

**Teachers' Reward Systems and Professional Qualifications as Determinants of
Teachers' Productivity in Senior Secondary Schools in Abeokuta Metropolis, Ogun
State**

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Certification

This is to certify that this thesis titled **‘Teachers’ Reward Systems and Professional Qualifications as Determinants of Teachers' Productivity in Senior Secondary Schools in Abeokuta Metropolis, Ogun State’** was carried out by **Mercy Oreoluwa ODUYALE** with matriculation number **LCU/PG/005180** in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan.

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Dedication

This research work is dedicated to the Almighty God, the giver of life and wisdom.

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Even though the above-mentioned persons have assisted in the process of this research work, I alone stand responsible for the errors, if any, found in the work.

Abstract

Teachers play a key role in delivering quality education. However, recent evidence suggests a decline in teachers' productivity in Abeokuta, Metropolis, Ogun State, prompting investigations into the factors influencing teachers' productivity. While previous studies have examined the influence of teacher reward systems and professional qualifications on teachers' productivity separately, limited research has explored their combined effect. A descriptive survey research design was employed. The population for the study comprised 1,370 teachers and 35 principals of public senior secondary schools in Abeokuta Metropolis, Ogun State. Using a multi-stage sampling procedure, quantitative data were collected from 398 teachers using the TRSPQSSS ($\alpha = 0.829$) and from 20 principals using the TPSSS. Frequency counts, mean, and inferential statistics of multiple regression were employed to answer the research questions and test the hypotheses at a 0.05 level of significance. The results revealed that both teachers' productivity ($\bar{x} = 3.28$) and the level of professional qualifications ($\bar{x} = 3.28$) were high. However, the adequacy of teachers' reward systems was moderate, with an overall weighted mean of 2.64. Multiple regression analysis indicated no significant combined influence of teachers' reward systems and professional qualifications on teachers' productivity ($R = 0.175$, $R^2 = 0.031$; $F_{(2,17)} = 0.269$; $p > 0.05$). Individually, teachers' reward systems did not significantly influence teachers' job productivity ($\beta = -0.055$, $t = -0.211$, $p = 0.835$). Professional qualifications also showed no significant influence ($\beta = 0.145$, $t = 0.555$, $p = 0.586$). In conclusion, while senior secondary school teachers in Abeokuta Metropolis exhibit high productivity levels, reward systems and professional qualifications do not appear to effectively drive their productivity. Based on these findings, it was recommended among others that the government and key education stakeholders review and enhance teachers' reward systems and professional qualification standards to further increase teachers' productivity.

Keywords: Teachers' Reward Systems, Professional Qualifications, Teachers' Productivity, Intrinsic Rewards, Extrinsic Rewards

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