



# Reward System and Public Secondary School Teachers' Performance

**Bawalla Oluwatoyin Gbenga & Nafiu Folarin Yakub**

Department of Sociology, Olabisi Onabanjo University,  
Ago-Iwoye, Nigeria.  
toyinbawalla@yahoo.com & afraga101@yahoo.com

**Abstract:** This paper investigated the challenges facing public secondary school teachers in Ogun State. Nigeria education is faced with lots of challenges which are so enormous and inhibit the meeting up with the advanced quality of education. The study adopted expectancy theory. Six (6) officials of the Ministry of Education, Science and Technology in Ogun State, the Teaching Service Commission, Ogun State and, six (6) executive members of Nigerian Union of Teachers and the Academic Staff Union of Secondary Schools were interviewed through key informant interview and in-depth interview respectively. Results revealed teachers were not satisfied with their pay and are not motivated by rewards in which the state played a prominent role in agitating for good wages and working condition for teachers. In addition, participants stated the drastic fall in federal allocation to the state which reduced by 60% as the reason for it. The study recommended that the government should allow principals, vice principals and experienced teachers direct the affairs and activities in the Ministry of Education, Science and Technology and TESCOM, Ogun State.

**Keywords:** Challenges, Rewards, Public Secondary Teachers and Ogun State.

Word count: 181

## Introduction

Globally, the United Educational, Scientific and Cultural Organisation (UNESCO), their main vision is to contribute to peace and security among nations through education, science, culture and communication for universal respect for justice, rule of law and more importantly on human rights. However,

to achieve the best education and good standard of living, the UNESCO recommended all nations to budget 26% on education. This recommendation was strictly complied with by the developed countries across the globe while in some developing countries like Nigeria failed to yield and this invariably is affecting or perhaps affected the educational

growth in Nigeria. For instance, the Nigeria budgetary allocation to education between year 2010 to 2016 include N234.8billion, N306.3billion, 400.15billion, 493.53billion, 392.2billion, 369.6billion respectively, with all these figures less than 13%, and recently this year (2017) the Nigeria budget on education amount to 448billion representing just 6% on funds devoted to education which is expected to cut across all the three tiers of education (Primary, Secondary and tertiary institutions). This adversely put Nigeria to continuing witnessing tremendous decline in the academic performance of public schools. This continues to happen at a faster rate and the trend may not be abated until the government changes its attitude to school management (Ogunlade, 2011). Public schools have been left unattended to by the government as it has been argued by Sistus (2008) who laments the dilapidation that characterize the primary and secondary school buildings in all parts of the country. There are no available chairs for the students to receive lessons. The quality of education delivered by teachers and the academic achievements of pupils of any school is dependent on several factors and, availability of school facilities is paramount. School facilities are material resources that enhance teaching and learning, by making the process meaningful and purposeful. It is the belief of teachers that public schools are being neglected and teachers are not reckoned with.

The Nigeria Union Teachers (NUT) under which the public secondary schools belong to was set up in July, 1931. The purpose of the union was to foster unity and progress, have spirit of co-operation and to raise the status of

the teaching profession through improved quality of education, welfare and condition of service among teachers. The poor remuneration of teachers, and more importantly, failure of the state government to implement the agreed 27.5% increment could be contributory factors to teachers' absenteeism, late-coming, failure to assess students' works, lack of sense of belonging and redundancy at work. All these are indicators of poor level of job commitment.

The public secondary school teachers under the umbrella of Nigeria Union Teachers (NUT) in Ogun State often go on strike because of poor conditions and inadequate reward system. For instance, in Ogun State, between 2009 and 2015, the public secondary school teachers who are affiliated to the Nigeria Union of Teachers (NUT), went on strike in February 2009, October 2009, September 2012, October 2013 (Adesulu, 2012), January 2015 and October 2016 owing to fluctuation in gross net pay of staff salaries; delayed promotion and non-adjustment of salaries after acquiring additional qualification; failure of the state government to pay the agreed 27.5% increment; the poor condition of service and delay in payment of teachers salaries. Arising from these, the reports of students' performance in WAEC in the last few years in Nigeria, as reported in the Premium Times (2014), are not encouraging. Each year comes with a gradual decline and this is worrisome. As indicated by the Nigerian Federal Ministry of Education, Examination Malpractice Blacklist, Volume 1 (2011), the top five states out of the thirty-six states of the federation and the Federal Capital Territory involved in educational malpractice are Edo

(19.4%), Benue (11.1%), Lagos (8.3%), Enugu (7.1%) and Ogun State (6.8%). If this is not adequately arrested, public secondary schools in the states will completely lose their prestige.

Looking at this pathetic situation is the proof that the last eight years have recorded 80 per cent failure in WAEC, NECO and JAMB examinations. Students now have a popular term to describe examination malpractices. There exists a special WAEC examination centre where examination malpractices are "officially" allowed at the payment of certain amount of funds. These centers are known for "miracle centres". It is based on these that the study intends to investigate the roles of unions and challenges faced by the government in enhancing teachers pay for public secondary schools teachers in Ogun State.

### **Aim and Objectives of the Study**

The aim of this research is to identify the main challenges in enhancing good reward management for teachers as well as the state and conditions of facilities in public secondary schools in Ogun State. The objectives of the study include:

- to identify the challenges faced by the state government in enhancing a good reward management.
- to know the role of union in teachers pay and remuneration in their service delivery

### **Literature Review and Theoretical Framework**

To ensure efficient and prudent use of educational funds, and to satisfy taxpayers calling for sound results for their invested taxes, educational policymakers must understand, analyse, and wisely dispense teacher pay. The most recent policy trend in education is accountability. The world has moved from the excellence movement of the

1980s and the restructuring movement of the 1990s to the age of accountability. (Kobojunkie, 2011). As experts and stakeholders discuss teacher accountability, they also discuss teachers' pay structures. Qualified teachers should given salaries that are commensurate with their levels of competency.

Recent reports have found out that one in three teachers leaves the profession within the first three years and almost half leave within the first five years. The world in general is experiencing a crisis in teacher retention. Some might think that smaller class sizes and teacher retirements are causing the shortage. The fact is that since the 1990s, colleges and universities are graduating enough teachers to meet demands, but too many of them are leaving within the first three to five years (National Center for Educational Statistics, 2006). In Nigeria, graduates see teaching profession as a stepping stone due to unemployment in the labour market. For close to twenty years in Nigeria, most of those who went in for the teaching profession at the elementary or foundational level were those who could not make five credits at their West African School Certificate Examination (WASCE) exams and who could not get into the universities or polytechnics to pursue other professions (Akande, 2000). This inadvertently could lead to why the image of teachers and their rating within the Nigerian society plummeted rapidly within the period. Effective school reform demands that the government should replace these teachers with the best and brightest. To attract the best and retain them, the teaching profession must be financially rewarding and intellectually satisfying (Hershberg, 2005 and Goldhaber, 2006)

Secondary education being the link between primary and tertiary education is unique for the educational development of a child. The knowledge, skills and values which a child acquires during this period will complement those acquired at the primary level. When these are combined, they will prepare such a child for tertiary education. In spite of the important role of secondary education, Ajayi, (2002) and Omoregie, (2005) reported that this is spread with crises of various significance and dimensions all of which combine to suggest that it is at crossroads. The poor motivation of teachers arising from more than a generation of poor rewards, despite the condition of service, is largely responsible for the debilitating standard of education. Teacher's rewards are never forthcoming; salaries and wages are denied; and promotion of teachers is only in the air and subjected to political variables.

A lot of scholars, intellectuals, researchers, administrators and educational planners have confirmed that school facilities in Nigerian schools are inadequate and a few available ones are fully used in excess owing to the astronomical increase in school enrolment. Ikoya and Onoyase, (2008) claim that about 26% of secondary schools in Nigeria have school infrastructures that are inadequate in both quality and quantity. Ajayi (1999) observes that most of the Nigerian public schools are dilapidated due to inadequate funding while most tertiary institutions are living on their past glories. These pathetic situations hinder effective teaching and learning. Thus make the process of education rigorous and uninteresting to both students and teachers. The argument of public schools teachers over the years has

basically been that they are dissatisfied with unfavorable working environment, and the poor pay given to teachers.

Owuamanam (2005) argues that the lack of infrastructural facilities and lack of maintenance for available facilities are the major problems facing Nigerian educational system. Owoeye, (2000) is of the view that the insufficient, deterioration and lack of maintenance of these facilities often spell doom for the teachers and students in the teaching and learning activities. Negligence in the maintenance of school facilities has many negative consequences.

The poor remuneration of teachers is a major challenge facing education in Nigeria. To make ends meet, teachers' resort to 'individual help projects'. Most primary and secondary teachers engage in petty trading in their various schools, most especially teachers in the rural areas. Some other teachers demand 'money for scores'. High grades and scores are reserved for the highest bidders. Thus, most teachers spend little time helping students to learn. This has led to most institutions been compromised. Another great challenge to education is the problem of disruptions of academic programmes at all levels of Nigeria education. At the heart of these disruptions is the issue of funding of education. Academic staff at all levels (primary, secondary and tertiary) declare industrial actions for improved funding, better and improved working conditions and upgrading of teaching and learning facilities. These disruptions affect school calendar and often led to school closure for weeks or months. Most times, students are denied the opportunity to make up for lost times. This results in low students academic accomplishments and performance.

## **The Economic Functions of Nigeria Union of Teachers**

As stipulated in the NUT constitution and mini handbook, the union executives' members are expected to perform the following economic functions in moving the union forward to achieve the purpose of its establishment. These activities may be grouped under the following headings:

1) Welfare activities: These are provided to improve the quality of work life, such activities include organisation of mutual funds and cooperative credit societies for providing housing, cooperative stores, cultural programmes, banking and medical facilities and training for women in various crafts to help them to supplement their family income.

2) Education: This has to do with the education of members in all aspects of their working life including improving their civic life, creating an awareness of the environment around them and enhancing their knowledge, particularly with regard to issues that concern them, their statutory and other rights and responsibilities and workers participation in management.

3) Schemes and Procedures for Redressing their Grievances: Some central union organisations are also assisting the government in implementing the workers' education schemes.

4) Publication of Periodicals: Newsletters or magazines are published to establish communication with their members, make the latter aware of union policies and stand on certain principal issues and personnel

matters concerning members, such as birth, death, marriage, promotion and achievement.

5) Research: Recently, research has gained importance and is often intended mainly to provide updated information to union negotiators at the bargaining table. This type of research is more practical than academic; they are more concern with problems relating to the day-to-day affairs of the union. Some of the research activities are:

(i) collection and analysis of wage data, including fringe benefits, and other benefits and services through surveys of comparative practices, data on working conditions and welfare activities;

(ii) preparation of background information like making a short notes for court cases and also position papers for union officials; and

(iii) collection and analysis of enormous data relating to the economy and specific industrial sectors.

All the above mentioned activities and services are considered as the normal activities and duties of unions as stipulated in the Trade Unions Act, which state the objectives on which general funds of the union can be spent. However, it should be noted that all these economics functions of the union are duly performed by their members, the series of incessant strikes by public secondary school teachers in Ogun state witnessed between 2009 and 2016 can be attributed to the union economic functions.

## **The Role of the NUT in National Development**

The NUT, in pursuance of its professional and trade union objectives

undertakes various activities that ultimately contribute to human resource development in Nigeria. Some of them are summarised below:

- (1) Service in government educational bodies: The NUT help to contribute towards the standpoint of policy formulation and execution of educational programme through direct interaction with government or by serving in various bodies set up by government, which affords it the opportunity of participating in taking decisions concerning education.
- (2) Economic service: The NUT encourages and does not run cooperative services which have very salutary effect on the economic welfare of its members and vicariously of the nation. This is a growing trend that is experiencing great expansion throughout the country. Seminars held on cooperative matters enable teachers to organise cooperative societies outside the realm of NUT.
- (3) Leadership education: Although this is confined to the NUT leadership, it is the expectation of the union that the new orientation and leadership skills acquired will certainly transform participants to union leaders, leaders of schools, cooperatives societies and community endeavours.
- (4) Union education: A nation torn in turmoil cannot progress, industrial disputes if improperly handled, dwindle productivity and cause psychological disturbances. Education has help trade unionism in handling scientific related matters such as issues that are related to devastating industrial upheavals. NUT embraces dialogue, systematic

and methodical to resolve industrial disputes.

- (5) In-Service Education for Members: The NUT holds different professional and in-service programmes aimed at upgrading teachers' skills to meet innovation in the content and structure of education and to facilitate the understanding of members' attitudes to government policies on education so as to facilitate understanding and effective execution. Besides, it is clear that the NUT makes various kinds of contribution to the pool.

Arising from the above on the roles of the union towards national development, the union had been doing the needful to ensure national development in the country by providing the necessary support to ensure that there is effective and efficiency in the running affairs of secondary school except when government failed to fulfill the agreement with the union.

### **Theoretical Framework**

Vroom (1964) emphasises the idea that individuals are motivated by expected outcomes that they value. Expectancy is the process that an individual undergoes to make choices. The theory emphasizes the need for government to relate rewards directly to performance and to ensure that the rewards provided are those rewards deserved and wanted by the recipient. The theory explains the behavioural process through which individuals choose one behavioural option over another. It also explains how they make decisions to achieve the end they value

This expectancy-value model states that a behaviour is motivated by the subjective probability of successfully reaching the behavioural goal. The theory states that three perceptions can

affect a person's motivation: valence, instrumentality and expectancy. Valence refers to the degree to which an individual values the consequences of the specific goal. Instrumentality refers to the connection between achieving the goal and experiencing the consequences. Expectancy refers to belief that the person has about whether he or she can reach the goal (Vroom, 1964).

Expectancy theory has implications for teacher pay changes. The changes in pay must be valued by teachers. Any monetary reward or incentive must be consequential enough so that teachers regard it as being worthwhile. Teachers must perceive that they can and will attain the positive rewards before they will be motivated. Increase in pay or bonuses must be funded in a stable way such a weak economy does not affect the payment process. Teachers must understand the criteria for receiving a reward and, believe they have the skills and ability to meet the criteria. And also important here is the issue of teachers working conditions, relationship, and self-actualization are also very significant to teachers in discharging their duties accordingly for better performance most especially for students in the terminal classes.

### **Methodology**

This study used the descriptive survey research design which according to Cooper (1996), is concerned with the in-depth analysis of a phenomenon. Thus, the design is appropriate for the study as it will allow for the investigation of the challenges faced by the Ogun State government in enhancing good reward management system for public secondary school teachers in the state.

The population of this study includes the executive members of the two unions representing the interest of teachers in

the state, the Nigeria Union Teachers (NUT) Ogun State Chapter and the Academic Staff Union of Secondary Schools, (ASUSS) Ogun state chapter and the officials of the Ogun State Ministry of Education, Science and Technology, and Teaching Service Commission, (TESCOM).

The NUT was purposively chosen since the union has the mandate to protect the interest, welfare and also give support to the teachers. It also serves as the umbrella union of teachers recognised by the law. TESCOM is the agency saddled with the responsibility of managing public secondary education in the state. The study is purely qualitative, deploying Key Informant Interview (KII) and In-depth interview. However, six (6) KIIs and six (6) IDIs were conducted for the study. The two qualitative methods involved face to face interaction between the researcher and the respondents in order to elicit information for this study. Data were analysed using thematic analysis. Every effort was made to observe relevant ethical issues on human subjects in social scientific research work.

### **Results**

Types of reward enjoyed by teachers from Government-owned School

The study examines the type of rewards enjoyed by the teachers from the state government-owned schools. One of the respondents commented thus:

Primarily, every worker needs to be motivated for effective productivity, teachers needs to be motivated both financially and non-financially. Teachers that are not happy can't perform or discharge their duties effectively. We, teachers prefer the financial rewards because there is nothing like non-financial rewards in the

teaching profession. All we know and see is our salaries. (IDI, Male ASUSS Official, 2016)

Another union official also clamoured for financial rewards thus:

Teaching profession is a noble profession. Teachers need to be rewarded by both financial and non-financial means. But in our situation we actually prefer the monetary reward. Given any teacher a recognition award will only be with ordinary certificate and no funds or cash prizes are attached to such awards. Teachers generally prefer the financial rewards (IDI, Male NUT Official, 2016).

The Influence (role) of the unions on public secondary schools teachers pay enhancement

The study attempted to obtain the views of the unions on the role being played towards public secondary schools teachers' pay enhancement by them.

Responses from the IDIs avers thus:

The union had been having series of meeting with the state government on numerous issues bothering the educational sector in the state. Among them are teachers not been rewarded adequately, the poor state of facilities across the state, the non-promotion of teachers at due time, teachers welfare in general and policies on education in the state and so on. We continue to engage the government of the day but little of this will they do (IDI, Male ASUSS Official, 2016).

As a union member, we are obliged to enhance the social and economic well-being of our members and establish welfare funds for the benefits of members. It is a constitutional obligation to embark on

economic and welfare schemes for our member, and more importantly, to represent the interest of our fellow members in rewarding teachers adequately. For instance, this present government owes us 11 months' deductions of our salary and he had only managed to pay just 1 month. Presently, the state is paying half salaries for teachers. The balance of our salary is the deductions I'm talking about. We continue to engage government in discussions as regard this (IDI, Male NUT Official, 2016) .

Another respondent argued thus:

We continue to have problem with our pay because of the fact that round peg are put in square hole. This is because those managing and directing the affairs of the Teaching Service Commission are core civil servants which are wrong, an experienced teacher or perhaps vice principal or principal are to be the Directors and Permanent Secretaries in the Teaching Service Commission. Take for instance, the activities of the Civil Service Commission managed and directed by core civil servants, the Local Government Service Commission is also managed and directed by retired local government chairman. The Judiciary Service Commission is managed and directed by a renowned lawyer, the head of state hospital management board also is a medical doctor. If other professions are controlling their sphere why should teachers not control their management bodies instead of putting a core civil servants to direct the acting of teaching service commission. This is



unfair, but we are doing our best, we believe a messiah will soon come and liberate us from this mess (IDI, Male ASUSS Official, 2016).

#### Change in teachers' pay by the government of the day

The respondents were asked about any changes seen in teachers pay by the government as compared to the past administrations. One respondent commented that:

There has been a consistent and "give to all" rewarding process for teachers since the inception of this administration. This is traceable to 27.5% approved Teachers Peculiar Allowance for all (though 15% is being paid currently with a view to receiving the balance very soon from our amiable Governor, more power to his elbow). Payment of Rural Allowance to all teachers at the outskirts schools is also commendable (KII, Male TESCOF Official, 2016)

#### One of them equally noted that:

The government is really trying its best to reward teachers adequately. After all, since the commencement of his administration, he has been giving awards to best teachers in primary and secondary schools across all the senatorial districts in the state and this is highly commendable and applauded even by the teachers in the state (KII, Female TESCOF Official, 2016).

#### A respondent averred that:

The only rewards I've seen so far here, to be frank and candid, is that salaries of teachers are paid at the appropriate time but deductions are not paid. What do we call this? To public servant and civil servants,

deductions are more important and paramount to teachers than salaries. Teachers are not all that interested in awards or whatsoever, from my findings, getting their full salaries is more germane than giving them half salaries (IDI, Male ASUSS Official, 2016).

#### Delay in implementing the 27.5% teachers' special structure by the state government.

The study also examined what is delaying the government in implementing the 27.5% teachers' special structure by the government, as agreed to by the Nigerian Governors Forum, since August 2008. One of them commented thus:

Our teacher-friendly governor has successfully implemented a larger part of the agreement (that is 15%). So it would not be difficult for the state government to balance it soon. I guess the huge financial commitment and crisis of the state is a must-win war (KII, Female, TESCOF Official, 2016).

#### Another respondent argued that:

The state is not taking the issues of 27.5% as a priority, the position of the state government was that there is no money but they have money to do other things that are not relevant to the teachers' peculiar allowance (KII, Male, Min. of Education Official, 2016).

#### Another respondent averred that:

Schools are not productive financially, the incessant strikes by the NUT/ASSUS in the last 5 years would not have gotten a significant adverse effect but I think with what the governor said recently in one of his interviews, the financial position of the state is not all

that encouraging. Although he has increased the state IGR tremendously, there are also other sectors as important as education that he also takes care of. (KII, Male, Min. of Education Official, 2016).

The financial position of the state in rewarding teachers

The study also sought to know more about the financial position of the state in rewarding teachers in relation to the incessant strike by NUT and ASUSS officials in recent times. A respondent averred thus:

The issue of strike cuts across the country and is not only peculiar to Ogun State. Tell me which sector in Nigeria has not experienced incessant strike in the country. Strikes are not peculiar to Ogun State alone, with the present economic meltdown and crude oil price dwindling, one should expect such to happen and Ogun State always ensures that the strike doesn't last by making sure students return to work as soon as possible (KII, Female, TESCOM Official, 2016).

A respondent described the situation thus:

I can't really say; but from the look of things, I'm of the opinion that it is insufficient, in the case of our state, salaries may be delayed like one or two weeks but the government surely ensures that workers salaries are paid and also ensure that they do not owe any workers salaries (KII, Male TESCOM Official, 2016).

Senior male respondents from the State Teaching Service Commission commented thus:

Well, probably lack of enough funds, like distribution of federal monthly fiscal

allocation, for instance, has dropped tremendously so the state is using the state IGR to augment what comes from Abuja. The federal allocation and local allocation must be upgraded (KII, Female, TESCOM Official, 2016).

No comment. This is because I don't know anything about the state monthly allocation. The best man to give you an appropriate answer to that is the state Accountant-General, or perhaps, the Governor himself. Do you want the government to suspend me or dismiss me from service? Did you hear of what happened recently? (KII, Male, Min. of Education Official, 2016)

To the best of my knowledge and from what I heard within the ministries, it is absolutely not sufficient. The government is even struggling to pay workers salaries and it is because the Governor has a conscience and has proven to be a father to all civil servants (KII, Female TESCOM Official, 2016).

Advise for the government on improvement for teachers pay

The study also attempted to inquire into the kind advice for the government on the improvement for the public secondary schools teachers pay. The participant spoke thus:

Teachers need to be rewarded, just like their counterparts in other professions like doctors, nurses, pharmacists and engineers. Teachers also want to give the best education to their children, so they need to be rewarded like other professions. There is other alternative route than to motivate teachers effectively. Increasing teachers

allowance in rural areas is a necessity for actualisation of good performance from the students. They will have interest to stay in rural areas and the urban centres will be decongested. For instance, nurses are being paid shift allowances, doctors are paid call duty allowances, and journalists are paid dressing allowance. What will you use to distinguish teaching as a profession? It is teachers' peculiar allowance. Government needs to find a means to compensate and motivate teachers (IDI, Female ASUSS Official, 2016)

This was buttressed by another respondent:

Yes, it can be improved upon, provided either retired school teachers/principals with vast knowledge and experience in the public secondary schools are allowed to steer the leadership in both Ministry of Education and Teaching Service Commission, not what we have now. In the last dispensation, imagine a barrister was in charge of the Ministry of Education and Science and Technology. Where do we go from there? How do you set out a good policy on education, talk less of proper monitoring and implementation? Government needs to go by putting a round peg in a round hole and not a round peg in a square role. (IDI, Male NUT Official, 2016)

### **Discussion of Findings**

On the rewards enjoyed by teachers from the government, the study showed that teachers see their monthly salaries as the only financial reward granted to them. The respondents' views complement the view of Ogomorach,

(1994) which refers to financial rewards as money incentives offered over and above employees' salaries with the view to motivating them and enhancing their job commitment. But this is also contradictory because there are also other allowances that motivate workers perhaps than monthly salaries. The financial allowances, like housing allowances, transport allowances, medical allowances and welfare allowances should be offered if job commitment is to be enhanced. Kazeem (1999) argues that teachers and other school workers tend to remain contented and reasonably motivated as long as salaries are paid on time and they are promoted regularly. School principals often complain about teachers not being willing to work because of delay in the payment of their salaries (Ayeni, 2005). In Nigeria, prompt payment of salaries induced greater commitment to teaching (Ubom, 2002).

The study also revealed that the unions in the state are up and doing and had been engaging the state government on the plights of teachers and numerous issues that bother on the development and promotion of educational goals in line with the mission and vision statement of the Nigeria Union of Teachers. The participants' revealed that teachers are dissatisfied with their remuneration package. The study revealed that public schools teachers are not satisfied with the remuneration package of the state government. In September 2012, the Nigeria Union of Teachers ordered teachers to go strike over the failure of the government to pay the 27.5% increase agreed upon by the Governors Forum in 2008 (Taiwo, 2012). And the government owed teachers several deductions which are yet to be paid. The unions have also

been engaging the government in discussions on this. The above suggests that there should be an alliance between governments and unions to bring about the institutionalization of qualitative education in the state. In some cases, these discussions lead to ideas about creating a kind of alliance between government and unions on any matters relating to teachers' plight. Fredriksson, Fumador and Nyoagbe (1999) aver that it could be important for unions to reflect on how they can improve the situation for their members, in terms of being well remunerated, and developing the education system in the long run. To do this, it would be necessary to adopt a long-term programme. Such an approach includes formulating a vision of the desired development of the education system. Essential elements in such a vision are likely to be: education for all, equal opportunities and improving the quality of education

On the change in teachers pay by the present government, the findings buttress the 2014 report of the of Research, Planning and Statistics Department in the Ministry of Education, Science and Technology that the state government pursued its quality and affordable education for the citizens of the state by making it a point of responsibility to reward teachers adequately yearly. This is also supported by the report from the TESCOM 2014 that the present governments have also implemented the 15% out of the 27.5% of Teachers Peculiar Allowance as agreed by the National Union of Teachers in Ogun State and the state also promised to commence the full payment of Teachers Salary Structure as soon as the state revenue increases. Ubom (2002) asserts that prompt payment of salaries induces greater

commitment to teaching. But the deductions are also part of the salary of teachers. To the respondents, the deductions are key because they are saving some part of their salaries for future needs.

The officials of TESCOM and the Ministry of Education, Science and Technology, revealed that the financial position of the state has been difficult. Hence, the state has not been able to adequately reward teachers and other workers. These findings support Taylor (2016) who opines that the Ogun State allocation dropped tremendously and that the state had lost over 60% of statutory allocation due to the financial meltdown being experienced in the country. The state used to collect between ₦3.5 billion and ₦4.8 billion in a month but with the recent drop in the price of oil in the international market, it is now ₦1.3 billion and the state wage bill is in excess of ₦7 billion in a month. Although, the allocation of budget to educational sector between year 2011 to 2016 are 19.8%, 20%, 21%, 21%, 20.6% and 21.28% respectively (Ogun Ministry of Budget and Planning, 2017). The study showed that secondary school teachers are not treated like other professionals and also competent hands are not in charge of affairs in education. The study is of the opinion that if the right people are in the affairs of education in the state, the issue of teachers pay and rewards would not be an issue to the extent that unions will be embarking on incessant strike which invariably affects students' performances. Nakawacha (2005) avers that rewards and job performance are economic gains one secures from a job, and include things like salaries, job bonuses and fringe benefits. Cole (1997) emphasises that the provision of stable

monetary rewards contributes to employees' commitment, high job performance and stability on the job. Armstrong (2001) claims that monetary rewards have a powerful effect on freedom from worry, fear and contamination by the organisation environment. If fair monetary rewards are given to employees and their basic needs are met, their levels of commitment will rise.

### **Policy Implications and Recommendation**

The study concluded that teachers in the Ogun State public secondary schools were not satisfied with their remuneration packages. It was established that public secondary school teachers are only rewarded with their salaries. The Nigeria Union of Teacher and the Academic Staff Union of Secondary Schools in the state have been having series of meetings with the state government on teachers pay for public secondary schools in the state and issues relating to teachers welfare,

improved educational standard in the state as well as on the policy on education as prescribed by the state government. The teachers are of the opinion that in the formation of any policies on education, selected school principals and vice principals and experienced teachers needs to be involved. The study recommended that the government is enjoined to ensure that principals, vice principals and experienced teachers direct the affairs and activities in the Ministry of Education, Science and Technology and the Ogun State Teaching Service Commission. This means that senior school principals and experienced teachers should be allowed to direct the affairs as commissioner, permanent secretaries and chairman in the state Ministry of Education and Teaching Service Commission for proper implementation, monitoring and evaluation of policies in the education sector.

### **Reference**

- Adesulu, D 2012: 'Teacher strike Paralyzes Schools in Ogun State' A newspaper report on Teachers Strike in Ogun Pub by Punch Newspaper, Oct 24, 2012.
- Akande M. O 2000: The Place of Teachers in Society, Nigeria Association of Educators.
- Ajayi I. A 2002: Resource factors as correlates of secondary school effectiveness in Ekiti State. Nigeria Journal on Counseling Applied Psychology 1(1):109-115.
- Ayeni, A. J. 2005: The effect of principals' leadership styles on motivation of teachers for job performance in secondary schools in Akure South Local Government. An Unpublished Dissertation submitted to the Department of Educational Administration and Planning. Obafemi Awolowo University, Ile-Ife.
- Cole, G. A. 1977: Personnel management theory and practice (4th ed.). London: Ashford Colour Press.
- Cooper, M. C. 1996: Logistics as an element of marketing strategy, both inside and outside the firm, Proceedings of the Council of Logistics Management Conference. Boston. McGraw Hill.
- DuFour, R. and Eaker, R. (1998). Professional learning communities at work: best practices for enhancing student achievement. Alexandria, VA: National Educational Service.

- Eguridu E. (2014), Premium Times; Again, Over 70 percent of WAEC Candidates “fail” Examinations
- Fredriksson, U., Fumador, A. and Nyoagbe J. (1999) Structural adjustment, education reforms, and trade union strategies: Ghana as a case study. Lome: Education International.
- Goldhaber, D. 2006: Teacher pay reforms: the political implications of recent research. Washington, D. C.: Center for American Progress. Retrieved December 29, 2006, from [www.americanprogress.org](http://www.americanprogress.org).
- Hershberg, T. 2005: Value-added assessment and systemic reform: A response to the challenge of human capital development. Phi Delta Kappan, 87: 276-283.
- Ikoya, P.O. and Onoyase, D. 2008: Universal Basic Education in Nigeria: Availability of Infrastructures for Effective Programme Implementation. Educational Studies.
- Kazeem S. O 1999: Correlates of job motivation of workers in selected public and private secondary schools thesis. Department of Educational Foundation & Counseling, Faculty of Education, Obafemi Awolowo University, Ile Ife
- Kobojunkie R. 2011. ‘The condition of public schools’ <http://allafrica.com/stories/201101280188.html>
- Nigeria Federal Ministry of Education Examination Malpractice Blacklist, Volume 1, 2011
- National Center for Education Statistics 2006: Retrieved June 8, 2006 from <http://nces.ed.gov/quicktables>
- Nakacwa, J. (2005). Rewards and job performance of secondary school teachers in Kawempe Division. Unpublished Masters Proposal, Makerere University, Kampala, Uganda.
- Ogunlade B.E 2011. ‘Educational administration In Nigeria’, concept, practice and issues, Badmos Publisher
- National Center for Educational Statistics, 2006
- Omoriege N, 2005: Re-packaging secondary education in Nigeria for great and dynamic economy. Paper presented at the 2nd Annual National Conference of Association for Encouraging Qualitative Education in Nigeria (ASSEQEN). 9th-11th May.
- Owoeye, J.S. (2009). The effect of interaction of location, facilities and class size on academic achievement of secondary school students in Ekiti State, Nigeria. Unpublished Doctoral Thesis, University of Ibadan, Ibadan.
- Owuamanam, D.O. 2008: Threats to Academic Integrity in Nigerian Universities. Lead paper presented at the conference of the National Association of Educational Researchers and Evaluators, University of Ado-Ekiti, June 13-17.
- Ogomarach, R. 1994: The impact of professional allowances on job satisfaction among lecturers in National Teachers’ Colleges in Uganda. Unpublished Master of Arts in Educational Management Dissertation, Makerere University, Kampala – Uganda
- Sistus, O.T. (2008) Problem of Education in Nigeria. The Nigerian Observer. Retrieved Sunday 27 March 2011 from [www.nigerianobserversnews.com](http://www.nigerianobserversnews.com)

Taiwo T. 2012: 'An article on Nigeria Union of Teachers and New Teachers Salary Scale' Pub by Nigeria Premium Newspaper, September 24, 2012.

Taylor A., 2016 Ogun state's federal allocation has dropped by 60% – National Dailies,

The Punch Newspaper April 11, 2016.

Vroom, V. H. (1964). Work and motivation. New York: Wile.

Ubom, I.U. 2002. Teachers attitude, motivation and job performance: implications for guidance and counseling" A Journal of Basic Education in Nigeria Vol. 2 No.2.