

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

Abstract

This study examined incentivized 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 that the climate in mission secondary schools in Delta State is positively incentivized and that there is a positive relationship between the school climate in mission secondary schools and teachers' productivity. Based on the findings, it was recommended that teachers in mission secondary schools in Delta state should develop the sense of ownership of the school system and consider themselves as members of an institutional family with a common objectives to be achieved.

Keywords:Incentivized, 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 play a transitory role between basic education and tertiary education. It would be commendable 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 important promoters of sound secondary education in Nigeria with the formation of many schools 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 quality 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 relationships 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 **incentives** can include pay raise, bonuses, recognition for good performance, setting high standard of operation, providing adequate **materials** 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). **Incentives comprises those stimulants for good behaviour and performance which can be monetary reward, fair recognition for excellence, friendship in work environment and programs that encourage self- expression and development (Oluwalola, 2023; Makruf, Buchori & Suhendri, 2020).** 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 to 2012. 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) **contended** 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 by attaining 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 that high students' academic outcome. But it is assumed that mission secondary schools like most private secondary schools may not be able to attract the 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 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 incentives exist 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 namely, teachers of which information was collected from the representative sample 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 incentives exist in mission secondary schools?

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

S/N	Kind of incentives that exist 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 agreed that positive incentives exist with mean of 2.66 and disagreed that negative incentives exist with mean of 2.37. Conclusively, positive incentives 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 for positively incentivized climate that influence teachers' productivity. Respondents agreed 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 disagreed 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 negatively incentivized climate influence teachers' productivity

S/N	Negatively incentivized climate that influence teachers' productivity	Mean	SD	Remark
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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 **agreed** 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 **disagreed 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 climate	Pearson Correlation	1	.206
	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

Findings of this study revealed that positive incentives exist in mission secondary schools in Delta State with a moderately high mean = 2.66 and > 2.50 acceptable benchmark. This might be because respondents perceived that the climate in mission secondary schools present the basic incentives for their job performance. Finding also showed that respondents agreed average mean of 2.66 on all the items listed on the positively incentivized climate that influence teachers' productivity, except that teachers show sense of ownership of the system. This could be a perception problem on the part of some teachers who might just see their school as a place to get means of livelihood rather than an impactful community. Finding resonates with Oluwalola (2023), Makruf, et al (2020) and Marita (2012) position that school climate factors such as monetary rewards, teaching-learning resources, inter-personal relationship, friendships at school, fair recognition for excellence and providing opportunity for self-expression and development; create incentives for productivity. Finding also re-affirms Manla (2021) assertion 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. This administrative response could have been born out of the perception that some teachers willfully sabotage the system through dereliction of duty nonchalance towards time and schedules in school. 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 the stands that teachers' productivity in private secondary schools is a function of force and fear (Okecha, 2008 in Ubah, 2023).

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 creates 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. Teachers in mission secondary schools in Delta state should consider themselves as members of an institutional family with a common goal, and which requires their collaboration with other stakeholders to achieve set objectives. This will create a sense of ownership of the system among them.
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 should endeavor to be always present and punctual to school, and be seen to be efficient and effective in the discharge of their duties. This would eliminate any chances of punishment that could arise in that regard.

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