied compensation in their teaching job.

### Research Question 2

What is the level of school effectiveness in public secondary schools in Kwara State?

In order to answer this research question, responses to items 1 to 20 of school effectiveness instrument provided for the teachers in public secondary schools in Kwara State, Nigeria were analyzed. The set of data were subjected to mean, standard deviation and range. The results are shown below.

**Table 2: Result of Descriptive Statistics of Level of School Effectiveness**

| Variable | N | Mean | Std Deviation | Minimum Value | Maximum Value | Range |
|---|---|---|---|---|---|---|
| Level of School Effectiveness | 313 | 41.91 | 21.33 | 20 | 80 | 60 |

MAAUN INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH AND INNOVATIONS (MIMJRI)
A Publication of the Institute of Africa Higher Education Research and Innovations (IAHERI)
in Collaboration with
Maryam Abacha American University of Niger (MAAUN) Maradi, Niger Republic
Maiden Edition/Volume 1, October, 2023
ISSN: 3027 – 0294 DOI: 10.59479/jiaheri.v1i001.21

Table 2 shows results of descriptive statistics of level of school effectiveness in public secondary schools in Kwara State. Minimum, maximum and range values were used to categorize students' response as; 20-35 (Seriously Inadequate), 36-50 (In Need of Improvement), 51-65 (Satisfactory) and 66-80 (Exemplary). It revealed from the table a mean score of 41.91 which fall within the range of In Need of Improvement (43-60). This shows that school effectiveness in public secondary schools in Kwara State are in need of improvement.

**Research Hypothesis**

There is no significant relationship between teachers' compensation and school effectiveness in Kwara State Public Secondary Schools.

In order to test the research hypothesis, teacher responses to teacher compensation and school effectiveness scales were collated and subjected to Pearson Product Moment Correlation (PPMC) statistic to determine the significance relationship between teachers' compensation and school effectiveness in public secondary schools in Kwara State.

**Table 3: Result of Correlation between Teachers' Compensation and School effectiveness**

| Variable | N | $\bar{X}$ | SD | Cal. r-value | Df | p-value | Decision |
|---|---|---|---|---|---|---|---|
| Teachers' Compensation | 313 | 50.59 | 25.17 | .992 | 311 | .000 | Ho Rejected |
| School Effectiveness | 313 | 41.91 | 21.33 | | | | |

p-value<0.05

Table 3 shows results of correlation between teachers' compensation and school effectiveness in public secondary schools in Kwara State. As shown in Table, the calculated r-value is .992 with the p-value of 0.000 which is less than the significance level of 0.05. Therefore, the hypothesis which stated that there is no significant relationship between teachers' compensation and school effectiveness in Kwara State Public Secondary Schools was rejected. This implies that there was a significant relationship between teachers' compensation and school effectiveness in Kwara State Public Secondary Schools, that is, teachers' compensation determines school effectiveness.

**Discussion of Findings**

This study examined the relationship between teachers' compensation and public secondary school effectiveness in Kwara State, Nigeria. The findings of the study revealed that teachers in public secondary schools in Kwara State were provided with fairly satisfied compensation in their teaching job. The finding of the study corroborates the findings of Sulyman (2021) that the level of compensation provided to the lecturers in the State Colleges of Education, North-central Nigeria was low. The finding is also in consonance with the assertion of Rosser (2012) who stated that public school teachers are not adequately compensated. She

MAAUN INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH AND INNOVATIONS (MIMJRI)
A Publication of the Institute of Africa Higher Education Research and Innovations (IAHERI)
in Collaboration with
Maryam Abacha American University of Niger (MAAUN) Maradi, Niger Republic
Maiden Edition/Volume 1, October, 2023
ISSN: 3027 – 0294 DOI: 10.59479/jiaheri.v1i001.21

further stated that poor attitude of the government toward teachers' compensation is one of the key factors hampering not only the commitment of teachers, but also effective goals realization. The findings is also in line with Kamoh, Ughili and Abada (2013) who asserted that inadequate and delay in the teachers' compensation has been one of the factors responsible for poor job performance of teachers in public secondary schools in Nigeria.

The second finding revealed that school effectiveness in public secondary schools in Kwara State is in need of improvement. This finding is in line with the finding of Ajayi and Ekundayo (2011) that the secondary schools were effective in the affective and the psychomotor domains but not effective in the cognitive domain, therefore there is need for improvement in cognitive domain. The study further revealed that poor learning environment, poor monitoring of students' progress, poor school facilities and poor teachers' compensation affects secondary school effectiveness. The finding is in consonance with the view of Njenga (2012), that compensating factors which include better working conditions, encouraging salary, timely promotion, manageable workload and adequate provision of capacity building are very important to the enhancement of school effectiveness. For a school to achieve effectiveness, adequate compensation is highly needed.

The third finding is from the hypothesis which revealed that there is significant positive relationship between teachers' compensation and school effectiveness in Kwara State Public Secondary Schools, that is, teachers' compensation determines school effectiveness. The finding is in line with the view of Osibanjo, Pavithra and Adeniji (2014), stated that compensation is a great determinant of the employees' job performance as well as the effectiveness of the organization. The finding is also in consonance with the assertion of Alarm and Farid (2011) stated that compensation of teachers is very important as it affects the school effectiveness directly. The finding is also in support of the findings of Marques (2010) confirmed that that compensation of teachers and school effectiveness are interdependent. Njenga (2012) also confirms the finding that the compensating factors which include better working conditions, encouraging salary, timely promotion, manageable workload and adequate provision of capacity building are very important to the enhancement of school effectiveness. For a school to achieve effectiveness, adequate compensation is highly needed.

## Conclusion

The study examined the relationship between teachers' compensation and public secondary school effectiveness in Kwara State, Nigeria. The study concluded that teachers in public secondary schools in Kwara State were provided with fairly satisfied compensation in their teaching job, and school effectiveness in public secondary schools in Kwara State is in need of improvement. The study also concluded that there is significant positive relationship between teachers' compensation and school effectiveness in Kwara State Public Secondary Schools, that is, for a school to achieve effectiveness, adequate compensation is highly needed.

## Recommendations

Based on the findings, the study recommends the following:

MAAUN INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH AND INNOVATIONS (MIMJRI)
A Publication of the Institute of Africa Higher Education Research and Innovations (IAHERI)
in Collaboration with
Maryam Abacha American University of Niger (MAAUN) Maradi, Niger Republic
Maiden Edition/Volume 1, October, 2023
ISSN: 3027 – 0294 DOI: 10.59479/jiaheri.v1i001.21

1. Government should ensure adequate compensation for the teachers in terms of encouraging salary and timely promotion to enhance school effectiveness.
2. Governments should always ensure adequate motivation in terms of prompt payment of salary and arrears which would enable teachers to be highly committed in the discharge of their duties to facilitate effectiveness in the school.
3. Government should intensify its efforts in providing training opportunities for teachers to make them acquire more knowledge, techniques and skills which would make them improve their job performance and facilitate effectiveness of schools.

**References**

Adedeji, K. O. (2018). Human resources management and school effectiveness in secondary school in Niger State. *Asian Journal of Education, 3*(4), 23-32.

Ajayi, I. A., & Ekundayo, H. I. (2011). Factors determining the effectiveness of secondary schools in Nigeria. *Anthropologist, 13*(1), 33-38.

Alarm, T. M., & Farid S. (2011). Factors affecting teachers' motivation. *International Journal of Business and Social Sciences,2*(1), 34-42.

Dada, R. O. (2017). *Towards actualizing secondary schools' effectiveness in Nigeria.* Lagos: Haps Press.

Kamoh, N. M., Ughili, L. S. & Abada, A. A. (2013). Enhancing the teacher profession: Key to revamping the education sector in Nigeria. *Journal of Social Science and Humanities, 4*(1), 129-139.

Marques, J. (2010). *Joy at work at joy: Living and working mindfully every day.* Personhood Press.

Nelms, K. J. (2005). *A reliability and validation of an administrative effectiveness survey for deans at institutions of higher education.* A Ph. D. Thesis, University of Tennessee, Knoxville Njenga, W. (2012). *Effects of teachers' motivation on students' performance in public secondary schools in Kikuyu District, Kenya*. Nairobi. University of Nairobi.

Osibanjo, O. A., Pavithra, S. & Adeniji, A. A. (2014). Compensation management and organizational commitment in developing economies: Indian Perspective. *Acme Intellects International Journal of Research in Management, Social Sciences, 8*(8), 1-

Oyinvwi, U. V., & Onunu, R. S. (2021). Perceived influence of teachers' motivation on academic achievement in mathematics among senior secondary school students in Federal Capital Territory, Abuja. *Kano Journal of Educational Psychology, 3*(1), 88-96.

Pepra Mensah, M. S. Adjei, O.H. & Agyei, B.V. (2017). Effect of compensation on basic school teacher's job satisfaction in the Northern zone: International *Journal of Scientific Research in Education, 11*(8), 630-463.15.

Rosser, V. (2012). Faculty members' intentions to leave: A national study on their work life and satisfaction. *Research in Higher Education, 45*(3), 285-309.

Saharuddin, A. & Sulaiman, B. (2016). The effect of promotion and compensation toward working productivity through job satisfaction and working motivation of employees in the department of water and mineral resources energy North Aceh District. *International Journal of Business and Management, 5*(10), 33-40.

MAAUN INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH AND INNOVATIONS (MIMJRI)
A Publication of the Institute of Africa Higher Education Research and Innovations (IAHERI)
in Collaboration with
Maryam Abacha American University of Niger (MAAUN) Maradi, Niger Republic
Maiden Edition/Volume 1, October, 2023
ISSN: 3027 – 0294 DOI: 10.59479/jiaheri.v1i001.21

Samson, L. T. (2020). *An introduction to the challenges facing Nigerian educational system.* London: JOAK Publisher.

Sulyman, K. O. (2021). Lecturer compensation, job commitment and goal achievement in state colleges of education, North-Central. Unpublished Ph.D Thesis of Department of Educational Management, Faculty of Education, University of Ilorin, Nigeria.



View publication stats