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FINANCIAL INCENTIVES AND TEACHERS' PRODUCTIVITY IN PUBLIC SECONDARY SCHOOLS IN CALABAR EDUCATION ZONE, CROSS RIVER STATE, NIGERIA

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ABSTRACT

This study investigated the relationship between financial incentives and teachers' productivity in public secondary schools in Calabar Education Zone, Cross River State, Nigeria. Emphasis was in secondary schools in Calabar metropolis., One null hypothesis was formulated. Expost facto research design was adopted for the study. The selection was done using stratified random sampling technique and simple random sampling technique in order to give equal opportunity to all the members of the population to be selected. Financial Incentives and Teachers' Productivity Questionnaire (FITPQ) was the instrument used for data collection. The instrument was subjected for validation. The reliability estimate of the instrument was established through trial test and the reliability co-efficient obtained using Cronbach alpha method which ranges from .78 to .86. Pearson product moment correlation analysis was used for data analysis. The hypothesis was tested at .05 level of significance with relative degrees of freedom. The result of the analysis revealed that, financial incentives are significantly related to teachers productivity. Based on the finding, it was recommended that government and schools management should adequately provide teachers financial needs.

INTRODUCTION

The wealth of the nations lies not only in the abundant material resources but also in the quality of it human productivity. It is human productivity that determines the success of any organization be it private or public. This is so because through human productivity that other resources are organized and utilized to achieve desired results. Therefore, the efficiency of any organization depends to a large extent on it human productivity. A highly productive workforce is a valuable strategic asset for the organization (Ekpo & Ndum, 2021).

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Mani (2010) stated that productivity is a measure of how well resources and skills are utilized for accomplishing a set result. It includes the effective and efficient utilization of all resources – capital, labour, material, energy, time etc. It also measure the efficiency of a person, machine, system, etc. in converting inputs into useful outputs.

Teachers' productivity in public schools is very important, not only for growth of the schools but for the growth of the nation at large (Odok, Ekpo, Onabe and Osaji, 2024). Teachers are the heart and soul of educational programmes . In the university system academic staff are the ones who ensure that the goals of the university system are realized through the various services they render at their various departments, faculties and units (Nnaji, Ekpo and Onabe, 202).

Cascio (2010) Stated that employees' productivity is the assessment of the efficiency of an employees. Alanyele (2010) stated that employees high level of productivity can be seen in the following ways; that less time will be wasted because the employees will be more focused on their work as well as the outcomes, that the number of tasks performed per day and customers served by an employee increases, that the employees meet the performance deadlines.

Financial incentives are those things put in place by various organizations, institutions etc. to motivate, compensate and reward performance of employees e.g good salaries package, wages, bonuses, fringic benefit etc. when these are offered to employees it may compel the employees to extent more effort in any given task which can lead to higher productivity and the attainment of institutional goals and objectives (Onabe, Ekpo, Akuh & Edoho, 2024). Financial incentive is one of the motivational techniques that is offered to employees, it is force that cause employees to behave in certain ways and may choose to work hard (Onabe, Ekpo, Inah & Ishaku, 2024). As a motivational technique, financial incentives are designed to get the maximum performance from the employees which leads to higher productivity and help retain the most productive ones among them (Arnold, 2013). Mager and Sabila (2010) posits that financial incentive means any inducement involving the payment of money and reduction in prices paid for goods and services or any award of credit. All incentives inclinations cause people to behave in certain different patterns. This means that in every organizations, the employees behvaiour determine the level of incentive being given to them by the employer or management (Odok, Onabe, Ekpo and Osaji, 2024).

STATEMENT OF THE PROBLEM

Schools rely on it teachers to impact knowledge of the students. In institution of learning, their focus is always on how to improve the quality of students graduating from such schools. Teachers are expected to put in their best in performance of their duties in these institution in order to achieve higher productivity (Ekpo, Egbula and Abang (2016). But contrary, to this teachers productivity has fallen below standard thereby resulting in low productivity which is a major problem confronting public secondary schools in Calabar Education Zone.

The evidence abounds that productivity level of teachers in public secondary schools keeps falling below expectation. The low productivity in public secondary schools in Calabar Education Zone as observed by the researcher may be manifested in the non-chalant attitude to work by teachers, some report to work late, tasks assigned to them are hardly completed on time, some do not put in their best in the performance of their duties. The issue of low productivity in public secondary schools in Calabar Education Zone of Cross River State, Nigeria is alarming. Low productivity has in recent times been a matter of great concern to the government, school management, parents and researchers. Many argument have been canvassed on the causes of low productivity, some blame it on lack of training, poor working condition, financial incentives etc. The government and schools management have organized workshops, conferences, seminars etc on how to improve teachers productivity, but the problem still persists. The effects of low productivity on the institutions, government and the society at large cannot be overemphasized. Low productivity results in wastage of sacred resources, it reduces public confidence in public secondary schools etc. (Ekpo, Nnaji, Onabe & Ovat, 2023).

Despite all these efforts made by the government and schools managements, productivity remains relatively low in public secondary schools in Calabar Educational Zone of Cross River State.

It is against this background, the researcher investigated to what extent does financial incentives relates to teachers productivity?

OBJECTIVE OF THE STUDY

To determine the extent to which financial incentives relates with teachers' productivity.

Research question

How does financial incentives relate with teacher productivity?

Statement of Hypothesis

There is no significant relationship between financial incentives and teachers productivity.

Research methods

The research adopted ex-post facto design. This design was considered appropriate because the researcher has no direct control of the independent variables because they have already occurred (Isangedihi, Joshua, Asim & Ekuri, 2004). The study consisted of every teacher in public secondary schools in calabar metropolis. The study population was 862 teachers. The sample was obtained using stratified random sampling technique. The sample size for the study was 280 teachers. The data for the study was collected using a questionnaire titled Financial Incentives and Teachers Productivity Questionnaire (FITPQ). The (FITPQ) was divided into three sections. Section A dealt with the respondents demographic data, section B contained 20 structured items measuring the independent and section C measures dependent variables, whose score were in a four-point modified Likert scale. The instrument was validated by experts in measurement and evaluation and items found unsuitable were either expunged or reconstructed. The reliability of the instrument was established through a trial test using cronbach's alpha co-efficient with co-efficient ranging from .80 - 90. This figure confirmed that the instrument was reliable. 280 copies of the questionnaire were distributed and 252 copies were retrieved, indicating 90% return rate. Pearson's product moment correlation co-efficient analysis was used for data analysis at 0.05 level of significant.

Results

Ho: There is no significant relationship between financial incentives and teachers productivity

Pearson Product Moment Correlation Coefficient analysis of the relationship between financial incentives and teachers' productivity in public secondary schools in Calabar Education Zone in Cross River State .

N = 252

Variables	$\bar{X}$	SD	R	Sig.
Financial incentives	15.02	1.20		.000
Teachers productivity	14.24	1.32	0.68	.000

Significant at .05, df = 250, r – value = .124

The result of the analysis shows that the calculated r-value of .68 is greater than the critical value of .124 at .05 level of significance with 250 degree of freedom. This implies that the result is significant. Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. This implies that there is a significant relationship between financial incentives and teachers productivity.

DISCUSSION OF FINDINGS

The result revealed that there is a significant relationship between financial incentives and teachers productivity. This necessitated the rejection of the null hypothesis and accepting the alternative hypothesis.

The findings of this hypothesis are in line with the finding of a study conducted by Onbobor (2011) on the impact of financial incentives on worker's productivity in selected government institutions in Ogun State. The result of the findings indicated that there is a significant relationship between financial incentives and productivity 80% agreed that salaries, bonuses and allowances motivate employees to greater productivity.

This is in line with the assertion made by Arnold (2013) that financial incentives are designed to get the maximum performance from the employees. He further stated that employees who are well rewarded perform maximally while those who are not well rewarded perform less, thereby resulting in low productivity. Mager and Sabila (2010) in agreement with this findings also stated that a capable but inadequately motivated employee cannot perform. Even with sufficient education, training and experience, without a good salary, leave grant, bonuses, overtime and allowances (financial incentives), productivity will be low.

CONCLUSION

Based on the finding, the study revealed that there is a significant relationship between financial incentives and teacher productivity. It was therefore concluded that financial incentives such as good salary, wages, bonuses, allowance and other fringe benefits can enhance productivity.

RECOMMENDATIONS

Employees be well paid by government and schools proprietors, in order to be motivated for higher productivity.

(1) Schools management and federal, State and local government should put in place a rewarding mechanism to motivate employees such as bonuses, allowances and good salaries structure etc.

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