

TEACHERS' COMPENSATION AND PUBLIC SECONDARY SCHOOLS' EFFECTIVENESS IN KWARA STATE, NIGERIA

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Abstract

Teachers are important stakeholders in educational system and as such, their compensation for the services they are rendering to schools need to be very attractive and encouraging. It was against this background that, the study examined teachers' compensation and public secondary schools' effectiveness in Kwara State, Nigeria. Descriptive research of correlational type was adopted for the study. The population for the study comprised of 352 and 8,276 principals and teachers in public secondary schools in Kwara State, Nigeria respectively. Random sampling technique was used to select two out of three senatorial districts in Kwara State. Proportional sampling technique was used to select 144 principals and 368 teachers from the selected district via the use of Krejcie and Morgan (1970) table for sample size determination. A questionnaire and proforma were used to collect data for the study. The instruments were validated by experts and also tested for reliability. Descriptive and inferential statistics of mean and standard deviation and Pearson product-moment correlation were used for analyzing research questions and hypotheses respectively. The findings of the study revealed that: the level of compensation provided for teachers in public secondary schools in Kwara State was low. Based on the findings and conclusion, it was recommended that among other things that, state governments should intensify their efforts by paying more attention to teachers compensation through prompt and adequate payment of salary, timely promotion, provision of affordable health services and improved training opportunities.

Keywords: Teachers' Compensation, School Effectiveness, Training Opportunities, Health Services, Secondary Schools.

Introduction

Teachers are important stakeholders in educational system and as such, their compensation for the services they are rendering to schools need to be very attractive and encouraging, if at all the realization of the effectiveness of the schools is of priority to the government and other stakeholders in education. This is very necessary because, if teachers are not well compensated, realization of the school effectiveness could be cumbersome. In public secondary schools in Nigeria, the issue of compensation has been generating a topic of discussion, because teachers have the feeling that they are not well treated by their state government. For instance, in Kwara State public secondary schools, sometimes, teachers get their salary late. Not only that, there has been a serious complaint by public secondary school teachers in Kwara state and many other states of the federation over the new Minimum Wage. The governments in some states, including Kwara State, implemented the New Minimum Wage for teachers who are between Grade Level 1 to 6 but did Consequential Adjustment for teachers from Grade Level 7 to 17. This situation might not encourage the teachers, who were given Consequential Adjustment (Ademola, 2020).

Promotion of teachers has not been timely implemented in Kwara State, as government do not key in very well to their capacity building, by organizing different trainings or financially support them to attend within or outside the country. 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 could make teachers worrisome and could consequently have a negative effect on the school effectiveness. Olalekan (2017) posited that teachers' compensation and school effectiveness are inseparable. If teachers are well compensated, their morale could be boosted towards high dedication to their official duties and this will eventually help the school to achieve effectiveness in its operation, especially in the aspect of students' academic performance.

Sadam (2016) posited that the ultimate goal of any educational institution is to see that its students have excellent academic performance in their examinations. However, one of the ways of ensuring this in public secondary schools in Kwara State is by making teachers' compensation such as salary, promotion, capacity building and fringe benefits more attractive, as poor compensation could consistently dampen their readiness to making the schools effective. Obadare (2018) lamented that one of the factors responsible for ineffectiveness of public secondary schools in Nigeria is lackadaisical attitude of the governments towards teachers' compensation, especially in the aspects of salary, promotion, fringe benefits and professional development.

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. Gabriel (2019) asserted that, in recent times, one could conclude that public secondary schools in Kwara State have not been effective. Evidently, the results derived from Senior School Certificate Examinations have not been encouraging enough as shown from the performance of students from 2012 - 2021 that 38.81%, 69.58%, 29.37%, 36.68%, 52.97%, 26.01%, 49.98%, 17.13%, 39.82% and 48.61% have five credits and above including English Language and Mathematics respectively.

Dada (2017) asserted 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 while teachers also need to effectively perform their job. It is against this backdrop that this study is set out to examine the relationship between teachers' compensation and public secondary schools' effectiveness in Kwara State, Nigeria.

Statement of the Problem

Effectiveness of secondary schools in Nigeria, in terms of students' academic performance has been a serious concern for the members of the public. This is because the results derived from West African Senior School Certificate Examination since few years back have not been encouraging. Findings in West African Senior School Certificate Examination from 2012 to 2021 (West African Examination Council, 2021) shows that in 2012 (38.81%), 2013 (69.58%), 2014 (29.37%), 2015 (38.68%), 2016 (52.97%), 2017 (26.01%), 2018 (49.98%), 2019 (17.13%), 2020 (39.82%) and 2021 (48.61%) percentage of students who got five credits and above including mathematics and English Language. The findings also revealed that in the last ten years, it was only in the years 2013 and 2016 that the percentage of candidates who got five credits and above, including English language and General Mathematics in WASSCE reached average. However, this scenario is not encouraging and could be due to ineffective teacher compensation. Many researchers had conducted studies related to this present study. For instance, Ajayi and Ekundayo (2011) examined the factors determining the effectiveness of secondary schools in Nigeria. Sulyman and Adebayo (2020) conducted a study on quality assurance strategies as determinants of public secondary schools' effectiveness in Kwara State, Nigeria. Peter, Okpa and Okoi (2020) investigated the influence of educational support services on teachers' job performance in secondary schools in Akwa Ibom State, Nigeria. However, all the afore-mentioned studies are related to this study in one way or the other, but not of them examined teachers' compensation and public secondary schools' effectiveness in Kwara State, Nigeria. Hence, this is the gap which this study intends to fill.

Purpose of the Study

The main purpose of the paper is to examine the teachers' compensation and public secondary schools' effectiveness in Kwara State, Nigeria. The specific objectives of this study are:

- i. to examine the level of teachers' compensation in public secondary schools' effectiveness in Kwara State, Nigeria;
- ii. to investigate the level of public secondary schools' effectiveness in Kwara State, Nigeria; and
- iii. to examine the relationship between teachers' compensation and public secondary schools' effectiveness in Kwara State, Nigeria.

Research Questions

The following research questions were raised to guide the paper:

- i. what are the level of teachers' compensation in public secondary schools' effectiveness in Kwara State, Nigeria?
- ii. what is the level of public secondary schools' effectiveness in Kwara State, Nigeria?

Research hypothesis

The research hypothesis was postulated to guide the paper:

H₀: There is no significant relationship between teachers' compensation and public secondary schools' effectiveness in Kwara State, Nigeria.

Methodology

This study adopted the descriptive research of correlational type to obtain the relevant and needed data on the paper. The population for the study comprised of 352 and 8,276 principals and teachers in public secondary schools in Kwara State, Nigeria respectively. Thus, Multi-stage sampling technique was used to select respondents. There are three senatorial districts in the state which comprises of Kwara Central, Kwara North and Kwara South. At stage one, random sampling technique was used to select two out of three senatorial districts in Kwara State. Proportional sampling technique was used to select 144 principals and 368 teachers from the selected districts via the use of Krejcie and Morgan (1970) table for sample size determination. Questionnaire tagged: "Teachers' Compensation Questionnaire" (TCQ) and a proforma tagged: "Students' Academic Performance Proforma" (SAPP) were used for the study. In order to ascertain the validity of the self-designed instrument, the draft of the instrument was given to three experts in the University of Ilorin, Ilorin, Nigeria for construct validity. Those that were consulted are three lecturers: two from the Department of Educational Management and one from the Department of Test and Measurement in the Faculty of Education. Their opinions and suggestions were incorporated into the final instrument that was used for the pilot study and later on the respondents when it was found suitable. The test re-test reliability method was adopted in determining the reliability of the instrument. The coefficient correlation obtained from the test was 0.76. This is an indication that the instrument is highly reliable. Descriptive statistics of mean and standard deviation were used to answer the research questions while inferential statistics of Pearson product-moment correlation statistics was used to test the hypothesis at 0.05 level of significance as a standard region of decision of the hypotheses. In all, about 512 questionnaires were distributed while 421 were returned. The percentage returned is 82.2%.

Results

Research Question 1: what are the levels of teachers' compensation in public secondary schools' in Kwara State, Nigeria?

Table 1

Mean and Standard Deviation of the Teachers' Compensation

S/N	Level of Teachers' Compensation	N	X	SD	Decision
1	Salary	421	1.13	.56	Low
2	Promotion	421	2.12	.58	Average
3	Training Opportunities	421	1.53	.77	Low
4	Health Service	421	1.59	.65	Low
	Grand Mean		1.59	.64	

Source: Fieldwork, 2022

Key

X

1.00 -1.59	Low
1.60 -2.59	Average
2.60 - 5.00	High

A study of Table 1 shows the mean and standard deviation of the level of teachers' compensation in public secondary schools' in Kwara State, Nigeria where the mean score of 2.12 for promotion was found to be average while salary, training opportunities and health service were low with a mean score of 1.13, 1.53 and 1.59. In summary, the grand mean of 1.59 revealed that the level of teachers' compensation in public secondary schools' in Kwara State, Nigeria was low.

Research Question 2: what is the level of public secondary schools' effectiveness in Kwara State, Nigeria?

Table 2

Mean and Standard Deviation of the Level of Students' Academic Performance

S/N	Students' Academic Performance	X	SD	Decision
1	English Language	1.37	.45	Low
2	Mathematics	2.41	.43	Average
	Grand Mean	1.89	.44	

Source: Field work, 2022

Key

X

1.00 -1.59	Low
1.60 -2.59	Average
2.60 - 5.00	High

Table 2 shows the mean and standard deviation of the level of public secondary schools' effectiveness in Kwara State, Nigeria where the mean score in Mathematics was found to be 2.41 and as such considered as average while the mean score 1.37 for English Language was low. In summary, the grand mean of 1.89 clearly shows that the level of the level of public secondary schools' effectiveness in Kwara State, Nigeria was average.

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

Table 3
Teachers' Compensation and School Effectiveness

Variable	N	$\bar{X}$	SD	df	Cal r-value	P-value	Decision
Teachers' Compensation	421	1.59	.64	419	.778	.000	Ho Rejected
Students' Academic Performance	421	1.89	.44				

***Significant $P < .05$**

Evidences from Table 3 show the calculated r-value of .778 while p-value (0.000) is less than the significance level (0.05) for 419 degrees of freedom. Hence, the hypothesis which states that there is no significant relationship between teachers' compensation and public secondary schools' effectiveness in Kwara State, Nigeria is rejected. The finding reveals that there is significant relationship between teachers' compensation and public secondary schools' effectiveness in Kwara State, Nigeria.

Discussion of Findings

The findings of the research question one revealed that the level of teachers' compensation in public secondary schools' in Kwara State, Nigeria was low with grand mean score of 1.59. This shows that the teachers' compensation in public secondary schools in Kwara State has not been encouraging enough and therefore affecting the output in the school because teachers were not adequately motivated. This finding is in line with the view of Ademola (2020) that teachers' compensation in public secondary schools in Kwara State has not been encouraging enough.

The findings of the research question two revealed that the level of public secondary schools' effectiveness in Kwara State, Nigeria was average with grand mean score of 1.89. This finding corroborates the view of Samson (2020) who opined that effectiveness as the extent to which a school achieves its goals. It is imperative that school principals are skilled and committed so as to be able effectively utilise both human and non-human materials towards achieving effectiveness. Effectiveness is the extent to which a school achieves appreciable students' academic performance. Obadare (2018) opined that effectiveness of school is dependent more on its processes and gauged by its outcomes than on its intake. Dada (2017) stated that school effectiveness means the extent to which the students have improved in their performance, in terms of assessment results.

The findings of the hypothesis one tested revealed that there was significant relationship between teachers' compensation and public secondary schools' effectiveness in Kwara State, Nigeria. This connotes that providing teachers with ample opportunities of acquiring more professional skills, knowledge and health services would make them more relevant and updated on how to go about the discharge of their duties. This finding is in tandem with the

view of Gabriel (2019) that training opportunities assist in updating, developing and broadening the knowledge acquired by teachers while learning and equip them with new professional skills and techniques needed to be more committed and effective in the discharge of their duties.

Conclusion

Based on the findings of this study one can conclude that teachers' compensation particularly salary, promotion, training opportunities and health service significantly enhance school effectiveness in public secondary schools in Kwara State.

Recommendations

Based on the findings and conclusion of the paper, the following were recommended:

- i. state governments should intensify their efforts by paying more attention to teachers compensation through prompt and adequate payment of salary, timely promotion, provision of affordable health services and improved training opportunities;
- ii. governments should provide improved enabling environment that would enhance public secondary schools' effectiveness;
- iii. government should at all times ensure that salary is timely and adequately paid at the end of the month to enhance teachers' commitment towards the job;
- iv. there is need for government to make sure that promotion is timely implemented to boost lecturers' morale so that their total commitment towards the job could be secured;
- v. affordable health services should be made available to the teachers in the public secondary schools to make them more committed to their job; and
- vi. training opportunities should be intensified for teachers to make them acquire more knowledge, techniques and skills which would make them more relevant professionally, thereby improving their performance to the job.

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