



Motivational strategies and teachers' productivity in public secondary schools in Oye Local Government Area (LGA) of Ekiti State

Shaibu Leonard^{1*}, Togunloju Taiwo¹, Odoh Faith Beyi² and Oyegunle Joy Oluwabunmi¹

¹ Department of Educational Management and Business Education, Faculty of Education, Federal University, Oye-Ekiti, Ekiti State, Nigeria

² Department of Educational Psychology, Guidance & Counselling, Kogi State College of Education, Ankpa, Kogi State, Nigeria
Correspondence Author: Shaibu Leonard

Received 17 Feb 2022; Accepted 28 Mar 2022; Published 5 Apr 2022

Abstract

The study investigated motivational strategies and teachers' productivity in public secondary schools in Oye LGA of Ekiti state. The purpose of the study was to ascertain whether motivational strategies such as remuneration, promotion, involvement in school decision-making, and on-the-job training significantly related to teachers' productivity in public secondary schools in Oye LGA of Ekiti state. Five research questions and four hypotheses guided the study at a 0.05 level of significance. A descriptive survey design and a quantitative methodology were adopted for the study. A sample of 200 teachers was randomly selected for the study. Motivation and Teachers' Productivity Questionnaire" (MTPQ) served as an instrument for data collection. Data collected was analyzed using mean and standard deviation to answer research questions and Pearson moment correlation coefficient to answer hypotheses that guided the study at a 0.05 level of significance. It was revealed from the analysis that (1) teachers' productivity is significantly related to motivation. It was also revealed that teachers' productivity was significantly related to motivational strategies such as remuneration, promotion, teachers' involvement in decision-making and on-the-job training in public secondary schools in Oye LGA of Ekiti state. It was recommended among other things that the management of the public secondary school should always give incentives such as prompt implementation of promotion and trophies to teachers with high productivity in schools This will encourage them to keep such practice to their credit and that of the school.

Keywords: motivation, remuneration, promotion, teachers' involvement in decision-making, on-the-job training

Introduction

The basis for the creation of the organization is the implementation of the purpose for which it was created. Employee productivity in most organizations depends mainly on the type of motivational strategies used by management. The productivity of secondary school teachers may not cross the same line when it comes to employing leadership-based strategies to achieve the country's educational goals at different levels. The successful implementation of these motivational strategies has historically been successful in achieving national goals and proves that no reputable organization can excel in people management and success without embracing motivation.

The concept of motivation has been defined by various researchers. Motivation can also be defined as incentives and disincentives that affect employees' initial and sustained engagement in their work (Adamu *et al.* 2020) ^[2]. Therefore, motivation is the engine for optimal employee performance. In the context of teacher productivity, Elock (2020) ^[11] defines teacher motivation as the encouragement of teachers to do their best in the classroom. In support of these views, Ayeni (2020) inferred that lack of teacher motivation can lead to teacher shortages in schools and worsening educational outcomes. Therefore, teacher motivation is very important as it directly affects student achievement, which is closely related to the quality of student education (Udoh, Ikechukwu & Ebem, 2018) ^[24]. Therefore, teacher motivation is vital for teachers to gain confidence and morale and for students to achieve excellent

www.synstojournals.com/multi

results. It is observed by the researchers that unmotivated teachers perform poorly in school.

Various scholars have extensively researched and written about different motivational strategies that can serve as a basis and guide for motivating employees in the workplace. Employers must ensure that teachers perform their duties to the best of their ability. Therefore, employers need to understand the motivational strategies that underlie employee productivity so that they can apply them properly. While several incentive strategies have been extensively studied elsewhere, techniques such as rewards, promotions, in-service training, and involving teachers in school decision-making have not been fully explored in public secondary schools in Oye LGA of Ekiti state hence the need to investigate these variables in line with motivation and teachers' productivity in the area. Thus, remuneration, promotion, on-the-job training, and teachers' involvement in the decision-making of the school need to be examined since they are the basis of this review article.

Remuneration is a taxable good such as wages, salaries, bonuses, incentives, and benefits that employees receive for the services and efforts they provide to the organization (Amjad, Iftikhar, Muhammad & Hyder, 2014) ^[5]. In this study, compensation was operationalized in terms of salary, incentives, and benefits. According to Calvin & the revised version (2017), the salary is a secure monthly repayment for formal workers, often paid from time to time without any strings attached. Incentives are a supplement to the salary that is directly linked to teacher performance, such as bonuses,

overtime pay, and meal allowances (Calvin & Review, 2017). While exam allowance is money paid to teachers for exam assessment, food allowance is money to teachers by the school for their living expenses. This adds to Chin (2016), who finds that grants for security, transport, food, and housing benefits had a positive impact on labor productivity. In addition, the researcher argues that employee health is inextricably linked to their performance and the organization as a whole. He recommended that the government continue to grant security benefits to all officers to increase efficiency. Conversely, this can only be achieved in countries with stable incomes or a viable policy.

In a study by Pepra-Mensah, Adjei, Agyei, and Research (2017) on the impact of salaries on primary school teachers' Job satisfaction surveys in northern Ghana found that salary dimensions such as base salary, incentives, and benefits correlate to a significant degree with the number of teachers (Pepra-Mensah *et al.*, 2017). This is consistent with Subroto's (2013) study on the impact of improving the quality of education at a primary school in Surabaya, Indonesia on teacher income and performance, which showed that salary has an impact on teachers' efficiency. Salary remuneration may or may not impact teacher productivity at Oye LGA Ekiti State.

Teacher promotion can be described as goal-oriented behavior. A teacher's promotion affects the development of salary packages, as well as individual desires and how these may be met in situations related to a teacher's job. According to Luthans (2015), promotions serve to motivate teachers to be more satisfied with their work when the additional grade is fully implemented. The researcher added that it is good motivation to work towards raises, layoffs, and regular promotions to ensure job security and build warm relationships between teachers. In other words, teachers' job satisfaction would decrease. This trend would inevitably affect the products of the education system and the system itself. Promotion is the transfer of employees to a position of higher importance and salary (Aji, 2021) ^[4]. An employee's rise in the hierarchy of an organization usually results in increased responsibility and rank, as well as a better salary package. Promotion is the reassignment of an employee to a higher rank of job. Many researchers give their opinion that job productivity is strongly correlated with promotion opportunities and there is a direct and positive association between promotion in school and classroom job performance (Ishaka & Waziri, 2019) ^[15].

The reliance on the positive correlation between promotion and productivity is on perceived justice by workers. A significant facet of the career of an employee is a promotion which affects other aspects of the experience of work. They make up a vital facet of the mobility of labor related to workers, most frequently having considerable increments in wages (Aji, 2021) ^[4]. Job performance is related to job security and most ascertaining give-ups regarding the future, whereas satisfaction with promotion opportunities is not a major factor (Moen and Asa, 2005). A few numbers of managers make estimations about the impact of promotions on the productivity of workers, by concentrating on satisfaction regarding promotion. It is yet to be known whether the promotion strategy boosts the

teachers' productivity in the Oye LGA of Ekiti state. This also necessitated this research.

On-the-job training otherwise known as in-service training is a planned process whereby the effectiveness of teachers collectively or individually is enhanced in response to new knowledge, new ideas, and changing circumstances to improve, directly or indirectly the quality of pupils' education. In-service training has undergone considerable change in recent years. As a practice, in-service training is concerned with changing the behavior and/or attitudes of teachers, administrators, and staff members rather than being concerned with the number of participants in such programs (Ronald, 2004). It is impossible today for any individual to take on a job or enter a profession and remain in it without any changes. Therefore "in-service training is not only desirable but also an activity to which each school system must commit human and fiscal resources if it is to maintain a skilled and knowledgeable staff. The importance of in-service training should be looked at from various perspectives. It promotes a very flexible environment and allows teachers to adapt to the working situation it is also one form of motivation for employees or employers and it will continue to increase creativity in the teaching and learning process. It also enables teachers to acquire new understanding and instructional skills to develop their effectiveness in the classroom.

The rationale for in-service education of teachers cannot be overemphasized. There is no doubt that the National Policy on Education (2014) prescribed NCE as the minimum teaching qualification in Nigeria. Consequently, teachers now engage in one form of in-service training or the other to cater to their inadequacies and extend their professional competencies. Workers' in-service training is essential to work activities that contribute significantly to the overall effectiveness and profitability of schools. The effectiveness and success of a school lie in the people who form the workforce and work within the school (Fejoh & Faniran, 2016) ^[13]. The observation of Fejoh & Faniran (2016) ^[13] is that "it is the developed human capital of a school that constitutes its performance. It follows, therefore, that workers' productivity concerning achieving school goals and successes is a function of the quantum of the relevant skills and knowledge, and positive work attitude workers have been able to acquire from constant manpower development programs whether through on-job training or in-house training programs or out of work training courses they attended". It is based on its paramount contribution to workers' productivity at the workplace that motivated this researcher to involve it as one of the variables to ascertain if its use will influence teachers' productivity in Oye LGA of Ekiti state.

Teachers' involvement in decision-making is vital to school efficiency. In Iran, Sagvandy (2015) investigated teachers' participation in different levels of decision-making in the Dezful Council on developing professional skills. The researcher adopted quantitative methods in the collection of data in a sample size of 70 participants. Also, the researcher used questionnaires and an observation checklist to collect data from the participants. The study identified that there is a positive significant relationship between teacher participation

in educational research, administration, organization, and conference-related decisions. The researcher also added that involving teachers in decision-making helps to increase their productivity to the benefit of students.

A study was carried out by Eris, Kayhan, Bastas & Gamar (2017) on teachers and administrative staff's views on teacher participation in the decision-making process in Cyprus and the findings indicated that school administrators adopt more democratic attitudes in the decision-making process and included school staff more frequently in the decision-making process in areas of school responsibilities and authority to subordinates. Ozan, Ozdemir & Yirci, (2017) investigation into Turkey's Ethical leadership behaviors of school administrators from teachers' point of view and revealed that the establishment of ethical codes for school administrators helps them to decide with integrity, fairness, and a more ethical manner about teachers' issues must be strengthened. This researcher recommended that the school principal must involve teachers in the planning and establishment of ethical codes for integrity. Similarly, Haryanto (2020) in Nigeria, found that there is a significant relationship between teachers' involvement in academic planning and job performance in secondary schools in Kwara state and advised that involving educators in the decision-making processes in secondary education impacted the motivation of the teachers and achieve higher in public secondary schools. Kariuki (2018) in Kenya found that school principals involve teachers in pedagogical ways of teaching and learning, symposiums, and staff discussions to improve their job performance. He averred that teachers' participation in decision-making in various aspects is vital to school organizations. Ngussa (2017) reiterated that involvement encourages new ideas and innovation towards the implementation of the program and hence yields high performance of teachers. In a study, Ngussa (2017) explored the relationship between teachers' participation in decision-making and teachers' commitment and examined participation in decision-making on teachers' commitment in Arusha Municipality and found that there is a significant relationship between teachers' participation in decision-making and teachers' commitment.

Literature evidence from above has demonstrated that motivational strategies such as remuneration, promotion, on-the-job-training and teachers' involvement in decision-making of the school influence workers' productivity at the workplace but no tangible evidence has proved that these similar variables influenced teachers' productivity in Oye LGA of Ekiti state coupled with the observed outcries from teachers on their marginalization about these variables necessitated the researcher to investigate motivation and teachers' productivity in Oye LGA of Ekiti state, Nigeria.

The observed dwindling teachers' performance at all levels, particularly the secondary level these days despite the innovative effort of the government in the revitalization of educational policy and other managerial strategies that could make teachers prioritize working in schools has become a worrisome nightmare. Literature reviews elsewhere have demonstrated that motivation techniques such as remuneration,

promotion, on-the-job training, and teachers' involvement in decision-making influenced their performance in schools. However, it is yet to be empirically discovered whether such motivational strategies influenced teachers' performance in public secondary schools in the Oye Local Government Area of Ekiti State. Therefore, this researcher is set to investigate the relationship between motivation and teachers' productivity in public secondary schools in Oye LGA of Ekiti state.

Purpose of the study

The main purpose of the study is to investigate the relationship between motivation and teachers' productivity in public secondary schools in Oye LGA of Ekiti state. Specifically, the study seeks to:

- Examine whether motivation significantly influences teachers' productivity in public secondary schools.
- Investigate if remuneration significantly relate to teachers' productivity in public secondary schools.
- Examine if promotion significantly relate to teachers' productivity in public secondary schools.
- Investigate if teachers' involvement in decision-making significantly relate to their productivity in public secondary schools.
- Examine whether on-the-job training significantly relate to teachers' productivity in public secondary schools.

Research questions

The following research questions are raised to guide the study:

- How does motivation relate to teachers' productivity in public secondary schools?
- How does remuneration relate to teachers' productivity in public secondary schools?
- What is the relationship of promotion with teachers' productivity in public secondary schools?
- How does teachers' involvement in decision-making relate to their productivity in public secondary schools?
- What is the relationship of on-the-job training with teachers' productivity in public secondary schools?

Research Hypotheses

The following research hypotheses were formulated to guide the study at a 0.05 level of significance:

- Ho₁ Motivation has no significant relationship with teachers' productivity in secondary schools.
- Ho₂ Remuneration has no significant relationship with teachers' productivity in secondary schools.
- Ho₃ Promotion has no significant relationship with teachers' productivity in secondary schools.
- Ho₄ involvement of teachers in decision-making has no significant relationship with their productivity in secondary schools.
- Ho₅ On-the-job training has no significant relationship with teachers' productivity in secondary schools.

Methods

The study used a descriptive survey design and adopted a quantitative approach for the collection of primary sources of

data. Descriptive design is used for collecting data from a large population (Omachi, 2021). This makes sense as it aligns with the purpose of the study to describe the influence of motivational strategies on teachers’ productivity in public secondary schools in Oye LGA of Ekiti state. The choice of this design is based on the fact that this study intends to describe the influence of motivational strategies such as remuneration, promotion, involvement in decision-making, and on-the-job training on teachers’ productivity. It was used to obtain information from teachers through descriptions of motivational elements used on teachers by the employer to actualize the stated objectives.

The population of this study includes all the academic staff in all the Secondary schools in Oye LGA of Ekiti state. Due to constraints, this study shall make use of all the academic staff from all the public secondary schools in the area. There were 402 teaching staff in all 18 public secondary schools in Oye LGA of Ekiti state (Source: Ekiti State Ministry of Education Board, 2022). This includes Principals, Vice Principals, and teachers. The choice of these subjects was based on the fact they are the direct beneficiaries of this study and are in the best position to supply the needed data for the study.

The sample that was drawn for the study comprised 200 (49%) participants from the selected public secondary schools via a random sampling technique in Oye LGA of Ekiti State. The sample size is determined by adopting the Emaikwu (2014) classification for the sample size determination technique. Emaikwu (2014) recommended that for a population of a few hundred, the sample size should not be less than 40%. For fair representation, the sample was composed of all schools.

The instrument used for data collection was a self-structured questionnaire titled “Motivation and Teachers’ Productivity Questionnaire” (MTPQ) and had two sections namely; Section A which was used to collect demographic data on the respondents of the study, and Section B which contains 20 items in clusters of A, B, C, and D according to the variables of the study. The instrument was responded to on a four-point modified Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with weighted

values of 4, 3, 2, and 1 respectively. The weighted values were summed up and divided by 4 to arrive at the criterion mean score of 2.50 which was used for decision-making.

The items in the questionnaire were drawn in reflection of the research questions generated by the variables under study. Before using the instruments the items developed were given to two experts in research and statistics in the Department of Educational Management and Business Education, Federal University Oye-Ekiti, Ekiti state for screening who carefully went through them for approval. Those found relevant were retained while the irrelevant items were dropped which makes the researchers achieve a 97% return rate.

To determine the reliability of the instrument (questionnaire) a trial test was done using twenty (20) teachers drawn from two schools in Oye LGA of Ekiti state that are not part of the sample but of the same attributes. Test-retest method of reliability was used to determine the reliability of the instrument. The scores for both set of administration were estimated using the Cronbach Alpha correlation coefficient method on the SPSS and yielded an overall index of 0.83 indicating that the instrument is 83% reliable for use.

Data for the study was collected personally by the researcher. However, the researcher also engaged three trained research assistants who were enlightened on how to identify a valid response as well as the method of collating and recording the responses that were collected for analysis. There are 210 copies of the questionnaire that were administered to the respondents selected for the study.

The research questions raised were answered using frequency & percentage scores. The criterion mean score of 2.50 was used for decision-making on each of the questionnaire items while the hypotheses were tested using Pearson’s Product Moment Correlation at a 0.05 level of significance and the value of a 0.05 level of significance was used to determine the rejection or otherwise of the hypotheses.

Results

Research question 1: How does motivation influence teachers’ Productivity in Public Secondary Schools?

Table 1: Frequency & percentage of motivation influence teachers’ productivity in public secondary schools

Items	SA		A		SD		D	
	F	%	F	%	F	%	F	%
A motivated teacher is vital to successful classroom	79	39.5	104	52.0	11	5.5	6	3.0
A motivated teacher is vital to better learning outcome	102	51.0	88	44.0	7	3.5	3	1.5
Motivation sustains the positive behaviour of a teacher over a long period of time	110	55.0	78	39.0	8	4.0	4	2.0
Enable teachers to work for the achievement of the goal	92	46.0	89	44.5	15	7.5	4	0.2
Motivation provides a platform for making the future of a student	83	41.5	103	51.5	6	3.0	8	4.0

Source: Field work 2023

Table 1 shows that 91.5% of the respondents agree that A motivated teacher is vital to a successful classroom while 8.5% disagree, 95% of the respondents agree that A motivated teacher is vital to better learning outcomes while 95% disagree, 94% of the respondents agree that Motivation sustains the positive behavior of a teacher over a long period of time while 6% disagree, 90.5% of the respondents agree that enable

teachers to work for the achievement of the goal 9.5% disagree. Finally, 93% of the respondents agree that Motivation provides a platform for making the future of a student while 7% disagree.

Research Question 2: How does Remuneration influence teachers’ productivity in public secondary schools?

Table 2: Frequency & percentage of remuneration influence on teachers’ productivity in public secondary schools

Items	SA		A		SD		D	
	F	%	F	%	F	%	F	%
Effective delivery of instruction is noticed	90	45.0	102	51.0	6	3.0	2	1.0
Encourage teachers to put in their best for a better attitude to work	87	43.5	101	50.5	10	5.0	2	1.0
Dedication to duty by teachers	81	40.5	111	55.5	8	4.0	-	-
Cheerful discharge of duty by teachers	101	50.5	77	38.5	12	6.0	10	5.0
Diligent participation of teachers in school activities	96	48.0	78	39.0	14	7.0	12	6.0

Source: Field work 2023

Table 2 reveals that 96% of the respondents agree that Effective delivery of instruction is noticed and Dedication to duty by teachers while 4% disagree, 94% of the respondents agree that Encourage teachers to put in their best for a better attitude to work while 6% disagree, 89% of the respondents agree that Cheerful discharge of duty by teachers while 11% disagree.

Finally, 87% of the respondents agree that Diligent participation of teachers in school activities while 13% disagree.

Research question 3: What is the relationship of promotion on teachers’ productivity in public secondary schools?

Table 3: Frequency & percentage of promotion relationship with teachers’ productivity in public secondary schools

Items	SA		A		SD		D	
	F	%	F	%	F	%	F	%
Promotion increases the speed of service acceptance by teachers	82	41.0	102	51.0	8	4.0	8	4.0
Aids in the marketing of school performance by teachers in the competitive environment	81	40.5	90	45.5	16	8.0	13	6.5
It provides effective service support by teachers	76	38.0	109	54.5	10	5.0	5	2.5
It increases the status of the school resulting in the calibre of the teachers	66	33.0	100	50.0	15	7.5	19	9.5
It increases the quality performance of teachers in schools	81	40.5	91	45.5	22	11.0	6	3.0

Source: Field work 2023

Table 3 shows that 92% of the respondents agree that Promotion increases the speed of service acceptance by teachers while 8% disagree, 86% of the respondents agree that Aids in the marketing of school performance by teachers in the competitive environment and it increases the quality performance of teachers in schools while 14% disagree, 92.5% of the respondents agree that it provides effective service

support by teachers while 7.5% disagree. Finally, 83% of the respondents agree that it increases the status of the school resulting in the calibre of the teachers while 17% disagree.

Research Question 4: How does teachers’ involvement in decision-making relates to their productivity in public secondary schools?

Table 4: Frequency & percentage of teachers’ involvement in decision-making relates to their productivity in public secondary schools

Items	SA		A		SD		D	
	F	%	F	%	F	%	F	%
It makes teachers a sense of belonging in schools	84	42	94	47	19	9.5	3	1.5
The product of school with teamwork will have the spirit of oneness	85	42.5	100	50	12	6	3	1.5
High quality of students performance is noticed in schools with participatory leadership styles in vogue	103	51.5	84	42	9	4.5	4	2
Products of schools with collaborative leadership styles are courageous academically	106	53	87	43.5	7	3.5	-	-
Teachers’ participation in decision-making increases efficiency, commitment, and accountability as well as enhances students’ performance	84	42	93	46.5	22	11	1	0.5

Source: field work 2023

Table 4 reveals that 89% of the respondents agree that It makes teachers a sense of belonging in schools while 11% disagree, 92.5% of the respondents agree that The product of school with teamwork will have the spirit of oneness while 7.5% disagree, 93.5% of the respondents agree that High quality of students performance is noticed in schools with participatory leadership styles in vogue while 6.5% disagree, 96.5% of the respondents agree that Products of schools with collaborative leadership styles are courageous academically while 3.5% disagree.

Finally, 88.5% of the respondents agree that Teachers’ participation in decision-making increases efficiency, commitment, and accountability as well as enhances students’ performance while 11.5% disagree.

Research question 5: What is the relationship of on-the-job training with teachers’ productivity in public secondary schools?

Table 5: Frequency & Percent of on-the-job training on the relationship with teachers’ productivity in public secondary schools

Items	SA		A		SD		D	
	F	%	F	%	F	%	F	%
Brings about greater improvement in teachers’ competency in schools	75	37.5	100	50	16	8	9	4.5
This leads to a change of status of teachers to the credit of the school	101	50.5	77	38.5	12	6	10	5
Teachers who participate in the training program are more likely to perform well	96	48	78	39	14	7	12	6
In-service training enables teachers to keep track of new developments, making a positive influence on their professional lives	82	41	102	51	8	4	8	4
In-service training makes a positive influence on teachers’ professional lives leading to laudable performance	81	40.5	90	45	16	8	13	6.5

Source: Field work 2023

Table 5 reveals that 87.5% of the respondents agree that Brings about greater improvement in teachers’ competency in schools while 12.5% disagree, 89% of the respondents agree that This leads to a change of status of teachers to the credit of the school while 11% disagree, 87% of the respondents agree that Teachers who participate in the training program are more likely to perform well while 13% disagree, 92% of the respondents agree that In-service training enables teachers to keep track of new developments, making a positive influence on their professional lives while 8% disagree. Finally, 85.5% of the respondents agree that In-service training makes a positive influence on teachers’ professional lives leading to laudable performance while 14.5% disagree.

Hypothesis 1: Motivation has no significant relationship with teachers’ productivity in secondary schools?

Table 6: Pearson correlation of motivation on teachers’ productivity in secondary schools

Variable	N	Mean	SD	r _{cal}	r _{tab}
Motivation	200	69.74	6.02	0.642*	0.195
Teachers’ productivity	200	16.77	1.95		

*Significant $p < 0.05$

Table 6 shows that $r_{calculated}$ (0.642) is greater than r_{table} (0.195) at 0.05 level of significance. The null hypothesis was rejected. This implies that Motivation has significant relationship with teachers’ productivity in secondary schools.

Hypothesis 2: Remuneration has no significant relationship with teachers’ productivity in secondary schools?

Table 7: Pearson correlation of remuneration on teachers’ productivity in secondary schools

Variable	N	Mean	SD	r _{cal}	r _{tab}
Remuneration	200	19.40	2.52	0.297*	0.195
Teachers’ productivity	200	16.77	1.95		

*Significant $p < 0.05$

Table 7 shows that $r_{calculated}$ (0.297) is greater than r_{table} (0.195) at 0.05 level of significance. The null hypothesis was rejected. This implies that Remuneration has significant relationship with teachers’ productivity in secondary schools.

Hypothesis 3: Promotion has no significant relationship with teachers’ productivity in secondary schools?

Table 8: Pearson correlation of promotion on teachers’ productivity in secondary schools

Variable	N	Mean	SD	r _{cal}	r _{tab}
Promotion	200	16.77	1.99	0.229*	0.195
Teachers’ productivity	200	16.77	1.95		

*Significant $p < 0.05$

Table 8 shows that $r_{calculated}$ (0.229) is greater than r_{table} (0.195) at 0.05 level of significance. The null hypothesis was rejected. This implies that Promotion has significant influence on teachers’ productivity in secondary schools.

Hypothesis 4: Involvement of teachers in decision-making has no significant relationship with teachers’ productivity in secondary schools?

Table 9: Pearson correlation of involvement of teachers in decision-making on teachers’ productivity in secondary schools

Variable	N	Mean	SD	r _{cal}	r _{tab}
Involvement	200	16.85	2.03	0.350*	0.195
Teachers’ productivity	200	16.77	1.95		

*Significant $p < 0.05$

Table 9 shows that $r_{calculated}$ (0.350) is greater than r_{table} (0.195) at 0.05 level of significance. The null hypothesis was rejected. This implies that Involvement of teachers in decision-making has significant relationship with teachers’ productivity in secondary schools.

Hypothesis 5: On-the-Job training has no significant relationship with teachers’ productivity in secondary schools?

Table 10: Pearson correlation of on-the-job training on teachers’ productivity in secondary schools

Variable	N	Mean	SD	r _{cal}	r _{tab}
On-the-Job training	200	17.60	2.40	0.005	0.195
Teachers’ productivity	200	16.77	1.95		

Not Significant $p < 0.05$

Table 8 shows that $r_{calculated}$ (0.005) is less than r_{table} (0.195) at 0.05 level of significance. The null hypothesis was not accepted. This implies that On-the-Job training has significant relationship with teachers’ productivity in secondary schools.

Discussion

The first finding revealed that motivation is significantly

related to teachers' Productivity in Secondary Schools. This is possible considering the finding of Ogbonna (2014) when revealed that the motivation of teachers is necessary to enhance their job satisfaction as well as performance. Ogbonna further posits that teachers put in their best when they are given incentives get satisfaction in their jobs and are made to feel that their interests are considered. Inayatullah and Jehangir (2015) corroborated that motivation enhances job satisfaction as well as increases the productivity of teachers which invariably translates to goal achievement efficiently. More so, the performance of teachers can be improved through motivation in any school system. Salifu and Agbenyega (2013) also supported that teacher motivation leads to quality teaching and improved learning outcomes in schools. The researcher further added that a lack of teacher motivation results in shortages of teachers in schools and deteriorated school performance (Armstrong 2009; Urwick *et al*, 2005). Therefore, the motivation of teachers is very important as it directly affects learner performance which is closely related to the quality of education that the learners receive (Alam & Farid, 2011; Naomi *et al*, 2012).

The finding of the study also revealed that remuneration is related to teachers' productivity in secondary schools. This finding aligns with Chamundeswari and Sciences (2013) who found out that teachers in urban schools performed better compared to teachers in rural communities and attributed this to the fact that teachers in central board schools enjoyed better infrastructure facilities and a good working environment as remuneration than those in state board schools. Pepra-Mensah, Adjei, Agyei, and Research (2017) also corroborated the finding in a study about the effect of compensation on basic school teachers' job satisfaction in the northern zone, of Ghana, when found that remuneration dimensions like basic pay, incentives, and benefits significantly correlated with the teachers' profession and administration put in place and effective remuneration policies that include teachers in major compensation decisions that affect them. Subroto and Technology (2013) also supported the study when found out that salary influenced teachers' performance. Musinguzi *et al*. (2018) substantiated the finding when found that remuneration motivated the nurses to work hard and perhaps reduce cases of maternal mortality. Dane (2011) buttressed the finding that happy teachers are better teachers and their performance is higher because their turnover is low. This is supported by Idrees *et al*. (2015) who found a relationship between training and monetary motivational practices; however, the study found a strong positive correlation between monetary incentives like salary and non-monetary incentives.

The finding equally revealed that promotion is related to teachers' productivity in secondary schools. This finding is in agreement with Luthans (2015), who found that promotions are employed in motivating teachers for better job productivity when the additional grade level is fully implemented. The finding was supported by Ishaka & Waziri (2019) ^[15] who discovered that there was a statistically significant strong relationship between promotion and classroom teachers' job satisfaction in Senior Secondary Schools in Taraba State,

Nigeria ($r_{706} = 0.18, p < 0.05.$), and concluded that promotion is high with a grand mean of (3.76). Classroom teachers 'job satisfaction is low in Senior Secondary Schools in Taraba state, Nigeria with a grand mean score (3.03). Laurent & Pambas (2019) ^[16] also buttressed the finding that the primary responsibility of teachers was to ensure children's holistic development and achievement of this role solely depended on timely promotion and other motivational factors such as the involvement of teachers in decision-making, appreciation from educational officers, and good working conditions. Aji (2021) ^[4] equally backed up the finding that since 2015-to date the State government has offered paper promotion with no monetary increment to the salary of academic staff in the state higher education. The study also reveals that there is a significant relationship between promotion and academic staff development and concluded that promotion influences academic staff development. Yakubu (2020) ^[25] discovered that promotion influences teachers' attitudes toward productivity in public secondary schools in Zaria Local Government in Kaduna State, and a conducive working environment goes a long way to enhancing teacher's optimum productivity in public secondary schools in Zaria Local Government in Kaduna State. Arogundade (2019) ^[6] substantiated this study when revealed a significant relationship between staff development, promotion, and teachers' job satisfaction.

The finding further revealed that teachers' involvement in decision-making influences teachers' productivity in secondary schools. This finding is by Sagvandy (2015) who found that there is a positive significant relationship between teacher participation in educational research, administration, organization, and conference-related decisions. The researcher also added that involving teachers in decision-making helps to increase their productivity to the benefit of students. In the same vein, Eris, Kayhan, Bastas & Gamar (2017) agree with the finding that school administrators adopt more democratic attitudes in the decision-making process and include school staff more frequently in the decision-making process in areas of school responsibilities and authority to subordinates. Ozan, Ozdemir, & Yirci, (2017) supported the finding that the establishment of ethical codes for school administrators helps them to decide with integrity, fairness, and in a more ethical manner about teachers' issues and added that the school principal must involve teachers in the planning and establishment of ethical codes for integrity.

Haryanto (2020) also buttressed this finding when found that there is a significant relationship between teachers' involvement in academic planning and job performance in secondary schools in Kwara state. Thus, involving educators in the decision-making processes in secondary education impacted the motivation of the teachers and achievement in public secondary schools. Okuoko & Dwumah (2012) also substantiated this finding when found that their involvement in decision-making impacted positively on workers' commitment and performance in an organization. Therefore, involving teachers in decision-making promotes accountability and commitment of teachers in their job operation in secondary

schools. Notwithstanding, Surkino and Siegthai (2010) in seeking whether participative decision-making affects lecturers' performance in higher education in Thailand maintained that involving teachers in decision-making is used to improve not only performance but also organization performance. Olurunsola and Olayemi (2011)^[20] also agreed with the present finding when found that the participation of teachers in decision-making in administrative activities enhances teachers to gain experience, removes boredom, and frustration, and increases workers' commitment, efficiency, and job satisfaction. Also, Tchachapchet, Iwu, and Ille (2014) in a South African University examining employee participation and productivity found that employee participation in decision-making has a positive impact on the effectiveness, efficiency, and productivity of faculty. The involvement of teachers in the decision-making process makes teachers feel they are part and parcel of the institution.

The finding finally revealed that on-the-job training influences teachers' productivity in secondary schools. This finding is apt considering the outcome of Neelam *et al* (2014) that workers' in-service training and development are essential to work activities that contribute significantly to the overall effectiveness and profitability of schools. The effectiveness and success of a school lie in the people who form the workforce and work within the school. The finding of Onuka (2006) also backed up the study that the human capital of a school constitutes its performance. It follows, therefore, that workers' productivity concerning achieving school goals and successes is a function of the quantum of the relevant skills and knowledge, and positive work attitude workers have been able to acquire from constant manpower development programs whether through job training or in-house training programs of out of work training courses they attended". Aroge (2012) also buttressed that there must be continuous reviews of manpower training to ensure that there is effectiveness throughout the organization to enable the organization to achieve its objectives. Raja *et al* (2014) agree with this finding that training and retraining of workers enable them to perform new jobs and adapt to changing technology".

Ogunbayo & Ogunbayo (2022)^[19] supported the finding that teacher productivity is determined by in-service training and also revealed that teachers who participate in the training program are more likely to perform well than those who do not. Adigun & Dairo (2021)^[3] substantiated the finding that there was no significant difference in the perception of secondary school administrators (principals) and teachers on the contributions of the use of performance appraisal for teachers' promotion (productivity) in Osun West Senatorial District, Osun State, Nigeria. Moreover, the researcher also revealed that in-service training significantly influenced secondary school teachers' productivity in Osun West Senatorial District, Osun State, Nigeria ($r = 0.370$, $p < 0.05$). In addition, in-service training and performance appraisal jointly influenced secondary school teachers' productivity in Osun West Senatorial District, Osun State, Nigeria ($F\text{-ratio} = 10.141$, $P < 0.05$). Medard (2017)^[17] corroborated this finding that in-service training enables teachers to keep track of new

developments and have a positive influence on their professional lives. Fejoh & Faniran (2016)^[13] were in alliance with the finding that in-service training and staff development had insignificant combined effects but significant relative effects on workers' optimal job productivity.

Conclusion

The study concluded that teachers' productivity in public secondary schools is significantly related to motivation strategies such as remuneration, promotion, involvement in school decision-making, and on-the-job-training.

The following recommendations were made in line with the findings of the study:

- The management of the public secondary school should always give incentives such as prompt implementation of promotion and trophy to teachers with high productivity in schools. This will encourage them to keep such practice to their credit and that of the school.
- School management should compensate teachers for outstanding performance in schools. This strategy will not only benefit the teacher in reference but encourage other teachers to put in their best to the actualization of educational objectives in schools.
- School administrators should endeavor to involve teachers in school decision-making that concerns them. This will not only boost their morale but also heighten their sense of belonging to engender their contribution to the growth of the school.
- In-service training of teachers should be prioritized by the government. This will bring overall improvement to the school.

References

1. Abdulganiyu AT. Teachers' involvement in decision making and job performance in secondary schools in Kwara State, Nigeria. *SOSIOHUMANIKA: Jurnal Pendidikan Sains Sosial dan Kemanusiaan*. 2020;3(1):1-12.
2. Adamu MI, Ivagher ED, Asen MR. Influence of motivation on secondary school teachers' job satisfaction in Benue South Senatorial District, Nigeria, *BSUJEM*. 2020;2(1):175-183.
3. Adigun TJ, Dairo OG. In-Service Training, Performance Appraisal and Teachers Productivity in Secondary School in Osun West Senatorial District, Osun State, Nigeria. *International Journal of Advanced Research in Management and Social Science*. 2021;10(5):9-20.
4. Aji A. The Impact of promotion on academic staff development in the State higher educational institutions of Borno State. *International Journal of Advanced Research in Public Policy, Social Development and Enterprise Studies*. 2021;4(1):12-24.
5. Amjad AA, Iftikhar HJ, Muhammad R, Hyder A. Evaluating the Impact of Teachers' Remuneration on the Performance of Students: Evidence from PISA, *International Journal of Science and Research (IJSR)*. 2014;3(5):1674-1683.
6. Arogundade BB. The relationship between staff

- development, promotion and teachers' job satisfaction in secondary schools in Ekiti State. *Contemporary Research in Education and English Language Teaching*. 2019;1(3):8-15.
7. Bolarinwa DA, Onajite GO, Ogunmilade JO, Olaoye AO. Working Conditions and Salary as Correlates of Teachers' Productivity in Government-Owned Secondary Schools in Emure Local Government Area of Ekiti State, Nigeria. *Journal of Educational Issues*. 2020;6(1):90-98.
 8. Chrispo M, Herbert EA, Adrian RM. The relationship between remuneration and teachers' performance in government-aided secondary schools in Kasese District. *International Journal of Science and Research (IJSR)*. 2019;9(12):1401-1407.
 9. Desalegn G. The practices of teachers' involvement in school decision-making of secondary schools of Jimma Town. A dissertation Submitted to the Faculty of Education, Jimma University, Jimma, Ethiopia, 2014.
 10. Ebete ES, Meenyinikor DN, Ekwueme FA. Compensation strategies for teachers' productivity in senior secondary schools in Rivers state, *African Journal of Educational Research and Development (AJERD)*. 2018;11(2):204-2014.
 11. Elock ES. The Role of Motivational Theories in Shaping Teacher Motivation and Performance: A Review of Related Literature. *International Journal of Research and Innovation in Social Science (IJRISS)*. 2020;6(6):64-76. Available at www.rsisinternational.org,
 12. Exaudi PM, Michaela M. Teachers' Participation in Decision Making and Work Performance in Public Secondary Schools in Meru District Council in Arusha Tanzania, *Journal of Humanities and Education Development (JHED)*. 2022;4(1):124-138. Available at <https://dx.doi.org/10.22161/jhed.4.1.1>.
 13. Fejoh J, Faniran LV. Impact of In-Service Training and Staff Development on Workers' Job Performance and Optimal Productivity in Public Secondary Schools in Osun State, Nigeria. *Journal of Education and Practice*. 2016;17(33):183-189.
 14. Garba BB, Muhammad BJ. The relationship between monetary reward and teachers' performance in Some Selected Kano State, *Journal of Education and Practice*. 2017;8(7):1-4.
 15. Ishaka B, Waziri GE. The relationship between promotion and classroom teachers' job satisfaction in Senior Secondary Schools in Taraba State, Nigeria. *International Journal of Philosophy and Social-Psychological Sciences*. 2019;5(3):63-67. Available online at www.sciarena.com.
 16. Laurent GN, Pambas BT. The role of timely promotion as a motivational factor among pre-primary school teachers. *Journal of Early Childhood Studies*. 2019;3(2):440-456.
 17. Medard M. Assessing the effects of in-service training on Teachers' Performance in Kasulu Secondary schools, Kasulu District, Tanzania. A Dissertation Submitted in Fulfilment of the requirements for the Masters in Education Administration, Planning, And Policy Studies Degree In the education of the Open University of Tanzania, 2017.
 18. Nwosu JC. Motivation and teachers' performance in selected secondary schools in Ikenne Local Government Area of Ogun State. *British Journal of Psychology Research*. 2021;5(3):40-50. Retrieved September 2022 from (www.eajournals.org).
 19. Ogunbayo SB, Ogunbayo BF. Understanding The Levels of Productivity of Teachers Who Are Exposed to In-Service Training in Akowonjo Education District Lagos-State, Nigeria. *Asian Journal of Assessment in Teaching and Learning*. 2022;12(2):89-99.
 20. Olorunsola OE, Olayemi OA. Teachers' involvement in the decision-making process in secondary schools in Ekiti state. *International Journal of Education Administration and Policy Studies*. 2011;3(6):78-84, Available online at <http://www.academicjournals.org/JEAPS>.
 21. Omemu F. Teachers' participation in decision making and its effect to their job performance in private secondary schools in Oredo Local Government Area of Edo State. *African Journal of Educational Assessors*. 2018;6(2):92-103. Available at www.benchmarkjournals.com
 22. Oni A, Nwajiuba C, Nwosu N. Investigated the influence of teachers' motivation on teacher's productivity in secondary schools in Nigeria, *Sociology and Social Work Review*, 2017, 2.
 23. Sasan B, Yahya G. Motivation and Quality of Work Life among Secondary School EFL Teachers. *Australian Journal of Teacher Education*. 2012;37(7):29-42.
 24. Udoh NE, Ikechukwu NC, Ebem G. Stress and Teachers' Productivity in Secondary Schools in Akwa Ibom State, Nigeria. *International Journal of Educational Benchmark (IJEB)*. 2018;11(1):1-7.
 25. Yakubu I. Influence of Promotion and Conducive Working Environment on Teachers Productivity in Public Secondary Schools in Kaduna State. *ATBU Journal of Science, Technology, and Education*. 2020;8(2):12-24.
 26. Zikanga KD, Anumaka IB, Tamale BM, Mugizi W. Remuneration and Job Performance of Teachers in Government Aided Secondary Schools in Western Uganda, *Interdisciplinary Journal of Education Research*. 2021;3(2):10-22. <https://doi.org/10.51986/ijer-2021.vol3.02.02>
 27. Zita CO, Igbaseimokumo E. Teachers Involvement In Decision—Making in the Management of Secondary Schools as Predictors on their Job Performance in Bayelsa State, Nigeria. *Global Journal of Education, Humanities and Management Sciences (GOJEHMS)*. 2019;1(2):235-254.