

Compensation System And Teacher Work Delivery In Public And Private Secondary Schools In Abeokuta South Local Government Area, Ogun State, Nigeria

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ABSTRACT

Compensation system is a veritable tool in the hand of the administrators to enhance the performance of teacher in terms of work delivery. Often times, this key variable is not effectively managed by employers of labours, hence, this study discusses this concept. Descriptive survey research design, was used to gather information from the respondents. There are twenty-eight public secondary schools and thirty-five registered private secondary schools in Abeokuta south. Stratified random sampling was used to select twenty (20) schools base on location and size from the population of sixty-three (63) schools, which were divided into groups of public and private school. Mean and standard deviation was used in descriptive statistics. The hypotheses were tested through inferential statistical analysis using linear regression and multiple regression analysis. The evaluation and tests for hypothetical statements employed a 95% standard error at a 0.05 level of significance. Fringe benefits increase job satisfaction by providing additional perks that make teachers feel valued and secure. Incentives, such as bonuses and recognition, foster motivation, encouraging teachers to put in extra effort and excel in their work. Thus, a comprehensive compensation system encourages effective work delivery among teachers, ensuring a high-quality educational experience for students.

Keywords: Compensation system, Fringe benefits, incentives, bonus, teachers work delivery,

Introduction

The compensation system is a complex and important aspect of the education system. It is designed to attract and retain high quality teachers, and to motivate them to provide the best possible education for students. Teacher work delivery entails the duties performed by teachers in the school in order to achieve school goals. The duties include teaching, guidance and counseling services, evaluating students, maintaining students' discipline, engaging students in co-curriculum activities and also engaging various stakeholders in the course of their teaching (Fuad, Subandi and Muslan, 2021).

Compensation is crucial to the organization to attract, motivate, satisfy, and retain outstanding individuals. The workforce's knowledge, talents, and skills are critical resources for modifying new or current processes to gain a strategic advantage (Reza and Faisal, 2022). Compensation has a beneficial connection to teachers' desires as well as expectations. The remuneration packages offered by the schools significantly impact work delivery and how long teachers are willing to remain on the job (Mitsel et al. 2021). Moreover, Innovative

compensation systems can motivate and satisfy teachers in Abeokuta south. The compensation system consists of payments such as house allowance, transportation, fringe benefits, overtime, risk pay allowances, etc. Rewards comprise performance rewards, employment rewards, end of year bonuses for perfect attendance, and proposal bonuses. Compensation packages include salary, allowance, gratuity, pension and employee bonuses such as paid vacations, insurance, leave allowance, free tour opportunities, provident fund, and others (Rasmi, Muis, and Pono, 2020). In other words, salary and non-monetary fringe benefits are incorporated into the basic remuneration package.

The influence of incentives was examined by Malebe, Nyabisi and Ochieng (2023) on teachers work performance in Kenya. The study concluded that provision of incentives by the head teachers has a statistically significant influence on teachers' work performance in public primary schools. The study recommended that Head teachers should present instructors who achieve their goals with certificates of distinction, encourage them to compete for the teacher of the year award, and recognize them in front of their peers for exceptional job performance and exceptional academic achievement of their students. Awards should be given promptly when goals are met, such as by organizing celebration trips for instructors, as this may encourage them to carry out their tasks as effectively as possible.

The relationship between teachers' base pay and performance was further examined by Garcia and Han (2022). They noted that base pay for teachers can influence who enters the teaching profession. It indicates a positive relationship between wages and skills. By employing state fixed effects and multilevel mixed effects models, the findings consistently showed a significantly positive association between teacher base salary and performance.

Osang, Anastecia and Akpama (2021) examined the relationship between fringe benefits and teachers productivity. The survey research design was used for the study in cross river. The findings of the study indicated a significant prediction of fringe benefits on teachers' productivity. The study recommended that the government in order to boost the morale and performance of teachers should ensure regular payment of fringe benefits as it was found as a factor influencing their job productivity.

Zikanga, Anumaka, Tamale and Muguzi (2021) investigated the relationship between compensation system and job performance of teachers in government-aided secondary schools in Western Uganda. The study concluded that low compensation to teachers impedes high job performance, especially low basic pay and lack of bonuses and allowances. Therefore, it was recommended that stakeholders involved in the management of schools such as Government, head-teachers, and Boards of governors, devise means of enhancing the remuneration of teachers by giving teachers bonuses for exceeding performance and allowances when they do extra-work. The pension plan and social welfare benefits should also be made attractive to increase the job performance of teachers.

Adamu (2020) examined the relationship between teachers' fringe benefits and teachers' job performance. The null hypotheses were tested using Person Product Moment Correlation Coefficient. The findings indicated that there was a significant relationship between fringe benefit and teachers' job performance in Senior Secondary Schools in Adamawa state. The study recommended that government and school management should motivate teachers by surprise packages such as soft loans, free medical care, free accommodation etc. which will motivate them to enhance their job performance.

While the necessity for schools to implement effective compensation system is increasingly acknowledged, it is still relatively ill-developed in the educational sector and it appears to be hard to implement in a systematic and effective way (Ashraf, 2020). Also, prior studies failed to consider compensation system in public and private secondary schools, and how it affects teachers work delivery. In an attempt to bridge the gap identified, this study explored compensation system and teacher work delivery in public and private secondary schools in Abeokuta south Local Government Area.

METHODS

Research design: The research design for this research was the descriptive survey research design, which was to gather information from relevant respondents.

Population: The study's target population was all public and private secondary school teachers and students in Abeokuta South Local Government Area of Ogun State.

Sample and sampling technique: Stratified random sampling was used to select twenty (20) schools base on location and size from the population of sixty-three (63) schools, which were divided into groups of public and private school. The schools were selected using simple random sampling within each group. This resulted in 10 public secondary schools and 10 private secondary schools representing 32% of the entire population.

Procedure for data collection: The information for this study was gathered using both primary and secondary sources. Gathering fresh, previously undiscovered data was required for the main data documents. Secondary data, which primarily came from a review of the literature, including books, articles, and journals were from studies that have already been conducted by other researchers that are pertinent to the study.

Method of data analysis: Descriptive and inferential statistics were used to analyze the data gathered for this study. Mean and standard deviation was used in descriptive statistics. The hypothesis was tested through inferential statistical analysis using linear regression.

Results

Table 1: Scales and interpretation of compensation system and teachers' work delivery

Response	Description	Interpretation Scale	Interpretation
Scale		(Mean Scale)	
4	Strongly Agree	3.25 - 4.00	Very High
3	Agree	2.50 - 3.24	High
2	Disagree	1.75 - 2.49	Low
1	Strongly disagree	1.00 - 1.74	Very Low

Table 1 explains the scales and interpretation of the variables. 3.25 - 4.00 implies a very high-level affirmation 2.50 - 3.24 indicates a high level of agreement. 1.75 - 2.49 implies a low level of agreement while 1.00-1.74 indicates a very strong disagreement.

Table 2: Descriptive statistical analysis for base pay

Statement	N	Mean	Std. Deviation	Interpretation
My pay motivates me to put in more effort and perform better.	277	3.97	1.324	Very high
My skills and qualifications commensurate with my base pay.	277	3.73	1.263	Very high
I am satisfied with my current base pay	277	3.36	1.503	Very high
My base pay is the appropriate reflection of my value, work and contributions to the school	277	3.91	1.223	Very high
Aggregate		3.74	0.8109	Very High level of compensation system

Table 2 shows that the respondents concur that base pay influences teachers' work delivery as evidenced by the overall mean score of 3.74 and the significant variation indicated by the standard deviation of 0.8109 (SD ≤ 2.00). The statement "My pay motivates me to put in more effort and perform better" received the highest mean rating of 3.97 receiving the highest score. The statement "I am satisfied with my current base pay" received the lowest rating, with a mean score of 3.36 being described as agreeing.

Table 3: Descriptive statistical analysis for fringe benefits

Statement	N	Mean	Std. Deviation	Interpretation
The health insurance benefits influence my work.	277	3.41	1.512	Very high
I am eager to perform better because of the retirement benefits schemes.	277	3.65	1.375	Very high
Paid time off increases my willingness to put extra effort.	277	3.64	1.521	Very high
I am satisfied with my continuing educations and training opportunities	277	3.85	1.194	Very high
Aggregate		3.63	1.1155	Very High level of compensation system

Table 3 demonstrates that fringe benefits has an overall mean score of 3.63 which is considered to be a high score, and a standard deviation of 1.1155 ($SD \leq 2.00$) which indicates significant variation. The statement "I am satisfied with my continuing educations and training opportunities" received the highest mean rating of 3.85. With a mean score of 3.41, the statement "The health insurance benefits influence my work." was rated lowest.

Table 4: Descriptive statistical analysis for incentives

Statement	N	Mean	Std. Deviation	Interpretation
Piece rates encourage me to work better.	277	3.54	1.488	Very high
Task bonus motivates me to do my best work and meet specific goals.	277	3.96	1.363	Very high
Recognition incentive makes me feel valued and appreciated	277	3.94	1.365	Very high
I receive professional lunch as a fair way to compensate my work.	277	3.69	1.261	Very high
Aggregate		3.78	1.0709	Very high level of compensation system

Table 4 shows that majority of respondents concur that incentives have an effect on teachers' work delivery, as indicated in the overall mean score of 3.78 and which vary significantly as shown by the standard deviation of 1.0709 ($SD \leq 2.00$). The statement "Task bonus motivates me to do my best work and meet specific goals" received the highest mean rating of 3.96. With a mean score of 3.54 and a description of agreeing, the statement "Piece rates encourage me to work better" was rated lowest.

Table 5: Descriptive statistical analysis for compensation system

Statement	N	Mean	Std. Deviation	Interpretation
Base pay	277	3.7404	0.81091	Very high
Fringe benefits	277	3.6399	1.11553	Very high
Incentives	277	3.7823	1.07097	Very high

Table 5 presents descriptive statistics for compensation system including base pay, fringe benefits, and incentives. They were all in agreement with the statements used to measure them, according to the response rate. This is supported by the mean scores of 3.74, 3.64, and 3.78 respectively.

Analysis for teachers' work delivery

This section describes the descriptive statistics for the criterion variable – teachers' work delivery.

Table 6: Descriptive statistical analysis for teachers' delivery

Statement	N	Mean	Std. Deviation	Interpretation
The teacher is knowledgeable in the subject matter.	277	3.33	0.4240	Very high
The teacher report regularly at school.	277	3.85	0.3317	Very high
The teacher adequately prepare for lessons.	277	3.29	0.4359	Very high
The teacher participate in extra-curricular activities	277	3.54	0.3538	Very high
The teacher interacts with students well	277	3.63	0.3626	Very high
The teacher participate in extra-curricular activities	277	3.21	0.2849	High
The teacher promotes team work	277	3.18	0.2731	High
The teacher always involves students in classroom activities	277	3.49	0.3427	Very high

Aggregate	3.45	0.5254	Very high level of teachers' work delivery
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Table 6 shows that teachers' work delivery has an overall mean score of 3.45, which is considered to be very high, and a standard deviation of 0.5254 ($SD \leq 2.00$), which indicates significant variation. The statement "The teacher report regularly at school" received the highest mean rating of 3.85. The statement "The teacher promotes team work" received the lowest rating, with a mean score of 3.18 described as agreeing.

There is no significant relationship between base pay and teachers' work delivery in public and private secondary school of Abeokuta South Local Government area of Ogun state.

The hypothesis has been evaluated using a linear regression model. The model summary explains how the independent variable, base pay, affects the variability in the dependent variable, teachers' work delivery. The ANOVA table indicates whether the model is significant enough to predict the result. The coefficient table explains the strength of the relationship.

Table 7: Model Summary of the linear regression analysis of base pay on teachers' work delivery

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.824 ^a	.679	.678	.56024

a. Predictors: (Constant), base pay

According to the findings in table 7, the Model Summary Table for hypothesis one displays an R value of .824 and an R square of .678, which is roughly equivalent to .68. This merely illustrates that the explanatory variable, base pay, accounts for about 82 percent of changes in the work delivery of the teachers. This implies that there is a significant relationship between base pay and teachers' work delivery in selected public and private secondary schools in Abeokuta South, which is contrary to the stated null hypothesis. We therefore reject the null hypothesis and accept that "there is significant relationship between base pay and teachers work delivery in public and private secondary schools of Abeokuta South Local Government Area of Ogun state.

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The hypothesis has been evaluated using a linear regression model. The model summary explains how the independent variable, base pay, affects the variability in the dependent variable, teachers' work delivery. The ANOVA table indicates whether the model is significant enough to predict the result. The coefficient table explains the strength of the relationship.

Table 10: Model Summary of the linear regression analysis of base pay on teachers' work delivery

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.824 ^a	.679	.678	.56024

a. Predictors: (Constant), base pay

According to the findings in table 10, the Model Summary Table for hypothesis one displays an R value of .824 and an R square of .678, which is roughly equivalent to .68. This merely illustrates that the explanatory variable, base pay, accounts for about 82 percent of changes in the work delivery of the teachers. This implies that there is a significant relationship between base pay and teachers' work delivery in selected public and private secondary schools in Abeokuta South, which is contrary to the stated null hypothesis. We therefore reject the null hypothesis and accept that "there is significant relationship between base pay and teachers work delivery in public and private secondary schools of Abeokuta South Local Government Area of Ogun state.

Table 11: ANOVA of base pay on teachers' work delivery

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	188.509	1	188.509	600.601	.000 ^b
Residual	89.138	284	.314		
Total	277.647	285			

a. Dependent Variable: Teachers' work delivery

b. Predictors: (Constant), Base pay

Table 11 depicts the ANOVA table (Test using Alpha 0.5) which shows $F=600.601$, $P = 0.000$, that is, < 0.05 , thus the model is statistically significant in depicting the relationship between base pay and teachers work delivery, hence it shows a strong significant relationship between base pay and teachers work delivery.

Discussion of Findings

This study examined compensation system and teachers' work delivery in public and private secondary school in Abeokuta South. Variables like teachers' work delivery and base pay, fringe benefits and incentives were used examined. Abeokuta South was the study's location. Maslow's Hierarchy of Needs and Equity Theory are underlying theories that have been integrated into the study. These theories clarified the relationship between compensation system and teachers' work delivery public and private secondary schools in Abeokuta South. This study found a significant relationship between base pay and teachers' work delivery in public and private secondary school in Abeokuta South as 82% of the changes that occur in teachers' work delivery is recorded for base pay. The results rejected the null hypothesis which states that "there is no significant relationship between base pay and teachers' work delivery in public and private secondary school of Abeokuta South Local Government Area of Ogun state". This suggest that base pay which aligns with the skills and qualifications of teachers satisfies, motivates and encourages them to put more effort, thereby enhancing work delivery.

This finding supports the study by Garcia and Han (2022) which explains that base pay for teachers can influence who enters the teaching profession as the findings consistently showed a significantly positive association between teacher base salary and performance.

This study also found a significant relationship between fringe benefit and teachers' work delivery in public and private secondary school in Abeokuta South as 81% of the changes that occur in the teachers' work delivery is been accounted for by fringe benefit. The results gave credence to hypothesis two as we rejected the null hypothesis which states that "there is no significant relationship between fringe benefit and teachers' work delivery in public and private secondary school of Abeokuta South Local Government area of Ogun state". This suggest that fringe benefits influence work delivery, increases eagerness to perform better, improves willingness to put extra effort and boosts job satisfaction in public and private secondary schools in Abeokuta South.

The position of this finding is in agreement with Adamu (2020) which examined the relationship between teachers' fringe benefits and teachers' job performance.

This study found a significant relationship between incentives and teachers' performance in public and private secondary school in Abeokuta South as 78% of the changes that occur in the teachers' work delivery is been accounted for incentives. The results support hypothesis three as we rejected the null hypothesis which states that "there is no significant relationship between incentives and teachers' work delivery in public and private secondary schools' secondary school of Abeokuta South Local Government Area of Ogun state". This means that piece rates, task bonus, recognition and professional lunch makes teachers feel valued, appreciated and considered a fair way of work compensation. This boosts teachers' morale and effectiveness in public and private secondary schools in Abeokuta South.

The finding agrees with Malebe et al. (2023) which examined the influence of incentives on teachers work performance in Kenya. The study concluded that provision of incentives by the head teachers has a statistically significant influence on teachers' work performance in public primary schools.

Conclusion

It was empirically determined from the data generated and analyzed that compensation system (base pay, fringe benefits and incentives) have a significant relationship with teachers' work delivery in public and private secondary schools in Abeokuta South. Based on the study's findings, it was determined that A well-designed compensation system, incorporating base pay, fringe benefits, and incentives, contributes to a teacher's effective work delivery by providing financial stability, increasing job satisfaction, and boosting motivation. Base pay ensures a stable income for teachers, enabling them to focus on teaching without financial worries. Fringe benefits increase job satisfaction by providing additional perks that make teachers feel valued and secure. Incentives, such as bonuses and recognition, foster motivation, encouraging teachers to put in extra effort and excel in their work. Thus, a comprehensive compensation system encourages effective work delivery among teachers, ensuring a high-quality educational experience for students.

Recommendations

Based on the discussion and conclusion above, the following recommendations are hereby made:

1. The management of these secondary schools should ensure that base pay for teachers is competitive with salaries in other fields that require similar levels of education and experience. This will help attract and

retain highly qualified and motivated teachers in the education sector, thus enhancing the quality of education provided to students.

2. The management of the secondary school should provide a range of fringe benefits, such as health insurance, retirement plans, and paid leave, that recognize the value of teachers' work and support their overall well-being. By offering these benefits, schools can create a positive work environment that encourages teachers to stay engaged and committed to their profession, ultimately improving the quality of education provided to students.

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