



## PRINCIPALS' PROVISION OF INCENTIVE FOR SECONDARY SCHOOLS' IMPROVEMENT IN OYO STATE

BY

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### **Abstract**

*This study ascertained the principals' provision of incentive for secondary schools' improvement in Oyo State. Two research questions guided the study and two null hypotheses were tested. The descriptive survey research design was adopted for the study. The population of the study was 8,701 which comprised 969 principals and 7,732 teachers in public secondary school principals in Oyo State. Proportionate Stratified sampling technique was used to draw 871 respondents made up of 97 principals and 774 teachers. Two versions of a 19 item researchers' developed instrument titled "Principals' Incentive Practices for Schools' Improvement Questionnaire (PIPSIQI)" and "Principals' Incentives Practices for Schools Improvement Questionnaire (PIPSIQII)" were used for data collection. Mean rates and standard deviation were used to answer the research questions, while t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed among others that principals and teachers agreed that involving staff in decision making process to enhance their commitment in implementing the instructional programme, prompt attention to teachers on-the-job problems, praising teachers for excellent performance, assigning responsibility with commensurate authority to give teachers opportunity to demonstrate their skills and maintaining mutual relationship among others are teachers' incentive practices provided by secondary school principals in Oyo State. Based on the findings, it was recommended among others that there is need for State Ministry of Education to regularly organize interactive workshops that include both principals and teachers for working out modalities for improvement on provision of incentives for teachers. Conclusions were drawn and other recommendations were made.*

**Keywords:** principals, incentive practices, school improvement, secondary school

## Introduction

Provision of incentives is one of the practices principals' engages in to encourage teachers and students in teaching and learning process in secondary schools. Incentive is the use of any strategy or factor to incite greater effort towards the attainment of pre-determined goals and objectives of the school. Incentives are used by organizations in order to reach certain goals, encourage a certain behavior and team-spirit for collective high performance (Atambo, Kabare, Munene & Mayogi, 2013). Effective school leaders also provide incentives for teachers and students to improve the quality of teaching and learning activities in school (Mehmet & Yan, 2017). Students will perform better when they are handled by the teachers who are well motivated in terms of incentives and remuneration.

The morale of a teacher is a fragile thing, because the value of a nation's education is premised on the quality of teachers, therefore, it needs a lot of attention by school administrators and the society at large (Akinfolarin, 2017). Principals' provision of merit award, bonuses, in-service training, equipping of staff offices and recognition of outstanding staff could encourage teachers' regularity and punctuality in school, preparation of their lessons, attending classes as scheduled and effective delivery of their classroom instructions. Similarly, Ashraf and Mohammad (2014) pointed out that stability of work, participating in decision-making, commitment, pertinence, recommendation for promotion and appreciating employees (teachers) by thanking them are forms of moral incentives. Principals' appreciation and thanking speeches directed to outstanding teachers during staff meetings serve as incentives for higher performance in classroom instruction delivery. It is a well-known fact that a well-motivated teacher, who is provided with working incentives, good working conditions and adequate remuneration, is bound to be dedicated to his teaching so as to bring about the needed learning on the part of students (Money, cited in Imo, 2013). However, experienced and newly recruited teachers require on-the-job training to improve on their performance. Training in form of in-service educational programmes, seminars, workshops and teachers' group discussion among others, serves as incentives to teachers. Similar to this, Bello and Adebajo (2014) asserted that training contributes not only to the effectiveness of the attainment of organizational goals but also serves as a potent instrument of motivating people and influencing behaviour in an organization. Also in support, Ezeani and Oladele (2013) pointed out that training could provide a number of benefits to teachers. These benefits include updating teachers on changes in the field of education, improving their classroom management and teaching skills, enhancing their positive attitude to work as well as motivating them for better performance for school improvement. They maintained that teachers in Oyo State seem to be disgruntled due to the low level of incentives in the State. This seems to limit their dedication and commitment to instruction delivery. The teachers' unwholesome attitude towards teaching seems to have condensed the students' incentives to learn.

Provision of incentives to students is very essential in the teaching and learning process. Provision of incentives to students is concerned with creating conducive learning environment. However, students' incentives could be tangible or intangible. They may be verbal (praise) or a present in form of gift (Anyafulude, 2009). Tangible incentives can be in monetary form or gift items or awards for outstanding performance, while intangible incentives entails acknowledging students performance by praising them in public, and elevating them to the post of school prefects among others. Incentives make teaching and learning experience more enjoyable thereby encouraging students to study harder. School managers must identify the appropriate form of incentives that will best motivate teachers and students for instructional improvement. Similarly, Bello and Adebajo (2014) pointed out that in a school system, it is necessary for the administrators to develop the most suitable incentives and good reward system which could be financial and non-financial. Students have been known to meet the teacher's challenges or expectation and produce excellent work just because they expect adult's (principal's) praise or incentives (Ilegbusi, 2013). Applauding outstanding students during school assembly is one of the powerful incentives which are the gate-ways for better performance.

Principals' award or gifts to outstanding students during instructional supervision encourage better performance. Award or gifts may be simple like sweets, stickers on paper or any gift (Asifa & Kamal, 2013). Students' feeling of being rewarded for outstanding academic performance increases their motivation and zeal for better performance. These awards or gifts are to inculcate in students positive behaviour or attitudes towards learning which will contribute to attainment of educational goals and objectives. To support this, (Ilegbusi, 2013) stated that incentive practices provide direct and short-term reward for students' achievement and their efforts and increase students' extrinsic motivation to learn in such a way as to achieve the objectives of the school. Also, arrangement of field trips by the principals could serve as incentives to students and this is likely to increase their interest in teaching and learning process. Field trips expose students to first-hand information and make learning interesting and memorable to students. To renew the interest of students in learning, field trip is very necessary (Asifa & Kamal, 2013). Provision of incentives for students is aimed at satisfying their needs in order to stimulate and motivate them to perform effectively. Abass and Khushid (2013) asserted that in the teaching-learning process, with the help of motivation, principals can maintain, control and arouse the interest of the learner. Praise is one of the incentive practices that could arouse students' interest and regulate their behaviours in order to be committed to learning for attainment of school goals. More importantly, principals could praise the students by using the expression of words such as well done, keep it up, and excellent among others to motivate the students towards school improvement.

School improvement is about enhancing students' achievement through focusing on teaching-learning and the conditions which support it (Ashiq, Naseer & Nasarullah, 2014). Principals should often maintain focus on practices that could help facilitate effective teaching and learning process to ensure instructional improvement which according to Akinfolarin and

Rufai (2017) is the act of making progress in instruction delivery for better academic achievement. School improvement is concerned with strengthening learning and other related conditions toward bringing about higher students' performance (Nnebedum & Egboka, 2017). In the context of this study, school improvement involves the provision of management practices, good leadership, creating enabling environment and motivating teachers and students for better academic achievement. School improvement is about experiencing a progressive change in teaching and learning process leading to better academic performance of students. Several input factors such as teachers' and students' incentive practices, quality assurance strategies, availability of resources, good leadership and other management practices are the ingredients of school improvement. School leaders must provide the necessary resources and incentives to enhance effective teaching and learning in order to ensure school improvement.

### **Statement of the Problem**

Personal observation of the researchers revealed the cases of inadequate coverage of scheme of work, teachers' persistent lateness, missing of their lessons, absenteeism and truancy among students in secondary schools in Oyo State. Secondary school students in Oyo State seem to perform below the expectations of stakeholders. To support this, Fehintola (2015) pointed out that students' outcomes in West African Senior School Certificate Examination and National Examination Council in Oyo State do not match the government and parental investment expectations. This problem may result from principals' poor provision of incentives to increase teachers' and students' commitments for school improvement. It is based on the above problem that the study aimed at determining the adequacy of principals' provision of Teachers' and Students' incentives for secondary schools' improvement in Oyo State.

### **Purpose of the Study**

The main purpose of this study is to determine the adequacy of principals' provision of incentives for secondary schools' improvement in Oyo State.

Specifically, this study sought to analyze the:

1. Principals' provision of teachers' incentives for secondary schools' improvement in Oyo State.
2. Principals' provision of students' incentives for secondary schools' improvement in Oyo State.

### **Research Questions**

The following research questions guided the study.

1. What are the teachers' incentives provided by the principals' for secondary schools improvement in Oyo State?

2. What are the students' incentives provided by the principals' for secondary schools improvement in Oyo State?

### **Hypotheses**

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of principals and teachers on principals' provision of teachers' incentives for secondary schools improvement in Oyo State.
2. There is no significant difference in the mean ratings of principals and teachers on principals' provision of students' incentives for secondary schools improvement in Oyo State.

### **Method**

The study adopted a descriptive survey design. The area of the study is Oyo State. The population of the study comprised 8701 respondents made up of 969 principals and 7,732 teachers in public secondary schools in Oyo State. The sample of this study was 871 respondents which comprised 97 principals and 774 teachers. The sample was composed using proportionate stratified sampling techniques. Two versions of the researchers' developed instruments titled "Principals' Incentive Practices for Schools' Improvement Questionnaire (PIPSIQI)" and "Principals' Incentives Practices for Schools' Improvement Questionnaire (PIPSIQII)" were used for data collection. The 19-item instrument was structured on a four rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The face validation of the instrument was established by three experts, two in the Department of Educational Management and Policy and one in the Department of Educational Foundations (Measurement and Evaluation Unit), Faculty of Education, Nnamdi Azikiwe University. The cronbach alpha was used to determine the reliability of the instrument. This yielded high reliability coefficient values of 0.85 and 0.80 for parts I and II of PIPSIQI respectively and coefficient values of 0.71, and 0.79 were obtained for parts I and II of PIPSIQII respectively. The researchers with the help of seven research assistants who are secondary school teachers in Oyo State, collected data for this study. The research assistants were briefed on how to approach the respondents. The researchers and the research assistants visited respondents in their respective schools to collect the data. Mean and standard deviation were used in answering the research questions. The mean responses were adjudged on the premise that any mean score of 2.50 or above is taken to indicate agreement while any mean score that falls below 2.50 is taken as disagreement. t-test was used in testing the four null hypotheses. In testing the null hypotheses, if t-calculated is equal to or greater than t-critical at 0.05 level of significance, the null hypothesis is rejected, but if otherwise, is not rejected.

## Results

### Research Question 1: What are the teachers' incentives provided by the principals' for secondary schools improvement in Oyo State?

**Table 1:** Mean scores and standard deviation ratings of principals and teachers on principals' provision of teachers' incentives practices for school improvement

S/ N	ITEMS	PRINCIPALS (N = 93)			Teachers (N =736)			TOTAL (N = 829)		
		Mean	SD	Remark	Mean	SD	Remark	Mean	SD	Remark
1	Involving staff in decision- making process to enhance their commitment in implementing the instructional programme	2.71	1.12	Agree	2.54	1.11	Agree	2.56	1.11	Agree
2	Providing instructional materials to enhance instruction delivery	2.71	1.12	Agree	2.36	1.09	Disagree	2.40	1.11	Disagree
3	Recommending teachers for promotion to ignite them for greater instruction delivery	2.25	1.01	Disagree	2.35	1.13	Disagree	2.34	1.12	Disagree
4	Prompt attention to teachers on-the-job problems so as to serve as a morale booster to their instruction delivery	2.88	1.12	Agree	2.56	1.13	Agree	2.60	1.13	Agree
5	Praising teachers for excellent performance to trigger higher instruction performance	3.44	.67	Agree	2.86	1.02	Agree	2.93	1.01	Agree
6	Providing bonuses for teachers so as to influence their commitment to their instructional roles	2.45	1.10	Disagree	2.17	1.15	Disagree	2.20	1.15	Disagree
7	Issuing end-of-the-year award to high performing staff to stimulate more outstanding instructional performance	2.18	1.11	Disagree	2.44	1.11	Disagree	2.41	1.12	Disagree
8	Assigning responsibility with commensurate authority to give teachers opportunity to demonstrate their skills for school effectiveness	2.83	1.14	Agree	2.56	1.10	Agree	2.59	1.11	Agree
9	Equipping teachers' offices to boost their devotion to their instructional tasks	2.51	1.15	Agree	2.31	1.06	Disagree	2.33	1.07	Disagree
10	Maintaining mutual relationship with teachers to create an atmosphere of confidence in performance of their instructional roles	3.25	.88	Agree	2.73	1.13	Agree	2.79	1.12	Agree
11	Regularly communicating with teachers to keep them abreast of and improve their commitment to instruction delivery.	3.06	.99	Agree	2.57	1.12	Agree	2.63	1.12	Agree
	<b>Mean of Means'</b>	<b>2.75</b>	<b>1.04</b>	<b>Agree</b>	<b>2.50</b>	<b>1.10</b>	<b>Agree</b>	<b>2.53</b>	<b>1.11</b>	<b>Agree</b>

The result of data analysis presented on Table 1 reveals that both principals and teachers agreed on principals' provision of teachers' incentives for items 1, 2, 5, 8, 10, and 11. This is shown by mean ratings of the items that fall above 2.50 for both principals and teachers. However, the mean responses of both principals and teachers indicated disagreement on principals' provision of teachers' incentives practices for items 3, 6, and 7 as their mean ratings fall below 2.50. While the mean responses of principals' indicated agreement on principals' provision of items 20 and 27 that of teachers revealed disagreement on principals' provision of the items.

Generally, the mean of means' value of 2.75 for principals and 2.50 for teachers respectively fall above 2.50 indicating agreement on principals' provision of most of the teachers' incentives for school improvement in Oyo State. This implies that both principals and teachers agreed that involving staff in decision-making process to enhance their commitment in implementing the instructional programme, prompt attention to teachers on-the-job problems so as to serve as a morale booster to their instructional delivery, praising teachers for excellent performance to trigger higher instructional performance, assigning responsibility with commensurate authority to give teachers opportunity to demonstrate their skills for school improvement and maintaining mutual relationship with teachers to create an atmosphere of confidence in performance of their instructional roles among others are teachers' incentive practices provided by secondary school principals in Oyo State. The pooled standard deviation scores for principals and teachers which stand at 1.04 and 1.10 respectively indicate that their responses are close to the mean scores and thus their responses were a little bit clustered.

### **Research Question 2: What are the students' incentives provided by the principals' for secondary schools improvement in Oyo State?**

**Table 2:** Mean scores and standard deviation ratings of principals and teachers on principals' provision of incentives practices for students for school improvement

S/n	Items	Principals (n = 93)			Teachers (n = 736)			Total (n = 829)		
		Mean	SD	Remark	Mean	SD	Remark	Mean	SD	Remark
12	Applauding outstanding students during school assembly for higher academic performance	2.94	1.08	Agree	2.47	1.13	Disagree	2.52	1.13	Agree
13	Providing gift items for outstanding students during instructional supervision so as to encourage hard work	2.18	1.12	Disagree	2.10	1.00	Disagree	2.11	1.02	Disagree
14	Providing counseling services for students to enhance their interest	2.41	1.10	Disagree	2.48	1.08	Disagree	2.47	1.09	Disagree

in teaching and learning

15	Providing adequate furniture in the classroom to create conducive environment for effective teaching and learning	2.11	.98	Disagree	2.45	1.25	Disagree	2.41	1.23	Disagree
16	Equipping the school library with relevant books to facilitate academic activities	2.66	1.17	Agree	2.49	1.11	Disagree	2.51	1.11	Agree
17	Regularly meeting with students to discuss their academic problems for possible improvement	2.31	1.12	Disagree	2.44	1.12	Disagree	2.42	1.12	Disagree
18	Praising outstanding students during classroom instructional supervision to encourage their commitment to teaching-learning process	2.38	.72	Disagree	2.63	1.10	Agree	2.71	1.09	Agree
19	Issuing award to high performing students on the school-prize giving day to stimulate more outstanding performance.	2.46	1.05	Disagree	2.46	1.11	Disagree	2.45	1.11	Disagree
	<b>Mean of Means'</b>	<b>2.43</b>	<b>1.04</b>	<b>Disagree</b>	<b>2.44</b>	<b>1.12</b>	<b>Disagree</b>	<b>2.45</b>	<b>1.11</b>	<b>Disagree</b>

The results presented on Table 2 reveals that while the mean ratings of principals' indicated agreement on principals' provision of students' incentives practices for items 12 and 16 that of teachers revealed disagreement on principals' provision of the items. On the other hand, while the mean ratings of principals' indicated disagreement on principals' provision of students' incentives practices for item 18, that of teachers revealed agreement on principals' provision of the item. However, the mean responses of both principals and teachers indicated disagreement on principals' provision of students' incentives practices for items 13, 14, 15, 16 and 17 as their mean ratings fall below 2.50.

Generally, the mean of means' value of 2.43 for principals and 2.44 for teachers respectively fall below 2.50 indicating disagreement on principals' provision of most of the students' incentives practices for school improvement in Oyo State. This implies that both principals and teachers disagreed that providing gift items for outstanding students during instructional supervision so as to encourage hard work, providing of counseling services for students to enhance their interest in teaching and learning, regularly meeting with students to discuss their instructional problems for possible improvement and equipping the school library with relevant books to facilitate academic activities among others are students incentives



practices being applied by the principals. The pooled standard deviation scores for principals and teachers which stand at 1.04 and 1.12 respectively indicate their responses are close to the mean scores and thus their responses were little clustered.

### Testing the Null Hypotheses

Ho<sub>1</sub>: There is no significant difference in the mean ratings of principals and teachers on principals' provision of teachers' incentives practices for secondary schools improvement in Oyo State.

*Table 3: t-test of the mean rating of principals and teachers on principals' provision of teachers' incentives practices for secondary schools improvement in Oyo State.*

Variables	N	$\bar{X}$	SD	t-cal.	t-crit.	df	$\alpha$	Decision
Principals	93	2.75	1.04	2.12	1.96	827	0.05	Significant
Teachers	736	2.50	1.10					

From table 3, the t-calculated value of 2.12 is greater than t-critical value of 1.96 at 0.05 level of significance and 827 degree of freedom. Thus, the null hypothesis is significant. Therefore, there is significant difference in the mean rating of principals and teachers on principals' provision of teachers' incentives practices for secondary schools improvement in Oyo State.

Ho<sub>2</sub>: There is no significant difference in the mean rating of principals and teachers on principals' provision of students' incentives practices for secondary schools improvement in Oyo State.

*Table 4: t-test of the mean rating of principals and teachers on principals' provision of students' incentives for secondary schools' improvement in Oyo State.*

Variables	N	$\bar{X}$	SD	t-cal.	t-crit.	df	$\alpha$	Decision
Principals	93	2.43	1.04	0.08	1.96	827	0.05	Not Significant
Teachers	736	2.44	1.12					

From table 4, the t-calculated value of 0.08 is less than t-critical value of 1.96 at 0.05 level of significance and 827 degree of freedom. Thus, the null hypothesis is not significant. Therefore, there is no significant difference in the mean rating of principals and teachers on principals' provision of students' incentives practices for secondary school improvement in Oyo State.

### Discussion of Findings

Principals and teachers agreed that involving staff in decision- making process to enhance their commitment in implementing the instructional programme, prompt attention to teachers on-

the-job problems, praising teachers for excellent performance, assigning responsibility with commensurate authority to give teachers opportunity to demonstrate their skills and maintaining mutual relationship among others are teachers' incentive practices done by secondary school principals in Oyo State. This is contrary to the finding of Ahmed (2016) which revealed that providing incentives for teachers was significantly lowly performed. This contradiction could be attributed to location difference.

There is significant difference in the mean rating of principals and teachers on principals' provision of teachers' incentives for secondary schools' effectiveness in Oyo State. This finding supports an earlier report by Onuma (2016) which revealed that there was no significant difference in the mean ratings of principals and teachers in management support practices for teachers' incentives (motivation).

Principals and teachers disagreed that providing gift items for outstanding students during instructional supervision so as to encourage hard work, providing of counseling services for students to enhance their interest in teaching and learning, regularly meeting with students to discuss their academic problems for possible improvement and equipping the school library with relevant books to facilitate academic activities among others are students' incentives practices being done by the principals. This is in agreement with the finding of Ahmed (2016) which revealed that providing incentive for students was significantly lowly performed.

There is no significant difference in the mean rating of principals and teachers on principals' provision of students' incentives practices for secondary schools improvement in Oyo State. This is contrary to that of Hayat (2015) which revealed that there was significant difference in the mean ratings of principals and teachers on principals' provision of incentives for learning.

## **Conclusion**

The following conclusions were drawn based on findings of the study:

1. That principals' provide incentives for teachers for school improvement as both principals and teachers hold same view.
2. There was significant difference in the mean rating of principals and teachers on principals' provision of teachers' incentives practices for secondary schools improvement in secondary schools in Oyo State.
3. That principals' provision of students' incentives is inadequate.
4. That there was no significant difference in the mean rating of principals and teachers on principals' provision of students' incentives for secondary schools' improvement in Oyo State.

## Recommendations

Based on the findings of this study, the following recommendations were made:

1. There is need for state Ministry of Education to regularly organize interactive workshops that include both principals and teachers for working out modalities for improvement on provision of incentives for teachers.
2. The school principals should endeavor to provide counseling services for students, meet regularly with students to discuss their academic problems, issue awards and gift items to outstanding students in order to stimulate their interest in learning and this may consequently improve their academic performance.

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