

INCENTIVISED SCHOOL CLIMATE AND TEACHERS' PRODUCTIVITY IN MISSION SECONDARY SCHOOLS IN DELTA STATE, NIGERIA.

Abstract

This study examined incentivised school climate and teachers productivity in mission secondary schools in Delta State, Nigeria. The study utilized the Ex-post-facto survey method and focused on teachers in mission secondary schools in Delta State. A total of 537 teachers were selected as the study sample using the simple random sampling technique. Data collection involved the use of a questionnaire on incentivized school climate and teachers' productivity. The collected data were analyzed using mean scores, standard deviations, and Pearson's product moment correlation coefficient. The results indicated a positive relationship between the school climate in mission secondary schools and teachers' productivity. Based on the findings, it was recommended that school administrators should strive to foster a sense of ownership among teachers by effectively managing the schools.

Keywords: Incentivised, School Climate, Teachers' Productivity, Mission Secondary Schools, Delta State, Nigeria.

Introduction

The school system is an all important factor in the education industry as it plays home to the personnel, structure, material, and a cascade of educational policies and programs that aim to form and mold people for a fruitful and impactful existence in the society. Such that the school is considered, a microcosm of the larger society as it embodies its aspirations, visions, norms and values. Secondary schools play very pivotal role in this regard as they serve as they play a transitory role basic education to tertiary education. It would be predictable that secondary schools' environment should present an ambience for healthy existence, interaction and operation for school administrators, teachers, students and other stakeholders to maximize their potentials in the pursuit of education goals for societal evolution and improvement. The missionaries have been an important promoters of sound secondary education in Nigeria with the formation of many secondary schools in Nigeria across several decades of the existence of formal education. Mission owned secondary schools appear to have provided an incentivized school climate that has allowed both teachers and their students to thrive in the attainment of good educational outcomes over the years, which appear to give them place of prominence in peoples' choice of school for their wards.

School climate pertains to those perceptions, principles, beliefs and behavioral patterns that shape relationship between administrators and staff members, among staff members, between staff and students, student and students, parents and other personnel in the school environment that affect the productivity of teachers, students and the system itself (Fakunle and Ale, 2018). Loukas (2007) maintained that despite the difficulty of a consensus definition of school climate, it embraces a number of dimensions namely: physical dimension (building,

classroom, students-teacher ratio, tool and teaching materials), social dimension (personnel relationship, fair and equitable treatment) and academic dimension (quality of teaching- learning experience and expectation of teachers for students' performance). Marita (2012) explained that school climate factor like school size, teaching – learning resources, interpersonal relationship and parental involvement influence teachers' productivity. In another instance, According to the research conducted by Nkedishu (2022), it was discovered that teachers' productivity can be predicted by factors such as administrative efficiencies, incentives, the commitment of principals to their work, and the effective management of teaching facilities. Teachers can become more productive in the performance of their teaching function in an incentive driven school climate.

Incentives contribute to a school climate that encourages teachers to perform optimally in their job functions (Alfandi and Alkahwneh, 2014). That is why school administrators should eliminate inhibitors of high performance within the school that decrease teachers' productivity by creating an incentive driven climate (Palmer, 2012). Incentives can be positive or negative. Positive incentive can include pay raise, bonuses, recognition for good performance, setting high standard of operation, providing adequate material and resources which in turn reward employees with concrete, moral or social incentives (Robbins and Judge, 2007). School climate that provides collaboration and teachers' participation in decision making and implementation, would be significantly related to stronger morale and higher productivity (Manla, 2021). Imberman (2015) in a study done in the United State Department of Education reported that the use of financial incentives to reward teachers' performance in public and charter school districts increased more than 40% from 2004 ton2012. Also, Bergren (2014) reported that school climate factors such as socio-economic situation, interpersonal relations, school size and attendance have an overall influence on teachers' productivity. Manla (2021) in a survey carried out on the School Climate impact on teachers' commitment and school performance revealed that where principals have high resource influence, teachers feel sense of affiliation, teachers have high expectation of students and healthy school environment; teachers' commitment is high. Incentives could be negative when fear of punishment, sanction or even outright disengagement for non- compliance becomes the driving force for high teachers productivity, which creates a highly controlled school climate (Alfandi & Alkahwneh, 2014). Okecha (2008) cited in Ubah (2023) reported that teachers productivity in private schools is incentivized by force and fear of punishment rather than rewards.

Statement of the Problem

The school is believed to be a community of persons where relationships, efforts, materials and personnel are coordinated towards educating and building individuals for meaningful existence in the society. Teachers and other education agents in the school should need a healthy and enabling climate to be able to maximize their input in pursuit of set educational objectives of the school. Mission secondary schools have played pivotal role in raising highly successful students who have trailed the blaze over the years in producing excellent results in both internal and external examinations. This would have been impossible without the contribution of efficient teachers whose productivity is attested to by high students' academic outcome. But it is assumed that mission secondary schools like most private secondary schools may not be able to attract

best qualified to fill in the teaching positions. Perhaps, that will suppose that teachers in mission secondary schools would need other factors beyond their knowledge and qualification to be motivated to give their best in their job performance. These factors could be connected with the school climate factors which incentivizes their productivity. This paper therefore examines the influence school climate has as an incentive for teachers' productivity in mission secondary schools in delta state, Nigeria.

Research Questions

The following research questions were raised to guide the study:

- i. What kind of incentive exists in mission secondary schools?
- ii. To what extent does a positively incentivized climate influence teachers' productivity?
- iii. To what extent does a negatively incentivized climate influence teachers' productivity?

Hypotheses

The following hypotheses were also formulated to guide the study

- i. There is no significant relationship between a positively incentivized climate and teachers' productivity.
- ii. There is no significant relationship between a negatively incentivized climate and teachers' productivity.

Methodology

The study adopted the *Ex-post-facto* survey method. The survey method was adopted because the study is interested in the facts of a trend that shapes the behaviour of a current phenomenon that also covers a large area and number of subjects from which information was collected from the representative sample of the teachers' population in mission secondary schools. The population of the study comprised all teachers in the forty (40) mission secondary schools in Delta State, Nigeria. The simple random technique was used to select five hundred and thirty-seven (537) from twenty (20) mission schools which was used as the sample of the study. The Incentivized School Climate and Teachers' Productivity Questionnaire (ISCTPQ) was used to collect data. Data collected was analyzed using mean scores, standard deviations and Pearson product moment correlation co-efficient at 0.05 level of significance.

Results

Research Question 1: What kind of incentive exists in mission secondary schools?

Table 1: mean and SD on incentives that exist in mission schools

S/N	Kind of incentive that exists in mission secondary schools	Mean	SD	Remark
1.	Positive incentive	2.66	.77	Agree
2.	Negative incentive	2.37	.80	Disagree

Table 1 reflect kind of incentive that exists in mission secondary schools. Using positive and negative incentives to achieve the purpose, respondents agree that positive incentive exist with mean of 2.66 and disagree that negative incentives exist with mean of 2.37. Conclusively, positive incentive exist in mission secondary schools in Delta State, Nigeria.

Research Question 2: To what extent does a positively incentivized climate influence teachers' productivity?

Table 2: mean and SD on extent does a positively incentivized climate influence teachers' productivity

S/N	Positively incentivized climate that influence teachers' productivity	Mean	SD	Remark
1.	School administrators support teachers in carrying out their duties	2.61	.78	Agree
2.	Teachers are carried along in decision making	2.55	.73	Agree
3.	Teachers efforts are well appreciated	2.84	.83	Agree
4.	There is a healthy relationship among teachers	2.81	.71	Agree
5.	Teachers' welfare are well taken care of	2.65	.77	Agree
6.	There is conducive environment for teaching	2.78	.76	Agree
7.	Excellence is rewarded	2.67	.69	Agree
8.	Teachers feel sense of ownership of the system	2.33	.87	Disagree
Average mean		2.66	.77	High

Table 2 revealed that positively incentivized climate that influence teachers' productivity. Respondents agree in all items except item 8 with mean below 2.50. In more specific explanation, respondents agree with mean of 2.61, 2.55, 2.84, 2.81, 2.65, 2.78, 2.67 on school administrators support teachers in carrying out their duties, teachers are carried along in decision making, teachers efforts are well appreciated, there is a healthy relationship among teachers, teachers' welfare are well taken care of, there is conducive environment for teaching and excellence is rewarded respectively. But disagree with mean of 2.33 on teachers feel sense of ownership of the system. Average mean of 2.66 shows that the extent positive incentivized climate influence teachers' productivity in mission secondary schools in Delta State, Nigeria was high.

Research Question 3: To what extent does a negatively incentivized climate influence teachers' productivity?

Table 3: mean and SD on extent does a negative incentivized climate influence teachers' productivity

S/N	Negatively incentivized climate that influence teachers' productivity	Mean	SD	Remark
1.	Teachers relationship with school administrator is fear driven	2.39	.79	Disagree
2.	Any error on the part of the teachers attract punishment	2.51	.73	Agree
3.	Teachers' job retention depends on the feeling of the administrator	2.23	.82	Disagree
4.	There is unhealthy competition among teachers	2.41	.88	Disagree

5.	Teachers' lateness or absenteeism attracts a fine	2.58	.75	Agree
6.	Teachers are not consulted in decision making	2.12	.84	Disagree
Average mean		2.37	.80	Low

Data in Table 3 reflects respondents' responses to negative incentive climate that influence teachers' productivity. It is on record that respondents agree on any error on the part of the teachers attract punishment, and teachers' lateness or absenteeism attracts a fine with mean of 2.51 and 2.58 respectively. However, they disagree on teachers relationship with school administrator is fear driven, teachers' job retention depends on the feeling of the administrator, there is unhealthy competition among teachers, and teachers are not consulted in decision making with mean of 2.39, 2.23, 2.41 and 2.12 respectively. Average mean of 2.37 shows that the extent negative incentivized climate influence teachers' productivity in mission secondary schools in Delta State, Nigeria was low.

Hypothesis 1: There is no significant relationship between positively incentivized climate and teachers' productivity.

Table 4: relationship between positively incentivized climate and teachers' productivity

		positively incentivized climate	Teachers productivity
Positively incentivized climate	Pearson Correlation	1	.731*
	Sig. (2-tailed)		.482
	N	537	537
Teachers productivity	Pearson Correlation	.731*	1
	Sig. (2-tailed)	.482	
	N	537	537

*. Correlation is significant at the 0.05 level (2-tailed).

According to Table 4 above, shows that the relationship between positively incentivized climate and teachers' productivity was $r=.731$ and significance $P=.482$. Therefore, the null hypothesis which states that there is no significant relationship between positively incentivized climate and teachers' productivity in mission secondary schools in Delta State, Nigeria was rejected. Thus, there is a significant relationship between positively incentivized climate and teachers' productivity in mission secondary schools in Delta State, Nigeria.

Hypothesis 2: There is no significant relationship between negatively incentivized climate and teachers' productivity in mission secondary schools in Delta State, Nigeria.

Table 5: relationship between negatively incentivized climate and teachers' productivity

		Negatively incentivized climate	Teachers productivity
Negatively incentivized	Pearson Correlation	1	.206

climate	Sig. (2-tailed)		.672
	N	537	537
Teachers productivity	Pearson Correlation	.206	1
	Sig. (2-tailed)	.672	
	N	537	537

According to Table 5 above, shows that the relationship between negatively incentivized climate and teachers' productivity was $r=.206$ and significance $P=.672$. Therefore, the null hypothesis which states that there is no significant relationship between negatively incentivized climate and teachers' productivity in mission secondary schools in Delta State, Nigeria was retained.

Discussion

Finding of this study revealed that positive incentives exist in mission secondary schools in Delta State. Finding also showed that respondents agreed on all the items listed on the positively incentivized climate that influence teachers' productivity except that teachers show sense of ownership of the system, which implies that positively incentivized climate exists in mission schools. Finding agrees with Marita (2012) who reported that school climate factors such as teaching-learning resources and inter-personal relationship create incentive for productivity. Finding also re-affirms Manla (2021) who asserted that collaboration among teachers and participation in decision making would incentivize strong morale and productivity. Findings also revealed that respondents disagree that negatively incentivized climate influence teachers' productivity except that any error on the part of the teachers attract punishment and teachers' lateness or absenteeism attracts a fine. Finding concurs with Palma (2012) who disclosed that eliminating negative inhibitors in school creates a climate that improves teachers' productivity Finding also revealed that positively incentivized school climate influence teachers' productivity positively in mission secondary schools in Delta State, Nigeria. Finding reiterates Alfandi & Alkahwneh (2014) who pointed out that incentives contribute to a school climate that encourages teachers to be highly productive. It departs from Okecha (2008) who reported that teachers' productivity in private secondary schools is a function of force and fear.

Conclusion

School climate is a very important factor for the overall productivity of teachers in mission secondary schools in Delta State. A positively incentivized school climate boosts teachers moral and their productivity. Therefore, administrators of mission schools have utilized the ambience the school climate create to push teachers to optimize their productiveness, while eliminating any inhibiting element that would tilt the climate to the negative.

Recommendations

From the findings of the study, these recommendations are proffered:

1. School administrators should endeavor to administer the schools in a way that creates a sense of ownership among teachers.

2. Punishment should not be the first form of correcting errors of teachers, measures that would help them learn from their errors should be initiated.
3. Teachers could be helped with a school organized transportation system or provide them with staff quarters within school premises to help check lateness and absenteeism.

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