

## TEACHER SALARY AS CORRELATE OF PUBLIC SECONDARY SCHOOL EFFECTIVENESS IN NORTH-CENTRAL, NIGERIA

BY

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### Abstract

The study investigated the relationship between teachers' salary and public secondary school effectiveness in North-central, Nigeria. Salary occupies crucial position in the management of employees in any organisation. Salary provided for teachers in public secondary schools in North-central Nigeria seems ineffective. This might negatively lead to their ineffectiveness in secondary schools. The objectives of this study were to: examine level of salary provided for teachers in public secondary schools; investigate the relationship between teachers' salary and school effectiveness in public secondary schools. The study adopted a descriptive research design of correlational type. The population for this study comprised all the principals and teachers in public secondary schools in North-central Nigeria. Multi-stage sampling technique was used to select 859 respondents that comprised 99 principals and 760 teachers. The research instrument tagged "Teachers' Salary Questionnaire (TSQ) and School Effectiveness Questionnaire (SEQ)" with Reliability coefficients of 0.79 and 0.75 were realised for the teachers' salary and school effectiveness questionnaire respectively using Cronbach Alpha. Descriptive statistics of Mean, and Standard Deviation were used to answer research question, while the sole Hypothesis was tested using Pearson product-moment correlation statistic. The findings of the study revealed that teachers in public secondary schools were provided with fairly satisfied salary in their teaching job with a mean of 51.27. While a significant relationship exists between teachers' salary and school effectiveness in public secondary schools in North-central, Nigeria. Thus, it was concluded that teachers' salary is a predictor of Public Secondary School Effectiveness in North-central, Nigeria. The study recommended that state governments should intensify their efforts by paying more attention to teachers' salary through regular and prompt adequate payment of salary.

**Keywords:** Teacher's salary, public secondary schools, effectiveness

### Introduction

Teachers are important stakeholders in the educational system and as such, Salary for their services rendered should be very attractive, if all of the realisations of the effectiveness of the schools is of priority to the government and other stakeholders in education. This is very necessary because, if teachers are not adequately compensated, the realisation of the school's effectiveness could be hindered. According to Sulyman (2021), in Nigerian public secondary schools, the issues of teachers' salary has been generating a topic of discussion, because teachers have the feeling that they are not well treated by the State government. For instance, in public secondary schools in Kwara State, sometimes, teachers get their salaries late. Additionally, there has been a serious complaint by public secondary school teachers in Kwara State and many other States of the federation over the new Minimum Wage. The governments in these States, including Kwara State, implemented the New Minimum Wage for teachers who are between Grade Level 1 to 6 but did consequential adjustments for teachers from Grade Level 7 to 17. This situation might not encourage the teachers, who are beneficial to the consequential adjustments (Sulyman, 2021). To this end, Samson (2020) stated that the remuneration and incentives for teachers in public secondary schools in many states in Nigeria, especially in the areas of salary, promotion, training opportunities, fringe benefits, and other incentives, have been lacking in encouragement. This could make teachers worrisome and consequently harm the school's effectiveness. Manafa (2020) stated that adequate payment of teachers is very crucial. The inefficiency of certain public secondary schools in Nigeria may stem from the inadequate payment of teachers' salaries. This confirms how important teacher's salary is to the realisation of school effectiveness.

Obadare (2018) lamented that one of the factors responsible for the ineffectiveness of public secondary schools in Nigeria is the lackadaisical attitude of the governments toward teachers' compensation especially in the aspects of salary, promotion, fringe benefits and professional development. On the other hand, teachers' salary plays a significant role in enhancing school effectiveness. Salary of teacher needs to be given adequate attention by the employers to facilitate effective performance of the organisation. According to Odoh (2011), salary is usually based on mutual agreement between the employees and the employer, which may be sometimes an individual, group of individuals or government, depending on the ownership of the job. Surbhi (2015) elucidated that salary is a fixed amount of money given to employees at regular periods for the services rendered towards the realization of organizational goals. Wasiu and Adebajo (2014) asserted that one of the benefits of prompt payment of salaries is the it helps the organisation to properly retain the competent, committed highly motivated employees it needs to clinch success. Salary contributes majorly in setting and boosting morale of the workers. (Haryati 2012) elucidated that regular payment of salary could create productive human resources who in a long way improving the viability and commitment of the employee as well as actualization of the mission of the organization.

The study conducted by Muhammad-Rafiq (2012), revealed that to achieve effectiveness in schools, salary needs to be paid to teachers at the right time. Attractive salary package is one of the significant determinants of organizational effectiveness. Rosser (2012) believed that poor attitude of the government to salaries is one of the key factors hampering not only the commitment of teachers, but also effective goals realization. Kamoh, Ughili and Abada (2013) asserted that inadequate delay in the payment of teachers' salaries has been one of the factors responsible for ineffectiveness in public secondary schools in Nigeria. Kolawole (2015) maintained that there is no gainsaying that the effectiveness of school is anchored on many factors; however, the role played by teachers' salary cannot be over-emphasised. This is because the input of teachers should prevail and determine the success of the inputs from all other stakeholders in education. School effectiveness however means the extent to which the school has been able to achieve the stated goals. This is why Adedeji (2018) maintained that the effectiveness of school could be measured through discipline, neatness of the environment, the mutual relationship among school members or between school members and members of the host community, and judicious utilisation of the available resources which should facilitate or determine the effectiveness of school. For this to be well achieved, among other things which should be done, teachers' salary needs to be given adequate attention by the government, while teachers also need to effectively perform their job to enhance school effectiveness. Nayyar (2015) asserted that one of the causes of the ineffectiveness of public secondary schools in Nigeria is poor teacher compensation. If teachers are well-compensated by their employers, they are likely to perform their jobs in a way that would facilitate the actualisation of encouraging school effectiveness. To support this position, teachers as the custodians and facilitators of learning, their salary need to be adequately for the service they are rendering in schools. The inability of the government to meaningfully boost their morale through regular payment of salary might hinder public secondary schools' effectiveness. Hence, it is against this background, researchers conducted the study on teachers' salary as a correlate of public secondary schools' effectiveness in North-central, Nigeria.

More so, the effectiveness of public secondary schools in North-central Nigeria in the areas of learning, discipline, school-community relations and supervision has not been encouraging. Learning, which is an important reason students enrol in schools, is not properly taking place, based on the fact that some students cannot compose simple sentence or correctly and answer questions properly, a scenario which might be causing failure in examinations. The rate of indiscipline in these schools is high as some students engage in bad habits while learning is ongoing, decide not to go to school, leave classrooms or schools without permission, and the likes. Some teachers do not take adequate supervision of students a priority and this gives them opportunity to be involved in activities that could hinder effective learning. Also, the synergy among parents, members of the school community, teachers and school management is not encouraging. This scenario has been a concern for stakeholders in education, most especially parents and members of the public. According to Ololube (2016) this could be due to untimely payment of salary. Additionally, many researchers have conducted studies related to this present study, for instance, Ajayi and Ekundayo (2011) examined factors determining the effectiveness of secondary schools in Nigeria. The findings of the study revealed that leadership, facilities and discipline determined the effectiveness of secondary schools in Nigeria. Sulyman, et al. (2019) examined teachers' compensation as a correlate of job performance in Ilorin West Local Government Basic

Schools, Kwara State. From the findings of the study, it was revealed that there was a significant relationship between teachers' compensation and job performance in Ilorin West Local Government Basic Schools, Kwara State. More so, Sulyman and Adebayo (2020) conducted a study on quality assurance strategies as determinants of public secondary schools' effectiveness in Kwara State, Nigeria. The findings showed that quality assurance strategies determined public secondary schools' effectiveness in Kwara State, Nigeria. However, to the best of the researcher's knowledge, none of the previous studies focused on teachers' salary as a correlate of public secondary schools' effectiveness in North-central Nigeria, and this is the gap that this study filled.

### **Purpose of the Study**

This study was set to examine the relationship between teachers' salary and public secondary schools' effectiveness in North-Central, Nigeria. Specifically, the study:

- i. examined the level of salary provided to the teachers in public secondary schools in North-Central, Nigeria;
- ii. investigated the relationship between teachers' salary and public secondary schools' effectiveness in North-Central, Nigeria.

### **Research Question**

- i. What is the level of salary provided for teachers in public secondary schools in North-Central, Nigeria?

### **Research Hypothesis**

HO: There is no significant relationship between teachers' salary and public secondary schools' effectiveness in North-Central, Nigeria.

### **Methodology**

The research design used for this study was a descriptive design of correlation type. This design is considered appropriate because it helped the researcher to describe the characteristics of the variables studied and determined the relationship between the independent variables (teachers' salary) and the dependent variable (school effectiveness) in North-Central, Nigeria. The population for this study comprised all the principals and teachers in public secondary schools in the North-central Nigeria. There were 1,836 and 29,210 principals and teachers respectively in public secondary schools in the North-central Nigeria which comprised Benue, Kogi, Kwara, Nasarawa, Niger, Plateau States and Federal Capital Territory (FCT). The sample size for the study was 859 respondents which comprised 99 and 760 principals and teachers respectively. Principals and teachers were employed as participants because they could provide the required information needed in the study. Multi-stage sampling technique was used in the study. Random sampling technique was used at the first stage to select three states out of the six states and FCT in the North-central Nigeria. Kogi, Kwara and Niger were randomly selected out of the six States and FCT in the North-central Nigeria. Stratified random sampling technique was used at the second stage to select 37 public secondary schools in Kwara State, 29 public secondary schools in Kogi state and 33 public secondary schools in Niger State, to make a total of 99 public secondary schools. Random sampling technique was used at the last stage to select 234, 278 and 248 public secondary school teachers in Kogi, Kwara and Niger States respectively, making a total of 760 teachers. In determining the sample size of this study, the tabulation sample size by Research Advisors (2006) at 95% confidence and 5.0% margin of error was employed to select 859 participants out of 2346 respondents.

Two Research instruments were used in the study. Teachers' Salary Questionnaire (TSQ) and School Effectiveness Questionnaire (SEQ) were adapted from the works of Nelms (2005) and Sulyman (2021). TSQ contains 24 items on the Teachers' Salary which was structured in a modified four-point Likert scale of Very Satisfied (VS) "4 points", Satisfied (S) "3 points", Fairly Satisfied (FS) "2 points" and Not Satisfied (NS) "1 point". SEQ contained 20 items on the school effectiveness. Structured in a modified four-point Likert scale of Exemplary (E), 4 points, Satisfactory (S), 3 points, In Need of Improvement (INI), 2 points and Seriously Inadequate (SI) 1 point. Respondents were asked to

make their choice by putting a tick (√) on the column that best describes their view. Both face and content validity of the questionnaires were ascertained with the help of the experts in Department of Educational Management and Counselling, as well as expert in the area of Educational Research, Measurement and Evaluation in the Faculties of Education, Al-Hikmah University, Ilorin; University of Ilorin, and Federal University Gusau, Zamfara State. Comments, observation, corrections and suggestions made by the experts were effected accordingly before the final draft of the instruments. Cronbach's Alpha method of reliability was adopted to test reliability of the two instruments: TSQ and SEQ. Thirty copies of the instrument were administered on 10 principals and 20 teachers outside the sample of the study.

The data gathered were analyzed using Cronbach's Alpha and the reliability coefficient of 0.79 and 0.75 were realized for Teacher Salary Questionnaire and School Effectiveness Questionnaire respectively. This affirms that the instrument was reliable to be used for the study. Face to face method of administration was adopted in the administration. Out of the total of 859 respondents comprised 99 principals and 760 teachers selected for the study, only 828 questionnaires were duly filled and returned, that is 99.36% of the total respondents. Descriptive statistics of Mean, Standard Deviation, Minimum, Maximum and Range were used to answer research questions 1 while Pearson Product-Moment Correlation (PPMC) Statistic was used to test the sole hypothesis. All the analyses were done using Statistical Package for Social Science (SPSS). The hypothesis was tested at 0.05 level of significance.

**Results**

**Research Question 1:** What is the level of salary provided for the teachers in public secondary schools in North-central, Nigeria?

**Table 1:**

*Result of Descriptive Statistics of Level of Teachers' Salary*

Variable	N	Mean	Std Deviation	Minimum Value	Maximum Value	Range
Level of Teachers' Salary	828	51.27	17.83	24	96	72

Table 1 shows the results of descriptive statistics of the level of salary provided for the teachers in public secondary schools in North-central, Nigeria. Minimum, maximum and range values were used to categorise teachers' response as 24-42 (Not Satisfied), 43-60 (Fairly Satisfied), 61-78 (Satisfied) and 76-96 (Very Satisfied). As it is revealed from the Table 1, a mean score of 51.27 falls within the range of fairly satisfied (43-60). This shows that teachers in public secondary schools in North-central, Nigeria were provided with fairly satisfied salary.

**Ho:** *There is no significant relationship between teachers' salary and public secondary schools' effectiveness in North-central, Nigeria.*

**Table 2:**

*Summary of Correlation between Teachers' Salary and School Effectiveness*

Variable	N	$\bar{X}$	SD	Cal. value	r-	Df	p-value	Decision
Teachers' Salary	828	13.46	4.90					

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			.911	826	.000	Ho Rejected
School Effectiveness	828	46.79	16.74			

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Source: Field Study, 2024

As shown in Table 2, the calculated r-value is .911 with the p-value 0.000 which is less than the set p-value 0.05 at 826 degrees of freedom. Hence, the null hypothesis which states that there is no significant relationship between teachers' salary and school effectiveness in public secondary schools in North-Central, Nigeria is rejected.

### **Discussion**

The study examined the relationship between teachers' salary and public secondary schools' effectiveness in North-central, Nigeria. The findings from the first research question revealed that teachers in public secondary schools in North-central, Nigeria were provided with fairly satisfied salary in their teaching job. The finding is also in consonance with the assertion of Rosser (2012) who stated that public school teachers are not adequately salaried. Rosser (2012) further stated that poor attitude of the government toward teachers' salary is one of the key factors hampering not only the commitment of teachers, but also effective goal realisation. The finding is also in line with Kamoh, et al. (2013) who asserted that inadequate and delay in the teachers' salary have been the factors responsible for ineffective of teachers in public secondary schools in Nigeria. For a school to achieve effectiveness, adequate and prompt payment of salary is highly needed. The finding from sole hypothesis revealed that significant relationship existed between teachers' salary and school effectiveness in public secondary schools in the North-central, Nigeria. That is, teachers' salary was a determinant of school effectiveness in public secondary schools. The finding agrees with Muhammad-Rafiq (2012) who opined that attractive salary package is one of the significant determinants of organizational effectiveness. This finding is also in line with the view of Wasiu and Adebajo (2014) whose study revealed that adequate salary payment would trigger employees towards effective job performance thereby leading to realisation of the stated goals. The benefits of prompt payment of salaries help the organisation to properly retain the competent, committed and highly motivated employees it needs to clinch success. Salary as an aspect of compensation plays a significant role in enhancing effectiveness. When salary is timely and adequately paid to teachers at the end of each month, they would be able to take care of themselves as well as their family members, thereby motivating them to perform their duties in such a way which would facilitate actualisation of effectiveness.

### **Conclusion**

The study examined the relationship between teachers' salary and public secondary schools' effectiveness in North-central, Nigeria. The study concluded that teachers in public secondary schools in North-central, Nigeria were provided with fairly satisfied salary in their teaching job; there was a significant relationship between teachers' salary and of school effectiveness in public secondary schools in the North-central, Nigeria.

### **Recommendations**

Based on the findings and conclusion drawn from this study, the following are the recommendations proffered:

1. State governments should intensify their efforts by paying more attention to teachers' salary through prompt and adequate payment of salary.
2. Government should at all times ensure that salary is timely and adequately paid at the end of the month to enhance teachers' effectiveness in the school.

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