

Chapter One

Introduction

1.1 Background to the Study

A teacher is a professional dedicated to providing education to pupils and students. More specifically, a teacher serves as a facilitator of learning, guiding interactions with students to foster meaningful changes in their behaviour and understanding. Teachers have long been seen as noble figures and regarded as parents to students. Since students spend a significant amount of time under their guidance at school, teachers play a crucial role in shaping their character and influencing their development¹. A teacher is a skilled professional who possesses three essential areas of knowledge: what to teach, how to teach and who to teach. Knowing what to teach means that the teacher has a thorough understanding of the subject matter while understanding how to teach involves the mastery and usage of appropriate and effective teaching techniques. In addition, the knowledge of who to teach implies that the teacher is aware of who the learners are and thus tailors the instruction to suit different learning styles and needs². This well-rounded knowledge allows teachers to accurately deliver the right elements of education that meets the specific needs of their students.

A teacher is a certified and professionally trained individual skilled in teaching methodologies and learning theories. The teacher is responsible for imparting knowledge, implementing the curriculum, engaging with both students and parents, coordinating extracurricular programmes, and offering guidance on educational matters³. This means that a teacher plays a multifaceted role beyond just delivering lessons. They are responsible for shaping students' experiences and supporting the overall growth of

students. A teacher is an individual recognized by society and educational authorities as qualified to educate and guide students. They fulfill the social objectives of education by equipping students with both theoretical knowledge and practical skills⁴.

Teachers play a vital role in the education sector. It is widely believed that no nation can exceed the quality of its teachers. For an educational system to reach its intended goals and objectives, it is crucial to consider the productivity of its teachers. A decline in teachers' productivity can impact educational standards both in the short and long term. Teachers have a great influence on students, who often look up to them for guidance and support⁵. Teachers play a pivotal role as they interact directly with students throughout the educational process in schools. As a result, their productivity serves as the key factor in determining the overall success of a school⁶. Being a teacher is both challenging and demanding, requiring a wide range of responsibilities. Given these significant responsibilities, the productivity of the teachers is a matter of priority to scholars and educational stakeholders all over the world.

Measuring the productivity of workers is important for decision making both in public policy and private-sector. Due to the lack of a general measure that captures workers' productivity across different sectors, most professions have one or more criteria for assessing the level of workers' productivity. These measures, commonly referred to as "key performance indicators" (KPIs), are frequently used by organizations for internal evaluation and monitoring. When evaluating workers' productivity using these measures, certain key principles should be met. First, the measures should be objective rather than based on subjective assessments. Second, productivity measures should be specific to individual workers rather than being aggregated at the team or organizational level. Third, tasks and performance metrics should remain consistent across different employees and

time periods to ensure fairness. Lastly, workers should have enough control over their outcomes, allowing them to influence their productivity through their own efforts. However, identifying suitable measures for evaluating productivity for a profession like teaching that has multiple aspects of performance can be challenging. Two widely used dimensions are the quality of work completed and the speed at which it is done (quantity)⁷. According to a scholar, there are three groups of personnel that influence educational success – the teachers, the learners and educational administrators or authorities. Among these three, teachers appear to be the chief determinant of educational attainment. Thus, to achieve a high level of productivity, efforts should focus on ensuring teachers feel secure, are retained, continuously developed, and well-supported⁸.

Teachers' productivity encompasses the level, approach, process, and dedication they apply to their work. This includes their effectiveness in following the timetable, lesson planning, utilizing textbooks, instructional delivery, commitment to responsibilities, involvement in extracurricular activities, supervision, managing the classroom and maintaining student discipline, conducting continuous assessments, providing performance feedback, motivating students and overall morale^{9 10}. Without all of these aforementioned indicators, it can be inferred that it will be a difficult task to measure how high or low the level of a teacher's productivity is within a period of time. However, this study focuses on indicators such as lesson planning and delivery, student engagement, assessment practices and student performance. School productivity is largely influenced by individual teacher productivity, although it is not merely the sum of each teacher's productivity¹¹. Therefore, to enhance overall school productivity, it is essential to focus seriously on the productivity of teachers and investigate factors that determine their level of productivity of which reward system is inclusive.

Reward system is an important motivational element in human resources. A reward system encompasses all the monetary and non-monetary compensation given by an organization to its employees in exchange for their services. Since the primary goal of any organization is to reach its intended goals and objectives, reward systems for teachers is viewed as a key strategy in the educational setting aimed at enhancing productivity¹². Various researchers have extensively investigated and written about how reward systems can serve as a basis and guide for enhancing the productivity of employees in the workplace. It is essential for employers to ensure that teachers carry out their responsibilities to the best of their capabilities. Consequently, school leaders and administrators must understand the various types of rewards that contribute to teachers' productivity, enabling them to implement these incentives effectively¹³.

The various types of rewards are often classified into two, namely extrinsic rewards and intrinsic rewards. Extrinsic rewards are tangible benefits given to employees as a result of their work performance, including salary, promotions, cash bonuses, and similar incentives. These rewards are not a part of the job itself but are derived from external factors. On the other hand, intrinsic rewards come from within the work experience; they arise when an employee feels a sense of accomplishment from their performance. Ultimately, intrinsic rewards fulfill employees on a personal level¹². Rewards make employees who have used their intellectual property for the benefit of the organization feel recognized and respected for the contributions they have made. This means that despite the fact that employees cannot seek recognition for their intellectual contributions, organizations have an obligation to acknowledge such extraordinary efforts¹⁴. From this point of view, fair and effective reward systems are necessary for any institution including schools who are looking to achieve increased productivity.

An effective reward system attracts teachers to join the institution but also encourages them to be dedicated to their work to enhance high levels of productivity. Consequently, well-structured reward systems promote teachers' commitment to their responsibilities and their willingness to work, which significantly boosts overall productivity¹². Experts have noted that teachers who are adequately rewarded are more committed and help create positive learning environments that improve student outcomes. Additionally, teachers who are properly rewarded tend to perform better, show a strong passion for teaching, express positive views about their profession, exhibit a higher level of productivity, and are more approachable and open-minded¹⁵.

This implies that the absence of adequate reward systems for teachers can lead to a situation of decreased motivation where teachers feel undervalued, may struggle to maintain enthusiasm for their work, resulting in less effective teaching and reduced productivity. This breeds a less supportive learning environment which ultimately affects the overall quality of education. The significance of the reward systems to teachers' productivity is vital to the long-term growth and sustainable development of any educational system worldwide.

It is widely believed that every teacher seeks appreciation, recognition, and job satisfaction in their work. Every teacher hopes to be acknowledged and rewarded for the efforts and contributions toward the school's productivity. When these needs are unmet, frustration and dissatisfaction may arise, ultimately leading to a decline in productivity. Therefore, it is essential to explore the factors that can impact teachers' productivity¹⁶. Reward Systems establish a foundation for fairness and equity among teachers, creating a motivating work environment and enhancing teachers' productivity. They also fulfill both intrinsic and extrinsic needs of teachers. A reward system is an essential tool used

by school administrators as it recognizes their value and encourages them to perform well. An appropriate compensation plan, which includes benefits and bonuses, fosters teachers' commitment to their work and enhances their sense of fulfillment when the school achieves success¹⁷.

The educational process cannot function properly without the teacher, and likewise, a teacher's effectiveness and productivity depends on possessing specific qualities. In other words, certain professional qualifications are essential in fostering students' interest and ensuring successful learning¹. The most important factor in improving the overall quality of education is by employing seasoned, experienced and qualified teachers in all schools, especially in secondary schools. Professional qualifications such as formal education, professional certification, status, years of experience and degree in area of specialization play a highly important on the productivity of teachers in secondary schools¹⁸.

A research noted that the teaching profession is losing its prestige because of non-professional and qualified teachers in the field. This has led to a lack of enthusiasm and passion in recent times in the teaching profession resulting in a low level of productivity among teachers. In several parts of the country, many teachers lack the zeal needed to stay productive on their jobs because they feel that they are not properly rewarded financially. As a result, they often turn to alternative sources of income, which divides their focus and affects their ability to give undivided attention to the teaching and learning process. Consequently, this will lead to a negative impact of low level of productivity¹⁹. Professional qualifications play a central role and can serve as determinants of productivity of teachers. Another study regards professional qualifications as all the knowledge and skills required by the teaching profession for meeting the learning needs of students, developing a high-level commitment to the teaching profession, and having

an adequate level of autonomy in the decision-making process²⁰. Professional qualifications pertain to the formal education and training undergone by teachers to acquire the necessary attitudes, skills, and knowledge essential for effective practice by societal needs. Regarded as an essential prerequisite for job proficiency, professional qualifications involve gaining the foundational knowledge, skills, competence, and creativity that is crucial for delivering high-quality instruction. The certification status and academic degrees held by teachers in their respective fields are significant factors that are closely associated with students' performance which is one of the major indicators of teachers' productivity²¹.

To enhance the performance of any school system, the professional qualifications of teachers and productivity are essential, as they serve as key drivers of change within the society they operate. Professional qualifications are crucial determinants of teachers' productivity and play a central role in shaping it. Furthermore, students' academic success relies on the productivity and dedication of their teachers²⁰. This means that teachers' education, skills and competencies significantly impact their productivity, which in turn influences students' academic performance. Teachers with higher professional qualifications often possess a broader range of experiences that enhance their approach to teaching and learning. They tend to be more receptive to feedback, less authoritarian in the classroom, and more adaptable in their instructional methods. Additionally, their deeper understanding of the subject matter and greater awareness of students' needs allow them to build stronger connections with learners. This in turn, enables students to benefit from their teachers' expertise in shaping their perspectives and understanding of the world²².

Numerous factors have been identified as contributing to the low level of productivity of teachers. These include delayed or irregular payment of salaries and allowances, inadequate remuneration, poor working conditions, limited subject mastery, educational qualifications, age, opportunities for promotion and career advancement, teaching experience, lack of instructional materials among others²³. This study aims to thoroughly investigate how teachers' reward systems and professional qualifications determine teachers' productivity in senior secondary schools in Abeokuta Metropolis, Ogun State.

1.2 Statement of the Problem

The productivity of teachers in senior secondary schools in Abeokuta Metropolis of Ogun State seems to be a persistent concern for stakeholders in the education sector. This is because teachers play a fundamental role in the attainment of educational goals and national development. However, there is growing concern about the declining productivity of teachers and its subsequent impact on students' academic performance in public secondary schools across Abeokuta Metropolis, Ogun State. Studies have highlighted issues such as teacher demotivation, inconsistent instructional delivery, poor classroom engagement, and lack of innovation in teaching strategies¹². These issues are largely attributed to poor reward systems and insufficient professional qualifications.

In many public schools, reward structures such as promotions, recognition, allowances are either irregular or non-existent. At the same time, a significant number of teachers lack up-to-date professional qualifications, which impairs their productivity and effectiveness in delivering modern curricula²⁴. Teachers with higher professional qualifications are believed to have better pedagogical skills, content knowledge, and classroom management abilities²². However, teachers with higher professional qualifications who are assumed to be more competent still perform below expectations,

suggesting that rewards systems and professional qualifications must be examined together.

Despite the importance of these factors, empirical research focusing on the influence of teachers' reward systems and professional qualifications on teachers' productivity in Abeokuta is limited. Most studies address these variables in isolation or in different geopolitical zones. Hence, this study aims to address this gap by investigating the level to which teachers' reward systems and professional qualifications jointly determine the productivity of secondary school teachers in Abeokuta Metropolis, Ogun State.

1.3 Aims and Objectives of the Study

The aim of this study is to investigate the level to which teachers' reward systems and professional qualifications determine teachers' productivity in senior secondary schools in Abeokuta Metropolis, Ogun State. The objectives were to:

- i. determine the level of productivity of senior secondary school teachers in Abeokuta Metropolis, Ogun State.
- ii. determine the level of adequacy of the various types of reward systems implemented for senior secondary school teachers in Abeokuta Metropolis, Ogun State.
- iii. examine the level of professional qualifications in senior secondary schools in Abeokuta Metropolis, Ogun State.

- iv. examine the combined influence of teachers' reward systems and professional qualifications on the productivity of senior secondary school teachers in Abeokuta Metropolis, Ogun State.
- v. examine the relative influence of teachers' reward systems and professional qualifications on the productivity of senior secondary school teachers in Abeokuta Metropolis, Ogun State.

1.4 Research Questions

The following research questions are raised to guide this study:

1. What is the level of productivity among teachers in senior secondary schools in Abeokuta Metropolis, Ogun State?
2. What is the level of adequacy of teachers' reward systems in senior secondary schools in Abeokuta Metropolis, Ogun State?
3. What is the level of professional qualifications in senior secondary schools in Abeokuta Metropolis, Ogun State?

1.5 Hypotheses

The following hypotheses will be tested at $p < 0.05$ significance level:

H₀₁: There will be no significant combined influence of teachers' reward systems and professional qualifications on teachers' productivity in senior secondary schools in Abeokuta Metropolis, Ogun State.

H₀₂: There will be no significant relative influence of teachers' reward systems and professional qualifications on teachers' productivity in senior secondary schools in Abeokuta Metropolis, Ogun State.

1.6 Significance of the Study

The findings of this study will contribute to the existing body of knowledge and provide empirical evidence on the relationship between teachers' reward systems, professional qualifications, and teachers' productivity in senior secondary schools in Abeokuta Metropolis, Ogun State and by extension, Nigeria. This evidence can be used to inform policy and practice at the local, state, and national levels.

This study could be useful to different stakeholders in education such as teachers, school administrators and policy makers by identifying and providing information about the various teacher reward systems and professional qualifications with the aim of exposing the level to which it determines the productivity of teachers.

Secondary school teachers in Abeokuta, Ogun State are the main beneficiaries of this study. By understanding how the teachers' reward systems and professional qualifications influence teachers' productivity, they can gain deeper insights into the factors shaping their professional experiences and well-being. This awareness can empower them to push for better reward systems and seek opportunities to improve their professional qualifications within their schools.

School administrators such as principals, heads of departments and school board members may also benefit from this study. Since they play a pivotal role in creating conducive work environments, understanding the role of teachers' reward systems and professional qualifications in determining teachers' productivity can help school administrators make

informed decisions. This research will equip them with data-driven evidence to optimize the deployment of resources, develop effective incentive structures, and implement targeted professional development programmes.

Educational policymakers at the local, state, and national levels can leverage on the findings of the study to inform policies that enhance teachers' productivity by focusing on teachers' reward systems and professional qualifications. By understanding the relationship between teachers' reward system, professional qualifications, and teachers' productivity, policymakers can identify areas where improvements are needed, such as salary structures, incentive programmes, and educational and professional development programmes and implement strategies to attract, retain, and motivate high-quality teachers. This includes developing competitive salary scales, performance-based incentives, and robust educational and development programmes to support teachers' productivity.

1.7 Scope of the Study

The study focuses on teachers' reward systems and professional qualifications as determinants of teachers' productivity in senior secondary schools in Abeokuta, Ogun State. The first independent variable is reward systems which is measured by extrinsic and intrinsic rewards. The second independent variable is professional qualifications which is measured by academic qualifications, professional certification, teaching experience and level of professional development. The dependent variable is teachers' productivity which can be measured by student engagement, effective lesson planning and preparation, students' performance and assessment practices.

Geographically, the study is delimited to public senior secondary schools in Ogun State. Ogun State is situated in the Southwestern region of Nigeria. The manageable number of public senior secondary schools within the Abeokuta Metropolis, allows for focused and in-depth data collection while still providing diverse insights across different school settings. The Abeokuta Metropolis has a balanced mix of urban and semi-urban communities and also presents an opportunity to explore the challenges and outcomes of teachers' productivity in varying educational environments. The scope of this study is limited to public senior secondary schools within Abeokuta Metropolis in Ogun State. This means the research is focused solely on schools that are operated and financed by the government.

1.8 Limitation of the Study

A major challenge encountered was securing access to senior secondary school teachers. Some teachers were reluctant to participate, expressing concerns about disruptions to their tight schedules. Obtaining a high response rate from participants also proved difficult, as many teachers appeared either uninterested or burdened with heavy workloads. Nevertheless, a satisfactory number of completed questionnaires was ultimately collected. To address these obstacles, the researcher employed measures such as providing incentives and sending follow-up reminders to encourage participation. Consequently, despite these constraints, the study's findings are considered credible and reliable.

1.9 Operational Definition of Terms

The following terms are defined as they are used in the study.

Teachers' Productivity: Teachers' productivity refers to the extent to which teachers effectively carry out their roles and responsibilities and contribute to educational

outcomes in senior secondary schools in Abeokuta Metropolis, Ogun State. The indices to measure teachers' productivity in this study are lesson planning and preparation, student engagement, assessment practices and student performance.

Lesson Planning and Delivery: This refers to the teachers' ability to design and organize lesson plans, instructional objectives, learning activities, and teaching materials ahead of classroom instruction, as well as effectively deliver these lessons during instruction in senior secondary schools, Abeokuta Metropolis, Ogun State.

Student Engagement: Student engagement refers to the extent to which teachers in senior secondary schools, Abeokuta Metropolis, Ogun State are able to involve students actively and meaningfully in the learning process both during classroom instruction and through educational interactions outside the classroom.

Assessment Practices: This involves the use of appropriate methods and tools by teachers to evaluate student learning and progress in senior secondary schools in Abeokuta Metropolis, Ogun State.

Student Performance: This refers to the academic outcomes of students in terms of test scores, examination results, and overall subject mastery in senior secondary schools in Abeokuta Metropolis, Ogun State.

Teachers' Reward Systems: These refer to the structured set of incentives and benefits provided to motivate and recognize teachers in senior secondary schools in Abeokuta Metropolis, Ogun State. The indices to measure teachers' reward systems are intrinsic rewards and extrinsic rewards.

Intrinsic Rewards: These are internal satisfactions such as a sense of accomplishment, personal growth, recognition and professional autonomy derived from the teaching profession by senior secondary school teachers in Abeokuta Metropolis, Ogun State.

Extrinsic Rewards: These are external benefits or tangible incentives provided to teachers in senior secondary schools in Abeokuta Metropolis, Ogun State. They may include salary, bonuses, allowances, promotions, official commendations etc.

Professional Qualifications: Professional Qualifications refer to all the credentials and competencies that teachers in public senior secondary schools in Abeokuta Metropolis, Ogun State possess, which are expected to enhance their productivity. The indices to measure professional qualifications are academic qualifications, professional certifications, teaching experience and level of professional development.

Academic Qualifications: These refer to degrees and certificates earned by senior secondary school teachers in Abeokuta Metropolis, Ogun State through formal education. Examples include NCE, B.Ed., M.Ed. and Ph.D.

Professional Certifications: Professional certifications are licenses or registrations, which senior secondary schools teachers in Abeokuta Metropolis, Ogun State possess with recognized teaching bodies such as TRCN or other recognized teaching certification bodies.

Teaching Experience: This is the total number of years a teacher has spent actively teaching in formal school settings, specifically in senior secondary schools in Abeokuta Metropolis, Ogun State. It reflects the teacher's accumulated expertise in instructional delivery, classroom management, and subject matter application over the years.

Professional Development: This refers to the level of teachers' engagement in continuous learning activities aimed at improving their productivity. For teachers in senior secondary schools in Abeokuta Metropolis, Ogun State, it includes participation in workshops, seminars, further studies, and other training programmes that enhance productivity.

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Chapter Two

Literature Review

This chapter examines existing literature on the key variables of this study: teachers' reward systems, teachers' qualifications, and teachers' productivity. The review examines how these variables have been conceptualized by previous scholars and analyzes relevant theories that explain their interrelationships. Additionally, empirical studies on the extent to which teachers' reward systems and professional qualifications determine teachers' productivity are critically reviewed to establish a foundation for this research. The chapter is organized under the following subheadings:

2.1 Conceptual Review

2.1.1 Concept of Teachers' Reward Systems

2.1.2 Concept of Professional Qualifications

2.1.3 Concept of Teachers' Productivity

2.2 Theoretical Framework

2.2.1 Herzberg's Two-Factor Theory

2.2.2 Human Capital Theory

2.2.3 Equity Theory

2.3 Review of Empirical Studies

2.3.1 Teachers' Reward System and Teachers' Productivity

2.3.2 Professional Qualifications and Teachers' Productivity

2.4 Conceptual Model

2.5 Summary of Gaps in Literature Reviewed

2.1 Conceptual Review

2.1.1 Concept of Teachers' Reward System in Education

A reward system in education includes the strategies and structures implemented to acknowledge and reinforce desired behaviors, achievements, and performance among teachers. These systems are designed to motivate and enhance educational outcomes by providing incentives that encourage continuous improvement and excellence. Teachers' reward systems encompass all the monetary and non-monetary compensation given by an organization to its employees in exchange for their services. Some scholars defined reward systems as external factors introduced to influence behavior, which can have varying effects on intrinsic motivation based on their nature and implementation¹. In addition, other scholars noted that reward systems can affect intrinsic motivation, particularly when rewards are perceived as controlling or undermining autonomy². Teachers' Reward Systems are important so as to motivate teachers to work towards achieving set goals and objectives as identified by the management, and so it is the duty of institutions to put an effective compensation system in place to encourage the teachers. Furthermore, teachers' reward systems are tools employed by educational administrators to enhance teachers' motivation, improve their instructional effectiveness, and foster a positive teaching environment³. Also, another scholar emphasized that teachers' reward systems are instruments that can have both positive and negative effects on a teacher's productivity, depending on how they are implemented and perceived⁴.

The evolution of teachers' reward systems has been crucial in shaping educational landscapes worldwide. These systems, encompassing both monetary and non-monetary incentives, have undergone significant transformations to enhance teacher motivation, satisfaction, and productivity. This analysis traces the historical development of teacher reward mechanisms, with a particular focus on Nigeria, and examines their impact on educational outcomes. In the 19th and early 20th centuries, teaching was often viewed as a vocational calling rather than a profession warranting substantial financial remuneration. Teachers received modest salaries, and their rewards were predominantly intrinsic, derived from societal respect and the fulfillment of contributing to community development. However, as educational systems expanded and the demand for qualified teachers grew, the need for structured reward systems became evident. Following this period, the mid-20th century marked a shift towards formalizing teacher compensation. Governments and educational institutions began implementing standardized salary scales based on qualifications, experience, and tenure. This period also saw the introduction of benefits such as pensions and health insurance, aiming to attract and retain competent teachers. Despite these advancements, challenges persisted, including disparities in pay and limited opportunities for professional growth.

In Nigeria, the evolution of teachers' reward systems reflects the nation's educational and socio-economic transformations. Post-independence, the government recognized education as pivotal for national development, leading to policies aimed at improving teacher welfare. The National Policy on Education advocated for the Nigeria Certificate in Education (NCE) as the minimum teaching qualification, linking higher qualifications to enhanced remuneration. However, inconsistencies in policy implementation and economic challenges often hindered these initiatives⁵.

In recent decades, there has been a global shift towards more holistic reward systems that integrate both extrinsic and intrinsic incentives. Performance-based pay, merit awards, and career advancement opportunities have been introduced to recognize and reward exemplary teaching practices. Additionally, non-monetary rewards such as professional development opportunities, mentorship programmes and public recognition have gained prominence. In Nigeria, efforts to reform teacher reward systems have been documented. A study focusing on Lagos State found that merit awards positively influenced teachers' class attendance and overall productivity. The research underscored the importance of aligning reward systems with intrinsic motivators, such as recognition and professional growth, to enhance teacher satisfaction and performance⁶.

Despite advancements, several challenges continue to impede the effectiveness of teachers' reward systems which includes equity and fairness. It's important to ensure that reward systems are perceived as fair and equitable. This remains a significant concern. Perceptions of favoritism or bias can undermine the motivational potential of rewards. Also, there comes the challenge of sustainability. It is perceived that economic constraints often limit the ability of governments, especially in developing countries, to maintain competitive and consistent reward systems. Lastly, it's imperative to consider alignment with educational goals. Aligning reward systems with broader educational objectives is crucial. Rewards should promote behaviors and outcomes that enhance teacher's productivity, student learning and overall school performance.

The historical evolution of teacher reward systems underscores its critical role in shaping educational quality and teachers' productivity. In Nigeria, ongoing reforms aim to address existing challenges by implementing reward strategies that are fair, sustainable, and aligned with educational goals. Continued research and policy development are essential

to create environments where teachers are adequately rewarded, motivated, and equipped to contribute effectively to national development. Reward systems are utilized across various sectors to motivate individuals, but their design and implementation can differ significantly between education and corporate environments. For instance in the corporate sector, reward systems often focus on financial incentives, such as bonuses, salary increases, and promotions, aimed at enhancing employee performance and productivity. Non-financial rewards, like recognition programmes and professional development opportunities, are also employed to foster job satisfaction and employee retention. While in the educational sector, Reward systems encompass both extrinsic and intrinsic motivators. Extrinsic rewards may include promotions, awards, and verbal praise, while intrinsic rewards focus on fostering a love for learning and personal growth. The challenge in education lies in balancing these rewards to ensure external incentives do not diminish teacher's motivation to be more productive in their jobs. It is imperative to know that understanding the nuances of reward systems in education is crucial for developing strategies that effectively motivate teachers, leading to improved educational outcomes.

2.1.1.1 Types of Reward Systems

In identifying the type of reward system that enhances performance in the workplace, emphasis will be laid on financial and non-financial incentives in determining the factors that enhance teacher's productivity towards attainment of educational goals. Rewards help in so many ways for schools: they help to develop better and they secure good teachers. The main goal is to increase teacher's willingness and attitude to work in actualizing educational goals and, more importantly, to enhance teacher's productivity. Many people interchangeably see "rewards" as salary rise or bonuses, but this is just one aspect of reward, which can be regarded as extrinsic reward. Literature has revealed that

people prefer pay rise because they feel at the receiving end by their inability to not obtain other rewards. This behavior or attitude is being modified and corrected by introducing a good reward system⁷.

Reward systems are generally classified as extrinsic and intrinsic rewards. Extrinsic rewards include bonuses, salaries, gifts, promotions and other kinds of tangible rewards. These are rewards that employees receive in the workplace⁸. Intrinsic rewards, on the other hand, give personal fulfillments to individuals; examples of these include information/feedback, recognition, trust and relationship, empowerment. Employees tend to feel better in an organization under intrinsic rewards. On the other hand, extrinsic rewards solely majored on performance and activities of the employee in order to attain desired goals. The main aim is to find a balance between employees' performance (extrinsic) and happiness (intrinsic)⁸.

Extrinsic rewards, like money and promotions as well as recognition rewards in the form of praise, play an important role in motivating and engaging employees. Extrinsic rewards are often related to financial rewards, and they are tangible rewards, such as pay increments, dividends and benefits that are granted to employees by decision makers. These are tagged “extrinsic” because they are outside of the work itself, and other people control this aspect whether it is granted or not. Besides, employees also get psychological incentives for performing their duties and completing the intended mission or goal in a timely manner. Extrinsic incentives were very important in the earlier period. During this time, work was tedious and procedural, and adhering to laws and regulations are paramount and critical. This behavior (of work) opened the way for jobs to receive little intrinsic incentives, leaving extrinsic rewards as the only motivational factors available. As a result, extrinsic incentives are very important and relevant to jobs. Wage is a vital

factor for most jobs when deciding whether or not to take a position, and unequal pay can be a strong de-motivator². The consequences of people getting jobs and questions of unfairness have been resolved; one study found that extrinsic incentives are now less significant, as day-to-day motivation is more deeply motivated by intrinsic rewards⁹.

Intrinsic rewards are not within the management control because they are internal to each employee. The motivating factors are based on an employee's real interest in their work and this results from the sense of purpose or value that they attach to it¹⁰. A good example of intrinsic reward is allowing a worker to do another task or job apart from their official duties. This, definitely, allows the employee to feel like they have filled a need within the organisation and that they are ultimately helping the organisation.

When employees are on a new challenge or task, they might want to show that they are in charge and capable of taking care of the new responsibility appropriately. Intrinsically, employees are often motivated to be satisfied in the workplace. They want to have a strong relationship between the work they are doing and how they relate to the vision of the organization. Management rewards employees based on their choices on how they want to complete their work, allowing the employees to set a time frame in terms of short term, or long term goals for themselves. Employees are, in most cases, motivated by their decisions or the actions they take at the initial stage in order to meet set goals. As employees complete these processes and goals, it is great for such leaders or officers to celebrate this great achievement¹¹. In analyzing intrinsic rewards, one has to take a vivid look into today's nature of work. It is a truism that most of today's workers are being given free hand to operate by displaying their use of intelligence and experience to direct their work activities so as to accomplish important organizational purposes. This is a good illustration of how employees today deploy value innovating, problem-solving and

improvising to meet certain situations in ensuring that the overall goal of an organization is achieved⁹. However, there are some processes of self-management which involve four key steps:

1. Committing in doing the right purpose
2. Choosing the best way to achieve that purpose
3. Ensuring one is performing work activities efficiently and effectively
4. Ensuring there is progress towards achieving the overall objectives.

These stages require employees to decide on the main purpose of ensuring meaningful decisions. The degree of freedom that workers have in performing things correctly, in terms of the integrity needed for success and the progress report being achieved in serving the organization's mission. These four judgments are the most important considerations in employees' evaluations of the worth and efficacy of their contributions, as well as the impact they make. When these decisions are positive, they are followed by a positive emotional charge. These positive charges are the inherent benefits that workers get from their employment, which can range from happiness to exuberance. They serve as a backup to keep staff actively handling the affairs at hand. There are also four intrinsic or self-generated rewards that drive employees' engagement to work. There is no doubt that intrinsic rewards are self-generated; it is the duty of managers to create an enabling atmosphere so as to make employees' rewards achievable¹¹.

The following are the four intrinsic rewards and how workers view them:

- **Sense of Meaningfulness:** This reward involves the importance of the purpose that one is trying to achieve. The employee feels the opportunity to accomplish something of immense value that matters in the larger scheme of things. They see

themselves threading the right path and as such feel a strong sense of purpose or direction.

- **Sense of Choice:** Employees have the freedom to choose how to complete tasks by using their professional judgement to choose certain work practices that would make the most sense to their bosses and how to execute them in an acceptable manner. They clearly feel responsibility over those jobs during the selection process, and most specifically, they feel responsible for making it work.
- **Sense of Competence:** This is the handling of work activities very well and thus depicts the performance of activities in ensuring whether one meets or exceeds personal standards. Therefore, one feels a sense of satisfaction, pride, or even artistry on how well one handles these activities.
- **Sense of Progress:** Employees are encouraged that their efforts are accomplished and that they have contributed to the development and growth of the organization. Employees feel work is on track and moving in the right direction. They tend to see a good indication that things are working out and begin to have confidence in the choices or options that will be of great importance or help to the organization in the future¹¹.

A scholar discussed the main benefits and importance of the intrinsic rewards for both employers and employees in an organization. From the standpoint of organizations, intrinsic rewards influence employees' self-management. For instance, workers with high remuneration levels obviously show greater interest and are rated effectively and efficiently by their superior. The intrinsic rewards are very germane and are seen as indicators for retention. This tends to be the best approach of retaining and keeping the employees who are dedicated and self-managing rather than those who cannot afford to leave. Personnel with a keen interest in intrinsic incentives are casual recruiters and

ambassadors for their organizations because they often refer the organization to their peers and, most specifically, recommend the organization's goods and services to prospective clients¹².

Intrinsic benefits are very safe and long-term forms of employee motivation. For this kind of inspiration, there is no risk of tension. Workers with a high degree of interest in stages of experience have more favorable feelings about their jobs and less pessimistic feelings about their jobs. Their work dedication is still greater, they show less burnout symptoms, and they are more likely to believe that they are developing intellectually and professionally. Intrinsic incentives are very powerful to generate a win-win situation for inspiring both employers and staff, and this mechanism often benefits both parties. This style of motivation is based mostly on the common ideas and expectations that employees' work provides a significant contribution to meaningful goals; this is referred to as performance-driven motivation. It entails the type of individual, self-management, and professional development that younger employees need. This does not require vast sums of money to produce additional effort, but it is possible when incentives are scarce. Intrinsic incentives do not necessitate the presence of a manager while workers are doing their duties. Despite these incentives and advantages, most managers underestimate the benefits of inherent rewards, and as a result, they appear to favor cash rewards as the primary motivator for workers. This prejudice is frequently caused by their use of and familiarity with older approaches. This behavior is motivated by a number of factors. According to some surveys, workers are swift to recognise the importance of intrinsic incentives in their own attitude, despite the widespread belief that other employees are driven mostly by financial rewards and self interest. Superior personnel are often surprised to find that inherent incentives are appreciated equally by their employees as

they are by themselves. It is however important to enlighten and educate the managers in organizations for proper conduct on this particular issue of intrinsic rewards.

The relationship between intrinsic and extrinsic rewards in education is complex, with each having distinct implications for teachers' productivity. Extrinsic rewards can quickly encourage desired teaching behaviours, such as meeting deadlines, implementing innovative strategies, or improving student outcomes. They can also help to provide clear, tangible goals for teachers to strive toward, such as performance benchmarks and student achievement targets. However, over-reliance on extrinsic rewards may reduce a teacher's internal passion for teaching, making them more dependent on external incentives. It may also lead to teachers prioritizing only tasks that lead to immediate rewards rather than long-term professional growth and student development¹².

Balancing intrinsic and extrinsic rewards is essential. Educators and teachers should aim to cultivate intrinsic motivation while strategically using extrinsic rewards to reinforce positive behaviors without overshadowing the inherent joys of learning and teaching. Despite the positive impacts of reward systems, several challenges persist, including equity and fairness, sustainability, and alignment with educational goals. Ensuring that reward systems are perceived as fair is crucial, as perceptions of favoritism or bias can significantly undermine their effectiveness and lead to decreased teacher morale and productivity. Additionally, sustainability remains a critical concern, especially in developing countries where economic constraints often limit the ability of educational institutions to maintain competitive and consistent reward structures.

Effective teacher reward systems are integral to enhancing teacher motivation, satisfaction, and productivity in secondary schools. Performance-based incentives, comprehensive reward packages, and non-financial rewards have all demonstrated

positive impacts on teachers' productivity globally. However, challenges such as ensuring equity, sustainability, and alignment with educational goals must be addressed to maximize the effectiveness of these systems. In regions like Ogun State, Nigeria, implementing well-structured and fair teachers' reward systems tailored to local contexts can significantly improve teachers' productivity and, consequently, student outcomes.

2.1.1.2 Importance of Reward System for Teachers in Secondary Schools

Implementing an effective reward system in secondary schools is pivotal for fostering a conducive learning environment, enhancing teacher performance, and improving student outcomes. Reward systems, encompassing both intrinsic and extrinsic incentives, serve as fundamental drivers in motivating teachers, thereby influencing their enthusiasm, commitment, and innovation in teaching practices¹⁰.

Motivated teachers are more likely to exhibit dedication and creativity in their instructional methods. Intrinsic rewards, such as recognition and opportunities for professional growth, fulfill teachers' psychological needs for autonomy and competence¹³. Extrinsic rewards, including financial incentives and promotions, address tangible needs and reinforce the value placed on teachers' contributions¹⁴. A study conducted in Tanzania revealed that reward systems designed to motivate teachers positively affected their productivity in public secondary schools, highlighting that both financial and non-financial rewards significantly influenced teachers' motivation, and consequently, their productivity¹⁵.

Furthermore, the implementation of a robust reward system extends its benefits beyond teachers, significantly impacting student outcomes and overall school effectiveness. Motivated teachers are more likely to employ effective teaching strategies, engage

students actively, and create a positive classroom environment, all of which contribute to improved student learning and achievement. Research indicates that when teachers are incentivized appropriately, there is a notable improvement in student performance, as teachers invest more effort and employ innovative teaching methodologies¹¹.

Besides, empirical studies have demonstrated a strong correlation between effective reward systems and teacher satisfaction and retention. For instance, a study in the United States found that performance-based incentives for teachers led to increased job satisfaction and reduced turnover rates. Similarly, research in the United Kingdom indicated that schools implementing comprehensive reward systems experienced higher levels of teacher retention, as teachers felt more valued and recognized for their contributions⁹. These findings underscore the importance of well-structured reward systems in maintaining a stable and satisfied teaching workforce for enhanced levels of productivity.

For instance, in Finland, renowned for its high-performing education system, teachers receive competitive salaries and have access to continuous professional development opportunities. This comprehensive reward system has been linked to high levels of teacher motivation and student achievement¹⁶. On the contrary, in developing countries like Nigeria, challenges such as delayed salaries and lack of recognition have been reported to negatively affect teacher morale and productivity. Addressing these issues through the implementation of effective reward systems is crucial for enhancing the quality of education in such contexts¹⁷.

Lastly, the implementation of effective teacher reward systems in secondary schools is essential for enhancing teacher performance, improving student outcomes, and increasing

overall school effectiveness. Both intrinsic and extrinsic rewards play significant roles in motivating teachers, leading to increased job satisfaction and retention.

2.1.1.3 Components of Effective Teachers' Reward Systems in Secondary Schools

An effective reward system in secondary schools is pivotal in enhancing teacher motivation, job satisfaction, and overall school performance. Such a system comprises various components, each addressing different aspects of a teacher's professional life. The key components include competitive salaries and wages, opportunities for promotions, recognition and appreciation programmes, comprehensive benefits and incentives, and avenues for professional development.

Salary refers to the payment rate for a job, which can vary based on the job's classification or the skill level required, particularly for manual workers. Salaries should be paid promptly and consistently¹⁸. Salaries are fundamental to attracting and retaining qualified teachers. Adequate remuneration not only acknowledges the value of teachers' work but also serves as a significant motivator for enhanced performance. Research indicates that teachers' compensation significantly impacts their effectiveness, productivity and the overall educational experience of students. Conversely, inadequate salaries can lead to issues such as absenteeism, lack of commitment, and high turnover rates. Therefore, establishing a salary structure that reflects teachers' qualifications, experience, and responsibilities is crucial for maintaining a dedicated and effective teaching workforce¹⁹.

Opportunities for career advancement play a vital role in enhancing job productivity among teachers. A clear and attainable promotion pathway encourages teachers to

improve their skills and take on additional responsibilities. Implementing merit-based pay systems, where salary increases are linked to performance metrics such as student achievement and peer evaluations, can serve as an effective incentive for teachers to excel in their roles. However, it is essential to ensure that such systems are transparent and equitable to prevent potential drawbacks, such as fostering unhealthy competition or neglecting collaborative efforts²⁰.

Furthermore, recognizing and appreciating teachers' efforts through formal and informal programmes can significantly boost morale and productivity. Formal recognition may include awards, certificates, or public acknowledgments during school events, while informal recognition can involve verbal praise or personal notes of appreciation. These gestures reinforce positive behaviors and contribute to a supportive school culture. Studies have shown that when teachers feel valued and recognized, their job satisfaction and performance levels increase, leading to a more effective educational environment²⁰. In addition, comprehensive benefits and incentives are essential components of a reward system that addresses teachers' personal and professional needs. Health benefits and pensions provide financial security, while additional incentives such as performance-based bonuses and housing support can further enhance job satisfaction. For instance, performance-based compensation systems that reward teachers for their effectiveness have been linked to improved teacher's productivity and student outcomes. However, it is crucial to design these systems carefully to avoid potential pitfalls, such as fostering competition over collaboration among teachers²¹.

Moreover, providing teachers with opportunities for professional development is critical for their growth and productivity. Engaging in training programmes, workshops, and further education enables teachers to stay updated with the latest teaching methodologies

and subject knowledge. Professional development not only enhances teachers' skills but also contributes to their sense of accomplishment and job satisfaction. Effective reward systems incorporate support for continuous learning, thereby fostering a culture of excellence within the school. An effective reward system in secondary schools is multifaceted, addressing various aspects of teachers' professional lives. By ensuring competitive salaries, clear promotion pathways, recognition programmes, comprehensive benefits, and professional development opportunities, schools can create an environment that motivates educators, enhances their performance, and ultimately leads to improved student outcomes.

Promotion is the transfer of employees to a position of higher importance with increased salary²². This upward movement within an organization typically involves greater responsibility, improved status, and a better salary. Essentially, promotion is a reassignment to a more senior role. Numerous researchers believe that there is a strong link between job productivity and opportunities for promotion, noting a direct and positive relationship between promotion of teachers in school and their performance in the classroom²³. Moreover, promotional systems that are based on merit; incorporating criteria such as years of service, performance evaluations, and qualifications promote fairness and objectivity, which are essential for maintaining teacher trust in the school management system. When promotions are delayed or perceived as biased, they can demotivate even highly committed teachers²⁴. Thus, a clearly defined, merit-based promotional framework should be integral to any school's reward strategy. Opportunities for promotion constitute a vital component of an effective reward system in secondary schools, as they serve not only as a form of recognition for teachers' efforts but also as a significant motivator for sustained professional growth and productivity. Promotion, when structured transparently and fairly, signals institutional appreciation for teachers'

experience, qualifications, and contributions to student outcomes. In addition, promotional opportunities often involve advancement to higher professional grades, leadership roles such as head of department or vice-principal, or access to specialized training programmes²⁵. Such progression pathways reinforce a teacher's sense of career development and institutional value, thereby encouraging long-term commitment. A study by some researchers found that lack of promotional opportunities in Nigerian secondary schools contributed to teacher dissatisfaction, while well-structured promotion schemes enhanced morale and productivity.

Implementing an effective reward system in schools is essential for enhancing teacher motivation and student outcomes. However, several challenges can hinder the successful implementation of such systems, including budget constraints, policy inconsistencies, subjectivity in reward distribution, and resistance to change among teachers and administrators. Financial limitations are a significant obstacle in implementing reward systems, particularly in public schools. Allocating funds for bonuses, incentives, or salary increases can strain already tight budgets, leading to difficult decisions about resource allocation. For instance, schools in England have faced financial constraints that have led to considerations of staff layoffs, thereby complicating the introduction of new reward initiatives²⁶. In addition, inconsistent policies and gaps in implementation can undermine the effectiveness of reward systems. Variations in guidelines across different educational jurisdictions can lead to confusion and inequity. For example, the Houston Independent School District's proposed pay-for-performance model has faced criticism due to concerns about its rigidity and potential negative impacts on collaboration among teachers²⁷.

Furthermore, ensuring fairness in reward distribution is challenging, as subjective evaluations can lead to perceptions of bias and favoritism. Reliance on standardized test scores or classroom observations may not fully capture a teacher's productivity, leading to potential dissatisfaction. Scholars have raised concerns about the use of spot observations and forced distribution curves in teacher evaluations, suggesting these methods may not provide valid measures of teacher quality²⁸. Besides, introducing new reward systems often encounters resistance from teachers and administrators accustomed to existing practices. Concerns about increased competition, changes in school culture, and the potential for fostering unhealthy work environments can lead to a drawback. For instance, the Houston Education Association launched a "Fair Pay Campaign" opposing a proposed pay-for-performance policy, arguing it could negatively impact teachers working with underserved populations and deter collaboration²⁹.

2.1.2 Concept of Professional Qualifications

Professional qualifications encompass the credentials and competencies that educators and teachers must possess to effectively facilitate learning and meet the standards set by educational authorities. These qualifications are broadly categorized into academic and professional qualifications, each serving distinct purposes in the preparation and development of teachers.

Professional qualifications refer to the formal credentials, certifications, and demonstrated competencies that authorize individuals to teach in educational institutions. These qualifications ensure that teachers have the necessary knowledge, skills, and dispositions to promote student learning and contribute positively to the educational community. According to the National Center for Education Statistics (NCES), a significant majority of teachers hold regular or standard state teaching certificates, indicating compliance with

established qualification standards³⁰. Furthermore, Professional qualifications refer to the combination of academic credentials, professional training, and formal certifications that authorize individuals to teach effectively in educational institutions, and they are essential for ensuring instructional quality across various contexts. These qualifications typically include a bachelor's degree in education or a related field, a postgraduate teaching certificate, and a valid teaching license issued by a recognized educational authority. Professional qualifications vary across countries, shaped by differing educational standards, cultural expectations, and national policy frameworks.

For example, in the United Kingdom, aspiring teachers often complete the Postgraduate Certificate in Education (PGCE), which combines academic study with supervised classroom experience, ultimately leading to qualified teacher status³¹. Similarly, in the United States, teachers are required to complete state-approved certification programmes that involve both coursework and licensure examinations to validate their subject-matter expertise and pedagogical skills³². In addition, the National Board for Professional Teaching Standards emphasizes that teacher qualifications serve as key indicators of readiness and professional competence, helping to guarantee that teachers are well-prepared to foster meaningful learning outcomes in diverse classroom settings³³.

In Nigeria, Professional qualifications are primarily regulated by the Teachers Registration Council of Nigeria (TRCN), the statutory body responsible for setting standards and maintaining professionalism in the teaching profession. To be considered a qualified teacher in Nigeria, an individual must possess a minimum of the Nigeria Certificate in Education (NCE) for teaching at the basic education level. For secondary school teaching, a bachelor's degree in education (B.Ed.) or a related degree alongside a Postgraduate Diploma in Education (PGDE) is required. Furthermore, registration with

the TRCN is mandatory, as it confers professional recognition and legal authority to teach. The TRCN also administers qualifying examinations that assess prospective teachers' professional knowledge and readiness for classroom practice³⁴. These national standards aim to enhance the quality of teaching and ensure that teachers are equipped to meet the diverse needs of learners in Nigeria's educational system. Thus, professional qualifications not only reflect their educational background and practical training but also serve as a safeguard for maintaining high standards in the teaching profession globally and within Nigeria.

2.1.2.1 Academic Qualifications

Academic qualifications pertain to the educational degrees and subject matter expertise that teachers acquire through formal education or structured academic programmes. These qualifications lay the foundational knowledge necessary for effective teaching. They form the bedrock of effective teaching, as they equip teachers with the theoretical and practical knowledge necessary to facilitate meaningful learning. One of the most common entry-level qualifications is the **Bachelor of Education (B.Ed.)**, which provides comprehensive training in pedagogy, educational psychology, and instructional strategies. This degree is designed to prepare individuals for teaching roles in primary and secondary schools, ensuring they understand both subject content and how to convey it effectively. For those seeking to deepen their professional capacity, the **Master of Education (M.Ed.)** offers specialized pathways in areas such as curriculum design, educational leadership, counseling, and instructional technology. This postgraduate qualification not only enhances expertise but also broadens career prospects by preparing teachers for leadership and advisory roles within the school system³⁵.

At the highest academic level, the **Doctor of Philosophy (Ph.D.) in Education** focuses on educational research, theory development, and policy analysis. Teachers who pursue this qualification often transition into academia or high-level administrative positions, contributing to both educational innovation and systemic improvement. Additionally, teachers may hold **subject specialization degrees** in disciplines such as Mathematics, Biology, English Literature and other disciplines. These degrees provide in-depth content knowledge essential for teaching at secondary and post-secondary levels, particularly in subject-specific classrooms. Such specialization ensures that teachers not only deliver accurate information but also cultivate critical thinking and subject mastery among students³⁶. Ultimately, academic qualifications do not merely certify competence; they signify a teacher's preparedness to meet diverse learning needs and adapt to dynamic educational challenges.

2.1.2.2 Professional Certifications

In addition to academic qualifications, professional certifications serve as critical indicators of a teacher's readiness and competence to effectively instruct learners. These certifications, often mandated by national or state educational authorities, validate that an individual has met the pedagogical and practical standards required for teaching. In the United Kingdom, the **Postgraduate Certificate in Education (PGCE)** is a one-year programme that blends academic coursework with supervised classroom practice, culminating in qualified teacher status. In the United States, **teacher certification programmes** require aspiring teachers to complete a state-approved training pathway, which typically involves passing licensure examinations and completing a period of student teaching under the supervision of experienced mentors. Furthermore, many regions have introduced **alternative certification routes** to attract professionals from

other fields into education. These pathways often include intensive pedagogical training and mentoring, enabling career changers to acquire essential teaching skills without undergoing a traditional degree program. Collectively, these professional qualifications ensure that teachers are not only knowledgeable in their subject areas but also equipped with the instructional competence and ethical grounding necessary for effective practice in diverse educational settings.

In Nigeria, the qualifications for teaching at the senior secondary school level are clearly defined by both academic and professional criteria. Academically, prospective teachers are required to possess either a bachelor's degree in education or a bachelor's degree in a specific subject area, which must then be complemented by a Postgraduate Diploma in Education (PGDE). This ensures that teachers not only have subject-matter expertise but also foundational knowledge in educational theory and practice. On the professional front, Nigeria mandates that all graduates must register with the Teachers Registration Council of Nigeria (TRCN), the regulatory body for teaching practice in the country. This registration process includes completing a one-year teaching internship under the supervision of experienced mentors. Upon successful completion of this period and passing a professional qualifying examination, candidates are awarded a teaching license. These layered professional requirements are intended to elevate the status of the teaching profession and ensure a consistent standard of quality in the nation's secondary school education system.

In the United States, professional qualification requirements vary by state, but there are common national standards that most states follow to ensure teaching quality. Academically, aspiring teachers are typically required to hold a bachelor's degree in education or a related field, ensuring they possess foundational knowledge in both subject

content and pedagogy. Professionally, prospective teachers must complete a state-approved certification program, which usually includes passing relevant licensure examinations such as the Praxis series and completing a period of supervised student teaching. These combined academic and professional requirements are designed to ensure that teachers entering the classroom are both competent and well-prepared to meet diverse educational needs.

In Finland, professional qualification standards are among the most rigorous globally, contributing to the country's high-performing education system. Teachers are required to hold a master's degree, which includes comprehensive training in both subject content and pedagogy, as well as a strong emphasis on research. This advanced academic preparation ensures that teachers possess deep content knowledge and the ability to apply educational theories effectively. The master's programme also integrates professional certification through extensive practical training, equipping teachers with the skills needed to navigate real-world classroom challenges with confidence and competence.

In Australia, professional qualifications are standardized across all states and territories to maintain consistency in educational quality. Academically, a Bachelor of Education (B.Ed) is commonly required, typically as a four-year degree or in combination with a Bachelor of Arts or Science. Upon graduation, prospective teachers must obtain accreditation from the relevant teaching authority in their state or territory, such as the Australian Institute for Teaching and School Leadership (AITSL). Furthermore, Australia places strong emphasis on continuous professional development, requiring teachers to engage in ongoing learning to maintain their accreditation and remain updated with evolving educational practices.

2.1.2.3 Teaching Experience

While certifications and formal qualifications are essential indicators of professional readiness, teaching experience remains a critical component of a teacher's overall competence. Unlike academic credentials that primarily assess theoretical knowledge, practical teaching experience allows teachers to develop, refine, and apply pedagogical strategies within the dynamic and often unpredictable environment of the classroom. Teaching experience contributes to teachers' productivity by enhancing their instructional techniques, classroom management abilities, and responsiveness to students' individual learning needs³⁷.

Research has consistently shown that experienced teachers are better equipped to handle diverse classroom scenarios, adapt their teaching to student differences, and manage student behavior effectively. These skills, developed through years of practice, often translate into increased student engagement and academic achievement. Some researchers found a significant correlation between teacher experience and student performance, particularly in the early years of teaching³⁸. Their study demonstrated that while gains in effectiveness are most pronounced in the first five years, incremental improvements continue as teachers gain more experience.

In many educational systems, including those in the United States, United Kingdom, and Nigeria, teacher preparation programmes mandate a period of supervised teaching commonly referred to as practicum or teaching practice before full certification is granted. This requirement ensures that prospective teachers gain real-world exposure to classroom environments, curriculum implementation, and learner diversity³⁹. In Nigeria, the National Commission for Colleges of Education (NCCE) and the Teachers Registration Council of Nigeria (TRCN) stipulate a minimum number of teaching practice hours during the Nigeria Certificate in Education (NCE) and Bachelor of Education (B.Ed.)

programmes. This practicum is often conducted in designated secondary schools under the supervision of experienced mentors and university lecturers⁴⁰. It is an essential component of teacher education that bridges the gap between theory and practice.

Moreover, experienced teachers tend to demonstrate higher levels of self-efficacy, emotional intelligence, and professional resilience all of which are crucial for sustained productivity and job satisfaction⁴¹. Teachers with more years of experience are generally more confident in their instructional decisions, more adept at student assessment, and more likely to engage in reflective teaching practices. These qualities not only enhance classroom instruction but also contribute to improved student outcomes over time⁴².

A growing body of literature suggests that policies focused solely on initial qualifications may overlook the significant contributions of teaching experience to educational quality. A scholar argues that ongoing classroom experience, coupled with continuous professional development, is vital in cultivating productive teachers capable of driving student achievement⁴². Thus, integrating teaching experience into the professional certification and evaluation process ensures that teachers are not only qualified on paper but also pedagogically competent and classroom-ready.

2.1.2.4 Professional Development

Professional Development is essential in the teaching profession, because it shows the level to which teachers ensure that they remain effective and responsive to the evolving educational landscape. Lifelong learning is crucial for teachers to maintain and enhance their instructional skills, adapt to new educational methodologies, and meet the diverse needs of students. Engaging in ongoing professional development enables teachers to stay updated with current educational research, innovative teaching strategies, and

technological advancements. This continuous growth not only improves teaching practices but also positively impacts student learning outcomes. According to the National Education Association, attending professional development courses increases teachers' expertise, builds confidence, and energizes students by modeling a commitment to continuous learning⁴³.

Professional development programmes are essential components of a comprehensive teacher education framework, offering varied and dynamic opportunities for continuous learning and instructional improvement. Some forms of professional development programmes include seminars, workshops, conferences, training courses which may be long term or short term. Seminars, which are typically structured sessions, focus on specific themes such as subject content, classroom management, or instructional design. These sessions enable teachers to deepen their theoretical understanding and engage with current research or policy developments in education. Workshops, on the other hand, are highly interactive and practical in nature. They provide hands-on experience with new teaching tools, technological applications, or curriculum innovations, thereby enhancing teachers' practical skills and confidence in implementing new strategies within their classrooms.

Additionally, conferences serve as large-scale gatherings that bring teachers together from diverse regions and specializations. These events create platforms for professional networking, the sharing of best practices, and exploration of emerging trends in pedagogy and educational leadership. The exchange of ideas at such forums fosters innovation and cross-pollination of effective teaching approaches. Regardless of format, effective professional development must be ongoing, collaborative, and closely aligned with classroom realities. When teachers are consistently engaged in relevant learning

experiences that build on their existing knowledge, they are more likely to adopt new methods that enhance student learning. A researcher posits that high-quality professional development is linked to significant improvements in teaching practices and student achievement, underscoring its critical role in educational reform and sustainability⁴⁴.

Across the globe, numerous innovative and research-driven practices have emerged to strengthen teacher development and improve educational outcomes. One of the most widely adopted strategies is the establishment of collaborative learning communities, where teachers engage in regular, structured interactions focused on shared problem-solving, lesson planning, and professional reflection. These communities, often referred to as Professional Learning Communities (PLCs), promote a culture of continuous improvement by enabling teachers to learn from one another's experiences, exchange feedback, and collectively address classroom challenges. Such collaboration not only enhances instructional practices but also builds trust and professional camaraderie among teachers, which is crucial for sustainable school improvement.

Another key best practice is the implementation of personalized professional learning, which tailors development activities to the unique needs, interests, and teaching contexts of individual teachers. Rather than applying a one-size-fits-all model, effective programmes recognize that teachers differ in their experience levels, subject specializations, and classroom dynamics. Personalized learning ensures relevance, increases motivation, and ultimately leads to greater application of new skills. Furthermore, the integration of technology in professional development has revolutionized access and engagement. From online courses and webinars to interactive platforms and virtual coaching, technology offers flexible, scalable, and cost-effective solutions that support continuous learning. The World Bank emphasizes that leveraging

digital tools in teacher development can significantly enhance instructional quality, particularly in low-resource settings⁴⁵. When such best practices are embedded in national education systems, they contribute to improved teaching quality, higher job satisfaction, and better student learning outcomes.

2.1.2.5 The Role of Teacher Training Institutions in Enhancing Professional Qualifications

Teacher training institutions play a pivotal role in shaping the competencies and effectiveness of teachers. In Nigeria, universities and colleges of education contribute significantly by providing the foundational knowledge and practical skills essential for effective classroom instruction. These institutions offer both undergraduate and postgraduate programmes designed to equip future teachers with the necessary academic and professional qualifications. Through rigorous coursework and pedagogical training, they prepare teachers to meet the diverse demands of modern classrooms. Moreover, collaborative partnerships between teacher training institutions and secondary schools facilitate valuable real-world teaching experience. Such collaborations ensure that student-teachers can apply theoretical concepts in practical settings, thereby enhancing their instructional readiness and confidence.

To further improve teacher education in Nigeria, several recommendations have been proposed. Firstly, the curriculum in teacher education programmes should be regularly reviewed and aligned with contemporary educational demands and global best practices. This includes integrating digital literacy, inclusive education strategies, and competency-

based learning models. Secondly, continuous professional development should be institutionalized, ensuring that teachers are consistently exposed to emerging teaching methodologies, classroom technologies, and subject-specific innovations. Lastly, supportive government policies are essential to encourage teachers to pursue advanced qualifications and ongoing professional growth. As emphasized in recent discourse on the need for education reform, a systemic reset is overdue. Without strong policy backing and investment in teacher development, meaningful educational transformation may remain elusive⁴⁶.

While professional qualifications are undeniably linked to teaching productivity and student achievement, a holistic approach that includes structured professional development and enabling policy frameworks is essential for sustained improvement in education. Investing in teacher education and creating an environment that supports ongoing learning will ultimately elevate the quality of instruction and improve educational outcomes across Nigerian secondary schools.

2.1.3 Teachers' Productivity in Secondary Schools

Productivity in education refers to the efficiency with which educational inputs, such as teacher effort, time, and resources, are transformed into desirable outputs, primarily student learning outcomes. Unlike other industries where productivity is often measured quantitatively such as the number of products manufactured per hour, educational productivity encompasses both quantitative and qualitative aspects, including knowledge acquisition, skill development, and the cultivation of critical thinking abilities. This multifaceted nature makes measuring productivity in education particularly complex⁴⁷. A significant difference between productivity in education and other industries is the intangibility and delayed manifestation of its outcomes. In manufacturing, for instance,

productivity improvements can be immediately observed through increased output. In contrast, the impact of educational productivity may not be evident until years later, when students apply their learning in real-life situations. Additionally, education aims to foster holistic development, including emotional and social growth, which are challenging to quantify⁴⁷.

Teachers' productivity can be defined as the responsibilities that a teacher fulfills during a specific timeframe within the school system to reach targeted goals. It also refers to teachers' ability to effectively utilize relevant resources to improve teaching and learning activities. The level of teachers' productivity can be determined by their level of participation in the daily operations of the school, the regularity of their attendance, class attendance, students' level of discipline, and the appropriate use of teaching materials to enhance the learning experience⁴⁸. According to the World Bank, teachers' productivity encompasses completing the syllabus on time, actively participating in co-curricular activities, and ensuring students attain high scores in both internal assessments and national examinations⁴⁹.

Several theories have been proposed to understand and enhance teacher productivity. Walberg's Theory of Educational Productivity identifies nine factors influencing learning, categorized into student aptitude, instructional variables, and environmental factors. This theory emphasizes the interplay between these elements in maximizing educational outcomes⁵⁰. Another perspective is the Expectancy Theory, which suggests that a teacher's productivity is influenced by the perceived likelihood that their efforts will lead to desired outcomes, such as recognition or promotion. This theory implies that aligning reward systems with teachers' expectations can enhance their productivity⁵¹.

Effective lesson planning and preparation are foundational indicators of teachers' productivity. Well-structured lesson plans provide a clear roadmap for instruction, ensuring that educational objectives are met systematically. They allow teachers to organize content logically, anticipate potential challenges, and allocate appropriate time for each activity. This preparation not only enhances the delivery of lessons but also facilitates differentiated instruction to cater to diverse student needs. Consequently, meticulous lesson planning is directly linked to improved student understanding and academic performance.

Student engagement serves as a vital indicator of teacher productivity. When teachers employ interactive teaching methods, encourage classroom discussions, and create an inclusive learning environment, students are more likely to participate actively. This engagement fosters a deeper understanding of the material, promotes critical thinking, and enhances retention. Teachers who can captivate and maintain student interest contribute significantly to a dynamic and effective learning atmosphere.

Assessment practices are integral to evaluating and enhancing both teaching productivity and student learning. Teachers who design assessments that accurately measure student comprehension and provide timely, constructive feedback enable students to identify their strengths and areas for improvement. Effective assessment strategies, including formative assessments, quizzes, and project-based evaluations, guide instructional adjustments and support personalized learning pathways, thereby boosting overall educational productivity. The utilization of teaching aids and technology is increasingly recognized as a hallmark of productive teaching. Incorporating multimedia presentations, educational software, and other technological tools can make lessons more engaging and accessible. These resources cater to various learning styles and can simplify complex concepts. Teachers

adept at integrating technology into their instruction not only enhance their efficiency but also prepare students for a technologically advanced society.

Student performance is widely regarded as a critical indicator of teachers' productivity in secondary schools, as it reflects the effectiveness of instructional strategies, classroom management, and subject mastery. When students demonstrate consistent academic achievement measured through standardized assessments, classroom tests, and overall learning outcomes; it often signifies that the teacher has successfully facilitated the learning process. Although multiple factors influence student achievement, the teacher remains a central determinant of educational quality and student success⁵². Teachers who are productive not only cover the curriculum efficiently but also employ differentiated instruction, assess learning gaps, and provide targeted interventions to support student progress. Furthermore, they create engaging and inclusive classroom environments that stimulate learners' interest and foster academic motivation. A researcher posits that there is a significant relationship between teacher input and students' academic performance, particularly in core subjects such as mathematics and science. Thus, evaluating student outcomes provides a tangible and meaningful basis for assessing the contributions of teachers to the academic development of learners⁵³.

Teachers' productivity in secondary schools is multifaceted, encompassing effective lesson planning, fostering student engagement, implementing robust assessment practices, and integrating modern teaching aids and technology. By focusing on these indicators, teachers can enhance their instructional effectiveness, leading to improved student outcomes and overall educational success.

2.1.3.1 Factors Affecting Teachers' Productivity in Secondary Schools

Teachers' productivity in secondary schools is influenced by a multitude of factors, encompassing individual attributes, organizational dynamics, and broader systemic elements. Understanding these factors is crucial for developing strategies to enhance educational outcomes.

Reward Systems play a pivotal role in shaping teachers' motivation and productivity. When teachers perceive that their efforts are recognized and rewarded appropriately, it leads to increased job satisfaction and productivity. However, inadequate or poorly structured reward systems can result in diminished motivation and performance. For instance, a study highlighted that factors such as compensation and recognition significantly influence teachers' productivity⁵⁴. In addition, professional qualifications significantly impact the effectiveness of teachers. Teachers with higher qualifications often possess deeper subject knowledge and advanced pedagogical skills, leading to better student outcomes. However, ongoing professional development is essential to keep teachers updated with the latest educational practices. A study found that teacher competence has a substantial influence on teachers' productivity⁵⁵.

Also, access to professional development opportunities enables teachers to refine their skills and adapt to evolving educational demands. Participation in workshops, seminars, and advanced training programmes contributes to enhanced teaching practices and, consequently, improved productivity. The lack of such opportunities can lead to decreased motivation and effectiveness among teachers. The working conditions in which teachers operate affect their morale and efficiency. Factors such as class size, availability of instructional materials, administrative support, infrastructural facilities and other material resources influence teachers' ability to perform optimally. A study

indicated that the physical environment and school facilities are significant factors affecting teachers' job productivity⁵⁶.

Furthermore, leadership and management styles within a school significantly impact teachers' job satisfaction and productivity. Supportive and participative leadership fosters a positive work environment, encouraging teachers to excel in their roles. Research has shown that principal leadership has a notable effect on teacher productivity⁵⁷. In the same vein, student behavior and engagement also influence teachers' productivity. Classrooms with disruptive behaviors or low student motivation can hinder teaching effectiveness, whereas engaged and motivated students facilitate a more productive teaching experience. Addressing behavioral issues and fostering student engagement are essential for maintaining a conducive learning environment.

Notably, socioeconomic factors related to the background of students can affect teachers' workload and stress levels. Teachers' in underprivileged areas may face additional challenges, such as addressing diverse learning needs and providing extra support to students. These challenges can impact teachers' morale and productivity⁵⁷. While frequent policy and curriculum changes can impact teachers' productivity. Adaptation to new standards requires time and effort, and without adequate support, such changes can lead to stress and reduced effectiveness. Ensuring that teachers are involved in the development and implementation of new policies can mitigate these challenges.

Similarly, active community and parental involvement in the educational process can support teachers and enhance their productivity. Collaborative efforts create a supportive network, contributing to a conducive learning environment. Engaging parents and the community in school activities fosters a sense of shared responsibility for student success.

In addition, personal factors such as teachers' health, personal beliefs, and intrinsic

motivation, also play a role in their productivity. Personal well-being and a sense of purpose can drive teachers to perform better. Addressing issues like stress and burnout is crucial for maintaining a motivated and effective teaching workforce. Teachers' productivity in secondary schools is a multifaceted concept influenced by various interconnected factors. Addressing these aspects holistically is essential for fostering an environment that promotes effective teaching and learning.

The evaluation of diverse teacher reward systems across global and local contexts reveals several critical lessons that can inform policy and practice. One of the most prominent is the importance of aligning professional development opportunities with reward structures. For instance, Canada's education system exemplifies this approach by linking continuous learning, such as participation in workshops and advanced academic programmes, to career progression and salary increments. This integration serves not only as a motivator but also as a mechanism for enhancing instructional effectiveness and overall teacher productivity⁵⁷.

Another vital insight is the effectiveness of recognition and non-monetary rewards. Research conducted in Nigeria, particularly in Imo State, found that professional acknowledgment and work-life balance significantly boost teacher morale. Teachers who feel valued and supported in their work environments tend to perform better and remain committed to their roles. These findings suggest that strategies like formal recognition of achievements, provision of a supportive school culture, and encouragement of teacher well-being can be as impactful as monetary incentives in sustaining productivity⁵⁸.

Equity and transparency also emerge as fundamental pillars of effective reward systems. When teachers perceive that rewards are distributed fairly and based on merit, their trust in the system increases, which in turn enhances motivation and organizational loyalty. A

study from South-South Nigeria emphasized that equitable access to salary increments and promotional opportunities directly influenced institutional performance⁵⁹. Similarly, the Finnish education model underscores the value of teacher autonomy and empowerment. By granting teachers a significant degree of professional freedom and involving them in decision-making processes, Finland fosters a strong sense of ownership and responsibility among its teachers, which ultimately translates to improved job satisfaction and performance⁶⁰.

Furthermore, teachers' reward systems must align with broader educational goals to ensure that teacher motivation supports institutional and student-centered outcomes. Whether promoting collaboration, innovation, or academic excellence, rewards should reinforce behaviors that contribute to systemic improvement. Overall, countries like Finland and Canada demonstrate that comprehensive strategies including professional development, autonomy, and goal alignment produce effective results. In the African context, particularly Nigeria, the integration of monetary and non-monetary incentives, coupled with fairness and a supportive work environment, has proven beneficial. These cross-regional insights serve as valuable guidance for educational policymakers seeking to design reward systems that not only motivate teachers but also uplift the overall quality of education. Government involvement, through supportive and consistent policy frameworks, remains essential in institutionalizing these best practices and ensuring their sustainability.

2.1.3.2 The Role of Government Policies in Shaping Teachers' Productivity

Government policies play a pivotal role in shaping the productivity of teachers by influencing key aspects such as reward systems, qualification standards, and professional development. In Nigeria, the importance of policy-driven educational reform is evident in

efforts to enhance the teaching profession through regulatory frameworks and institutional support. These policies are designed not only to ensure the recruitment of competent teachers but also to maintain high levels of motivation and performance across all levels of the education sector. Among the notable policy measures are the Professional Standards for Nigerian Teachers, which define the competencies required for effective classroom instruction. This framework establishes the basis for teacher registration, licensing, and ongoing development, with a strong emphasis on ethical conduct and continuous professional learning. Closely related is the National Teacher Education Policy, which stipulates the minimum qualification of Nigeria Certificate in Education (NCE) for teaching. It also advocates for higher qualifications through postgraduate training and outlines the processes for induction, certification, and re-certification of teachers. Together, these policies aim to professionalize teaching, enhance classroom effectiveness, and elevate the overall status of educators in Nigeria⁶¹.

To improve teacher productivity more directly, the Nigerian government has introduced a range of initiatives, beginning with the Career Path Policy. This policy creates a structured framework for career progression by linking rewards and promotions to measurable indicators such as academic qualifications, teaching experience, and demonstrated performance⁶². Additionally, the Teacher Registration Council of Nigeria (TRCN) plays a central role in regulating the profession by ensuring that only qualified and certified individuals are permitted to teach. Through licensing exams and regular monitoring, the TRCN upholds professional standards and accountability. The government has also invested in professional development programmes aimed at improving instructional methodologies and equipping teachers with modern teaching tools. These include regular in-service training, workshops, and seminars intended to address emerging educational challenges such as digital literacy, curriculum reforms, and

inclusive teaching strategies. These initiatives reinforce the government's commitment to building a competent, motivated, and forward-thinking teaching workforce capable of driving educational transformation in Nigeria.

Sustainable improvement in teacher productivity requires a multifaceted approach that prioritizes both motivation and capacity-building. One of the foremost recommendations is the enhancement of teacher remuneration. Competitive salaries and the timely disbursement of payments are critical for maintaining morale and attracting qualified professionals to the education sector. Furthermore, performance-based incentives such as bonuses or recognitions for outstanding teaching can serve as strong motivators for excellence and accountability, especially when linked to measurable outcomes like student achievement and classroom innovation⁶³.

Another essential recommendation is the institutionalization of continuous professional development programmes. In an ever-evolving educational landscape, teachers must remain updated on contemporary trends, teaching methodologies, and curriculum reforms. Establishing mandatory and regular training programmes ensures that teachers are not only aware of best practices but are also equipped to implement them effectively. These programmes could include workshops, in-service training, peer-learning initiatives, and exposure to digital teaching tools. Such investments in teacher knowledge and skills directly impact classroom productivity and student learning outcomes⁵⁸.

Equally important is the improvement of working conditions within schools. Optimal performance is difficult to achieve without a conducive environment. Therefore, governments and school administrators must invest in infrastructure upgrades, ensure the availability of adequate teaching and learning materials, and maintain safe and clean classrooms. When teachers have access to well-equipped facilities and are supported with

the necessary resources, they are more likely to be effective and committed to their duties. Additionally, transparent promotion criteria must be established. Teachers should be able to clearly understand the benchmarks for career progression, which must be based on merit, qualifications, and experience. Fair and well-communicated advancement policies increase motivation and reduce frustration within the teaching workforce⁶⁴.

Finally, the role of the broader community cannot be overlooked in ensuring sustainable teacher development. Active engagement with stakeholders such as parents, local education boards, and non-governmental organizations can create a network of support around teachers. Community involvement in school governance, resource provision, and teacher appreciation initiatives enhances the social value of the teaching profession⁶⁵. Moreover, stakeholder input in decision-making fosters transparency and strengthens trust between schools and their surrounding communities. A study conducted in Nigeria emphasized that such collaboration leads to increased teacher motivation and improved educational outcomes⁶⁶. Taken together, these recommendations provide a sustainable blueprint for nurturing a motivated, professional, and high-performing teaching workforce.

2.2 Theoretical Framework

2.2.1 Herzberg's Two-Factor Theory

Frederick Herzberg's Two-Factor Theory, formulated in 1959, remains a seminal framework in understanding workplace motivation and job satisfaction. This theory delineates two distinct categories of factors that influence employee attitudes and behaviors: motivators and hygiene factors. Motivators, or intrinsic factors, pertain to the nature of the work itself and the opportunities it provides for personal growth, recognition,

and achievement. Hygiene factors, or extrinsic factors, encompass aspects of the work environment such as salary, job security, working conditions, and company policies. While the presence of motivators can lead to heightened job satisfaction and increased productivity, the absence or inadequacy of hygiene factors can result in job dissatisfaction. However, addressing hygiene factors alone does not necessarily enhance job satisfaction; it merely prevents dissatisfaction. This nuanced understanding is particularly pertinent when examining the productivity of teachers in secondary schools, as their performance is influenced by a complex interplay of intrinsic and extrinsic elements.

In the context of secondary education, applying Herzberg's Two-Factor Theory offers valuable insights into the factors that drive teacher productivity. **Motivators** in the teaching profession include recognition for accomplishments, opportunities for professional development, a sense of achievement from student success, and the inherent interest in teaching subject matter. When these intrinsic factors are present, teachers are more likely to exhibit enthusiasm, creativity, and a commitment to their roles, leading to a high level of productivity and enhanced educational outcomes. Conversely, **hygiene factors** such as competitive salaries, favorable working conditions, supportive administrative policies, and job security are essential in preventing dissatisfaction. For instance, inadequate remuneration or poor working environments can lead to frustration and decreased morale among teachers, which may adversely affect their performance and, consequently, student achievement.

Empirical studies have explored the applicability of Herzberg's Two-Factor Theory within educational settings. Research conducted in Ogun State, Nigeria, investigated the relationship between reward systems and teacher productivity in public senior secondary schools. The study revealed a significant correlation between effective reward systems

encompassing both financial incentives and recognition and positive teacher attitudes towards work, which in turn enhanced productivity. This finding underscores the importance of both motivators and hygiene factors in fostering a conducive environment for teacher performance. Similarly, a study examining Herzberg's theory in the context of teachers' job satisfaction in Bangladesh found that factors such as recognition and opportunities for advancement (motivators) significantly influenced job satisfaction, while salary and working conditions (hygiene factors) were critical in preventing dissatisfaction. These studies highlight the relevance of Herzberg's framework in understanding and improving teacher productivity across diverse educational contexts.

The insights provided by Herzberg's Two-Factor Theory have profound implications for designing effective reward systems in secondary schools. To enhance teacher productivity, it is imperative to implement strategies that address both motivators and hygiene factors.

Intrinsic rewards such as recognition programmes, opportunities for professional growth, and involvement in decision-making processes can fulfill teachers' psychological needs for achievement and self-actualization. For example, acknowledging teachers' contributions through awards or public commendations can boost morale and motivation.

Extrinsic rewards, including competitive salaries, job security, and improved working conditions, are essential in preventing dissatisfaction and ensuring that teachers remain committed to their roles. A study focusing on public secondary school teachers in Ogun State emphasized the importance of non-financial rewards, such as promotions and study leave, in enhancing job commitment. This underscores the need for a holistic reward system that integrates both intrinsic and extrinsic elements to foster a motivated and productive teaching workforce⁶⁷.

While Herzberg's Two-Factor Theory has had a profound impact on understanding workplace motivation, it has also been the subject of considerable critique, particularly regarding its methodology and practical applicability. Herzberg's original study relied on the critical incident technique, where participants were asked to recall specific events that led to feelings of satisfaction or dissatisfaction. Critics, such as King, argue that this method is inherently flawed due to its subjective nature and susceptibility to memory distortion. Respondents are often inclined to attribute positive experiences to internal factors like their own competence (motivators) and negative experiences to external circumstances (hygiene factors), a cognitive distortion known as the self-serving bias. This limits the reliability of the data used to establish the dichotomy of factors.

Another major criticism of Herzberg's theory lies in its oversimplification of human motivation. By dividing job-related factors into only two categories motivators and hygiene factors, the theory assumes that these factors are mutually exclusive and function independently. However, in real-world work environments, particularly in the education sector, this clear division often breaks down. For example, salary is categorized as a hygiene factor, yet in many teaching contexts, especially in developing countries, it can also serve as a powerful motivator when linked to performance incentives or recognition. This duality suggests that certain job aspects may influence both satisfaction and dissatisfaction, depending on how they are structured and perceived. Moreover, the universality of Herzberg's theory has been questioned, particularly in cross-cultural and economically diverse contexts. Herzberg theory research was conducted in a mid-20th century American industrial setting, which differs significantly from the realities faced by teachers in places like Ogun State, Nigeria. In such settings, extrinsic rewards like regular salary payment, housing allowances, and job security are not merely baseline expectations; they are essential motivators due to prevailing economic constraints.

Studies conducted in Nigerian secondary schools consistently show that financial and material rewards are central to teacher motivation and retention⁶⁸. Therefore, applying Herzberg's theory without adapting it to the local context risks overlooking critical motivational drivers in environments where basic needs are not yet fully met.

Finally, the theory has been critiqued for its failure to consider individual differences in motivation. Herzberg assumes that the same set of motivators and hygiene factors apply universally to all employees. However, teachers differ in age, career stage, personal values, and professional aspirations. For instance, a newly recruited teacher may be driven by opportunities for career advancement and training, while a senior teacher may prioritize stability and recognition. The theory also creates ambiguity in factor classification; for example, supervision is considered a hygiene factor, but when supportive and empowering, it can function as a motivator. Such overlaps blur the neat theoretical categories Herzberg proposed. Despite these criticisms, Herzberg's Two-Factor Theory remains a useful framework particularly when used alongside other theories like Expectancy or Equity Theory to analyze teacher motivation and develop reward systems that reflect the diverse realities of educational institutions.

Drawing from Herzberg's Two-Factor Theory and supporting empirical evidence, one of the most effective strategies for improving teacher productivity in secondary schools is the development of comprehensive reward systems. These systems should strike a balance between intrinsic and extrinsic incentives. While extrinsic rewards such as competitive salaries, allowances, and benefits are essential in preventing dissatisfaction, intrinsic rewards play a key role in enhancing job satisfaction. programmes that recognize teachers' contributions, such as awards, public acknowledgments, and leadership opportunities, can significantly boost morale. Additionally, creating structured avenues

for professional advancement, including access to postgraduate studies or educational certifications, reinforces a sense of career progression and institutional investment in teacher growth.

Another vital recommendation involves investment in continuous professional development. Teachers should be consistently supported through targeted training workshops, seminars, and educational conferences that are aligned with current pedagogical trends and technological innovations. This not only equips teachers with up-to-date teaching methods but also fosters a culture of lifelong learning. When teachers perceive that they are being empowered with relevant skills, they are more likely to stay motivated and engaged. Furthermore, participatory decision-making processes where teachers are involved in shaping curriculum, school policies, and administrative decisions enhance their sense of belonging and accountability. As shown in recent studies, teacher inclusion in governance leads to increased commitment and institutional loyalty²⁵.

Improving the working conditions of teachers is essential for sustaining productivity. Ensuring access to adequate instructional materials, maintaining manageable class sizes, and providing clean, safe teaching environments are foundational to effective classroom delivery. A supportive school culture, marked by collaboration and respect between staff and administration, also strengthens teachers' psychological well-being⁶⁹. In tandem with this, schools must implement transparent promotion policies based on merit, qualifications, and experience. When teachers clearly understand the criteria for career advancement and perceive the system as fair, they are more likely to remain motivated and committed to excellence. These combined strategies, grounded in Herzberg's theoretical insights, create a foundation for not only improved teacher productivity but also long-term educational transformation⁷⁰.

2.2.2 Human Capital Theory

Human Capital Theory posits that investments in individuals' education and training enhance their productivity and consequently, contribute to economic growth. Human Capital Theory emphasizes the economic value of knowledge, skills, and competencies possessed by individuals. In the context of secondary education in Ogun State, Nigeria, applying Human Capital Theory provides a framework for understanding how reward systems and professional qualifications influence teachers' productivity. This comprehensive analysis explores the theoretical foundations of Human Capital Theory, its application to teachers' productivity, empirical evidence from Nigeria, and practical recommendations for policy implementation.

Human Capital Theory asserts that individuals acquire knowledge and skills through education and training, which enhance their productive capacities and lead to higher earnings. Human Capital Theory is an influential framework in economics that explains the role of individuals' knowledge, skills, health, and abilities in contributing to economic growth and productivity. The theory gained prominence in the 20th century through the works of economists who viewed human capital as a critical factor of production, much like land, labor, or physical capital. The major idea behind the Human Capital Theory is that investments in human beings particularly in education and health are not mere expenditures but strategic efforts that yield measurable returns in productivity, earnings, and societal advancement⁷¹.

The theory emerged as a response to post-World War II labor dynamics, where economists observed that increases in physical capital alone could not explain the rapid growth of industrialized nations. The scholar argued that the unexplained residual growth could be attributed to investments in education, skills development, and health

improvements and posited that human beings are not passive labor inputs but active agents whose productivity depends on their accumulated knowledge and competencies. Thus, education becomes not just a social good but an economic investment one that enhances the efficiency of labor and contributes to innovation and economic resilience⁷².

Another scholar and economist further advanced the theory by framing human capital as analogous to physical capital. Just as businesses invest in machines to improve output, societies invest in education and training to improve individual and collective productivity. In Becker's model, schooling, on-the-job training, health care, and even migration are forms of investment that result in increased lifetime earnings and improved economic performance⁷¹. This perspective underpins many modern policies on education funding, labor market reform, and professional development programmes.

2.2.2.1 Core Components of Human Capital

To fully understand Human Capital Theory, it is important to identify its core components, which represent the different ways individuals acquire and accumulate productive capacity. These include:

1. **Education and Formal Schooling:** This is the most widely recognized component of human capital. Formal education equips individuals with foundational knowledge, cognitive skills, and discipline-specific expertise that are essential for effective participation in the workforce. In the context of teaching, this includes qualifications like a Bachelor of Education (B.Ed.), Postgraduate Certificate in Education (PGCE), or a Master's degree, which all enhance pedagogical competence and subject mastery.

2. **Training and Professional Development:** Beyond formal education, individuals gain skills through in-service training, workshops, seminars, and experiential learning. For teachers, professional development programmes help update teaching methodologies, integrate technology into instruction, and adapt to evolving curriculum standards. This continuous learning contributes directly to teacher effectiveness and, by extension, student outcomes.
3. **Health and Physical Well-being:** Good health increases a person's ability to work productively and with fewer absences. According to the World Bank, investments in health including nutrition and access to medical care are foundational to building human capital, particularly in education, where teacher absenteeism due to illness can disrupt learning continuity⁷³.
4. **Work Experience and Tacit Knowledge:** Experience plays a significant role in human capital accumulation. Teachers with several years of classroom practice often develop better classroom management skills, emotional intelligence, and contextual knowledge of student behavior, which enhance their effectiveness beyond what formal education alone can provide.
5. **Social and Emotional Skills:** These include communication, empathy, teamwork, and leadership. Though less tangible, these skills are increasingly recognized as essential for workplace success, particularly in education, where the ability to foster relationships with students, parents, and colleagues directly influences teaching quality.

Human Capital Theory also categorizes investments into general and specific human capital. General human capital refers to skills and knowledge that are transferable across occupations or industries such as literacy, numeracy, or communication skills. In contrast, specific human capital refers to skills relevant to a particular job or organization. For

example, a teacher's training in the national curriculum or a particular teaching method represents specific human capital relevant primarily to the education sector. Understanding this distinction is crucial for designing reward systems that acknowledge and incentivize both transferable skills (e.g., public speaking) and role-specific competencies (e.g., lesson planning and subject mastery).

In educational systems particularly in regions like Ogun State, Nigeria, Human Capital Theory provides a lens through which to assess the effectiveness of professional qualifications and the economic rationale for investing in the teaching workforce. Highly qualified and well-trained teachers are more likely to deliver engaging instruction, diagnose learning difficulties accurately, and foster academic success among students. Research by scholars confirms that teacher quality, more than any other school-related factor, has a significant impact on student performance. Moreover, in low and middle-income countries, the value of human capital investments in teachers is magnified by challenges such as overcrowded classrooms, limited resources, and rapidly evolving curricular demands⁷⁴. The inability to continuously update teacher knowledge or attract and retain skilled educators often results in educational stagnation or decline. Therefore, aligning education policies with the tenets of Human Capital Theory becomes a developmental imperative.

Human Capital Theory has profound implications for education policy and economic planning. For governments, the theory justifies public spending on teacher education, certification programmes, and continuing professional development. Such investments not only improve the quality of instruction but also reduce costs associated with high teacher turnover, poor student outcomes, and educational inequity. Additionally, Human Capital Theory supports the formulation of performance-based reward systems, where

incentives such as promotions, bonuses, or salary increments are linked to academic qualifications, years of experience, or student learning gains. This approach creates a virtuous cycle: as teachers are rewarded for investing in their own human capital, they are further motivated to improve, thereby raising the productivity of the entire education system.

Furthermore, teachers are central to the learning process, and their qualifications significantly impact student outcomes. According to the Human Capital Theory, investing in teachers' education and professional development enhances their teaching effectiveness, leading to better student performance and overall school improvement. Highly qualified teachers possess a deeper understanding of subject matter, pedagogical skills, and classroom management techniques, all of which contribute to a more effective learning environment. Furthermore, continuous professional development ensures that teachers remain abreast of evolving educational methodologies and technologies, thereby maintaining high standards of teaching.

Empirical studies in Nigeria have examined the relationship between human capital development and teacher productivity. Research conducted in Ekiti State investigated the impact of human capital development on teachers' performance in tertiary institutions. The study found that investments in professional development and training positively influenced teachers' productivity, highlighting the importance of continuous skill enhancement⁷⁵. Similarly, a study focusing on secondary school teachers in Imo State revealed that skill development and the creation of new competencies significantly improved teacher productivity. These findings underscore the critical role of human capital investments in enhancing educational outcomes in Nigeria⁷⁶. Professional qualifications encompass formal education, certifications, and ongoing professional

development. Human Capital Theory suggests that higher qualifications correlate with increased productivity due to the enhanced knowledge and skills acquired. In Ogun State, the emphasis on recruiting teachers with advanced degrees and specialized training aligns with this perspective. Teachers with higher professional qualifications are better equipped to design and implement effective instructional strategies, assess student learning accurately, and adapt to diverse classroom needs. Moreover, they serve as role models, inspiring students to pursue academic excellence.

While professional qualifications are essential, Human Capital Theory also acknowledges the role of incentives in motivating individuals to utilize their skills effectively. In the teaching profession, reward systems including salaries, bonuses, promotions, and recognition serve as extrinsic motivators that can enhance job satisfaction and performance. A well-structured reward system acknowledges the efforts of teachers and provides tangible benefits that reinforce their commitment to the profession. In Ogun State, implementing reward systems that balance intrinsic rewards (e.g., professional growth opportunities) and extrinsic rewards (e.g., competitive salaries) can lead to improved teacher productivity and retention.

Despite its significant influence on education and economic policy, Human Capital Theory has attracted substantial criticism for its overemphasis on economic returns and for presenting a narrow interpretation of education's value. By conceptualizing education and training as investments made for the purpose of increasing individual income and national productivity, Human Capital Theory tends to overlook the intrinsic, civic, and moral purposes of education. Critics argue that reducing education to a means of acquiring higher wages commodifies human learning, ignoring its broader role in fostering critical thinking, cultural identity, and social responsibility⁷⁷. In the context of

secondary education, especially in Nigeria, such a perspective risks downplaying the transformative and societal role that teachers play beyond their measurable output.

Another key criticism of Human Capital Theory lies in its failure to adequately address structural and social inequalities. The theory assumes that all individuals have equal access to education and training, and that success is determined solely by individual effort and rational decision-making. However, in many contexts Nigeria teachers face systemic barriers like poor funding, infrastructural deficits, and rural-urban disparities, which hinder their ability to invest in their own human capital. Consequently, Human Capital Theory may unintentionally reinforce existing inequities by blaming individuals for their lack of productivity, rather than acknowledging institutional or environmental constraints⁷⁸. For example, a qualified teacher may still underperform if teaching resources are inadequate or if the reward system fails to reflect merit.

Furthermore, Human Capital Theory has been critiqued for its reductionist view of education and labor. By focusing primarily on the development of skills and knowledge that enhance labor market productivity, the theory undervalues emotional intelligence, ethical reasoning, and relational skills that are especially vital in professions like teaching. This emphasis can lead to an over-prioritization of technical competencies at the expense of pedagogical values and holistic student development⁷⁹. Additionally, this narrow perspective may influence education policy in ways that marginalize subjects like the arts and humanities, which are essential for nurturing well-rounded students and teachers alike.

Another limitation of Human Capital Theory is its assumption that higher education or training directly correlates with improved performance and economic returns. In practice, measuring the impact of human capital investments is complicated by many intervening factors, such as organizational culture, student behavior, and policy frameworks. For

example, a teacher with advanced degrees might still struggle in overcrowded classrooms or under ineffective school leadership. Moreover, alternative perspectives like Signaling Theory suggest that qualifications often serve more as signals of ability than as actual enhancements to productivity⁸⁰. In such cases, employers or policymakers may place undue value on credentials, even when they do not translate into improved teaching quality.

Human Capital Theory tends to assume that public sector roles like teaching function similarly to market-based employment systems, where productivity is closely linked to compensation. However, in Nigeria's public education system, salaries are often standardized and not performance-based. As such, even highly qualified or productive teachers may not receive differentiated rewards, contradicting one of the theory's fundamental premises. This disconnection between theory and practical realities limits the applicability of Human Capital Theory to contexts where external factors, not just individual investment, determine productivity and career progression. Therefore, while Human Capital Theory offers a valuable lens for examining how teacher qualifications and training influence productivity, it must be complemented by theories that account for motivation, equity, and socio-political realities to fully explain teacher performance in secondary schools.

To effectively harness the insights of Human Capital Theory in improving teacher productivity, several key policy actions are recommended. First, there should be sustained investment in continuous professional development. Regular training programmes that focus on modern teaching methodologies, subject matter expertise, and the integration of educational technology will ensure that teachers remain professionally current and

pedagogically effective. Such ongoing development strengthens both individual capacity and institutional performance.

Second, the implementation of comprehensive reward systems is essential for motivating teachers and retaining high performers. These systems should go beyond basic remuneration to include competitive salaries, clear opportunities for career advancement, and structured recognition for excellence. When teachers see a tangible link between effort, qualifications, and career growth, they are more likely to remain committed and productive.

Third, recruitment standards must be improved to ensure that only qualified and competent individuals enter the teaching profession. This can be achieved by establishing rigorous hiring criteria that prioritize academic credentials, teaching experience, and evidence of pedagogical competence. By raising the entry threshold, schools can build a workforce that is better equipped to deliver quality education. Additionally, it is important to improve working conditions to support teachers in their day-to-day responsibilities. Addressing infrastructural deficiencies, reducing overcrowded classrooms, and ensuring access to adequate teaching resources will create a more enabling environment for effective instruction.

Finally, a system for monitoring and evaluating teacher performance should be institutionalized. This involves developing robust assessment tools to track the effectiveness of professional development programmes and measure individual teacher performance. Data from such evaluations can guide evidence-based decision-making and ensure that policy interventions are both targeted and impactful. Together, these recommendations form a cohesive strategy for enhancing teacher productivity through the principles of Human Capital Theory.

2.2.3 Equity Theory

Equity Theory, formulated by behavioral psychologists in 1965, provides a framework for understanding how perceptions of fairness influence motivation within social exchanges, particularly in the workplace. At its core, the theory posits that individuals assess the fairness of their work outcomes (such as salary, recognition, and benefits) relative to their inputs (including effort, experience, and education) by comparing this ratio to that of their peers. When individuals perceive an imbalance believing they are either under-rewarded or over-rewarded compared to others - they experience psychological discomfort, which can lead to efforts to restore equity. This restoration may involve altering their inputs (e.g., reducing effort), seeking changes in outcomes (e.g., requesting a raise), or cognitively re-evaluating the fairness of the situation⁸¹.

When it comes to the educational sector, particularly among teachers, Equity Theory offers valuable insights into how perceptions of fairness in reward systems impact motivation and performance. Teachers invest significant inputs into their roles, including time, dedication, expertise, and personal commitment. They expect that these contributions will be met with equitable outcomes, such as fair compensation, professional recognition, opportunities for advancement, and supportive working conditions. When teachers perceive that their input-outcome ratios are equitable compared to their colleagues, they are more likely to be satisfied and motivated. Conversely, perceptions of inequity whether through disparities in pay, recognition, or resource allocation—can lead to dissatisfaction, decreased motivation, and even attrition⁸². Applying the principles of Equity Theory to teacher reward systems requires a deliberate focus on fairness, transparency, and inclusiveness. One of the foundational elements in promoting equity is the establishment of transparent compensation structures.

When salary scales and benefits are clearly defined and openly communicated, teachers are better able to understand how their qualifications, experience, and efforts correspond to their compensation. This transparency minimizes ambiguity and reduces perceptions of favoritism or hidden bias, thereby fostering trust in the reward system.

In addition to financial remuneration, recognition and professional growth opportunities play a critical role in enhancing teachers' perceptions of equity. Teachers who receive acknowledgment for their hard work whether through awards, commendations, or leadership roles feel valued and respected within the organization. Similarly, providing access to professional development, such as workshops, postgraduate training, and mentorship programmes, allows teachers to grow in their careers. When effort and performance are consistently linked to advancement, teachers are more likely to remain motivated and engaged in their work. Furthermore, implementing fair and consistent evaluation processes is essential for equitable reward distribution. Teachers should be assessed based on objective, clearly defined criteria that are uniformly applied across the board. Consistency in appraisal helps ensure that outcomes such as promotions, bonuses, or recognitions are justly earned and not influenced by personal bias or favoritism.

Lastly, inclusive decision-making is a powerful tool for enhancing perceived fairness. When teachers are involved in shaping school policies, curricular decisions, and resource allocation, they are more likely to feel a sense of ownership and empowerment. This inclusion not only supports the democratic functioning of educational institutions but also strengthens the legitimacy of reward systems in the eyes of teachers. When teachers feel heard and respected, they are more inclined to view their professional environment as equitable and supportive.

Despite its contributions to understanding workplace motivation, Equity Theory has faced several criticisms. The theory heavily relies on individuals' subjective perceptions of fairness, which can vary widely among employees. Two teachers with similar inputs and outcomes might perceive equity differently based on personal values or expectations, making it challenging to implement universally satisfying reward systems⁸³. Equity Theory assumes a universal standard for fairness, yet cultural differences can influence how equity is perceived. In some cultures, collective well-being may be prioritized over individual comparisons, affecting how reward systems are evaluated⁸⁴. The theory primarily focuses on the balance between inputs and outcomes but may not adequately account for other motivational factors such as intrinsic job satisfaction, personal growth, or the social impact of one's work, which are particularly relevant in teaching professions⁸⁵.

To align teacher reward practices with the principles of Equity Theory, it is essential that educational policymakers adopt a series of targeted and systematic strategies aimed at promoting fairness and transparency. One of the foremost recommendations is to conduct regular compensation reviews. Periodic evaluations of salary structures ensure that remuneration remains competitive and accurately reflects teachers' qualifications, years of experience, and levels of contribution. These reviews should be data-driven and responsive to disparities, enabling adjustments that uphold fairness across the teaching workforce.

Equally important is the provision of professional development opportunities that are accessible to all teachers. Continuous learning not only enhances professional capacity but also supports equitable career progression. Ensuring that these opportunities are distributed fairly regardless of location, seniority, or subject specialization helps prevent

perceptions of favoritism and ensures that all teachers can advance based on merit and effort.

Another vital policy action involves the establishment of transparent promotion criteria. Clear, well-communicated guidelines for career advancement allow teachers to understand what is expected of them and how they can progress. This clarity reduces uncertainty and reinforces the idea that promotions are based on fair evaluations rather than subjective preferences.

Furthermore, equitable resource allocation must be prioritized. All schools, regardless of geographic or socio-economic standing, should be equipped with the resources necessary for effective teaching and learning. Disparities in infrastructure, teaching aids, or classroom conditions can negatively affect not only instructional delivery but also teachers' morale and sense of fairness within the system.

Lastly, institutions should implement robust feedback mechanisms that give teachers a voice in shaping reward policies and evaluating their implementation. By establishing regular channels for consultation such as surveys, town halls, or committee participation, educational leaders can identify and address gaps in perceived equity. This collaborative approach ensures that the reward system remains responsive to the evolving needs and concerns of teachers.

2.3 Review of Empirical Studies

2.3.1 Reward System and Teachers' Productivity

Several studies confirm that monetary rewards, particularly salaries and allowances, are fundamental to improving teacher productivity. A researcher found that in Tanzanian secondary schools, teachers expressed strong dissatisfaction with their salaries, citing

irregular payments and inadequate fringe benefits. Teachers reported that when salaries were delayed or inequitable, they resorted to supplementary income activities like private tutoring, which negatively affected their classroom productivity⁸⁶.

Similarly, other scholars examined motivation and job satisfaction among high school teachers in Ghana and reported that salary was a top determinant of teacher motivation. The study highlighted a mismatch between teachers' qualifications and their compensation, resulting in feelings of inequity and dissatisfaction⁸⁷. These findings resonate with Adams' Equity Theory, which posits that perceived imbalance between effort and reward leads to demotivation which would in turn lead to a low level of teachers' productivity. In Nigeria, a study conducted in the Federal Capital Territory found a statistically significant relationship between teachers' salaries and productivity in public secondary schools. The researchers used students' performance in core subjects like English and Mathematics as a proxy for teacher productivity. Their findings emphasized the role of timely and adequate remuneration in achieving educational goals⁸⁸.

Furthermore, another scholar underscored the role of allowances, bonuses, and timely payments in influencing teacher productivity in Ogun State. The study identified financial stress, poor wage adjustment after qualification upgrades, and irregular cooperative deductions as major disincentives that led to recurrent teacher strikes and subsequent declines in student performance⁸⁹. Non-financial rewards, such as recognition, opportunities for professional development, job security, and participatory decision-making, also significantly influence teacher motivation. Another researcher emphasized that recognition and achievement-based awards bolster teachers' sense of worth and foster stronger job commitment. This was supported by field survey data showing that 69.9% of teachers in Ogun State received outstanding awards, and 70% reported job security as a

non-monetary motivator. Promotion emerged as another crucial non-monetary incentive³. Another study reported that delays in promotion demoralized teachers and reduced their job productivity. This aligns with Herzberg's Two-Factor Theory, which considers advancement and recognition as motivators critical to enhancing job productivity⁹⁰.

On-the-job training and career development opportunities were also highlighted in several studies. For example, a study carried out by a researcher revealed a significant correlation between in-service training and teacher productivity. Teachers who regularly engaged in workshops and refresher programmes demonstrated improved instructional practices, which positively impacted student outcomes⁸⁹. This finding is echoed in another study, where the researcher emphasized that job incentives, whether financial or non-financial, stimulate teachers' drive to meet institutional goals⁹¹. Comparative studies offer further insights into the disparities in reward systems across public and private schools. Other studies noted that private school teachers in Lagos State often worked under more comfortable conditions, with smaller class sizes and better facilities⁹². Although salaries in private institutions were sometimes lower, the conducive environment and supportive management compensated for the financial limitations, enhancing teacher morale and effectiveness. In contrast, teachers in public schools frequently faced overcrowded classrooms, inadequate teaching materials, and bureaucratic hurdles that delayed promotions and salary adjustments. A study identified that despite having similar qualifications and workloads, public school teachers earned less than their counterparts in other government sectors, leading to job dissatisfaction and high attrition rates. These discrepancies not only demotivate teachers and reduced their level of productivity but also compromised student learning and performance⁸⁸.

Moreover, another study highlighted that incentives such as bonuses, commissions, and piece-rate pay structures are often used in private settings to link rewards with performance. These reward mechanisms create a direct relationship between teacher effort and compensation, fostering a results-oriented culture. In contrast, public school systems largely rely on standardized pay structures that may not adequately reflect individual teacher performance or input, thus limiting their motivational potential⁹³.

Studies reviewed across different regions and educational contexts indicate that both monetary and non-monetary rewards are essential to improving teacher productivity. However, the effectiveness of these incentives hinges on their fairness, timeliness, and relevance to teachers' professional needs. As highlighted in multiple documents, inequity in compensation, lack of professional development opportunities, and administrative inefficiencies often neutralize the motivational impact of reward systems⁸⁶. Furthermore, as noted by another scholar, reward systems should be embedded in broader educational policy frameworks that address structural issues such as workload management, teacher autonomy, and participatory leadership⁸⁷. Policies should aim to create a holistic environment that values and supports teachers as central agents of educational transformation.

Effective reward strategies also require transparency in promotion processes, consistent feedback systems, and involvement of teachers in school governance. These practices not only enhance motivation but also contribute to a sense of fairness and institutional trust, critical for long-term teacher retention and performance. A couple of researchers in their study conducted in Ogun West Senatorial District, Nigeria, examined the relationship between reward systems, teachers' attitudes to work, and productivity. Utilizing a descriptive survey research design involving 1,500 teachers from 30 sampled schools, the

researchers found a significant relationship between effective reward systems and teachers' positive attitudes toward their work. Specifically, their study indicated that when reward systems, comprising monetary incentives and recognition programmes, were perceived as fair and equitable, teachers showed enhanced commitment and productivity¹⁷. Conversely, poorly structured reward mechanisms led to demotivation, absenteeism, and decreased productivity among teachers. These findings highlight the critical role of adequate and fair rewards in influencing teacher motivation and performance positively.

Similarly, a study conducted in Lagos State secondary schools explored how reward systems, including merit awards, bonuses, and allowances, correlated with teachers' productivity metrics such as punctuality, course completion, and adherence to timelines. Using descriptive survey research with Pearson Product Moment Correlation Statistics, the study established a robust relationship between reward indices and productivity parameters. Specifically, the study emphasized rent allowance's substantial correlation with prompt coursework completion, merit awards significantly correlating with improved class attendance, and bonuses enhancing teachers' adherence to deadlines. Thus, tangible and timely rewards were critical to fostering higher productivity levels among teachers⁶.

Further reinforcing these findings, some scholars investigated reward systems in public senior secondary schools in Imo State, highlighting the significant predictive power of promotions on teaching staff morale, which indirectly impacts productivity. Utilizing a correlational research design with regression analyses, their results demonstrated that promotions notably boosted teachers' morale by 26.8%, while remuneration had a lower yet significant effect⁵⁸. This suggests that teachers place substantial value on career

advancement opportunities as crucial elements of reward systems influencing their morale and productivity.

Moreover, another expert, in a comprehensive study in Oyo State, Nigeria, underscored reward systems as crucial determinants of teachers' productivity. Employing a descriptive survey research design, the study revealed that reward systems significantly impacted teachers' productivity, albeit to a lesser extent compared to personal factors such as emotional and psychological well-being⁹⁴. Nevertheless, the study advocated for educational stakeholders to prioritize reward systems that comprehensively address teachers' professional and personal needs to enhance productivity sustainably. Other research studies extended this discourse through their study in Ilala Municipality, Tanzania, assessing the relationship between existing reward systems and teacher motivation. Contrary to earlier studies, their findings indicated a disconnect between the existing reward systems and teacher motivation due to systemic challenges, including inadequate transport, housing, and unclear reward mechanisms. Their analysis, employing descriptive statistics and qualitative interviews, illuminated the complexities surrounding reward systems, suggesting that while reward systems are critical, their effectiveness significantly hinges on clarity, fairness, and adequacy in addressing fundamental teacher needs¹⁵.

This complexity was further echoed by other experts, who scrutinized reward strategies for teachers across Nigerian secondary schools. They found that current reward mechanisms were frequently insufficient, inequitable, and misaligned with teachers' actual needs, substantially impacting their morale and productivity negatively. Highlighting disparities in compensation, inadequate career development opportunities, and bureaucratic hurdles, their research recommended holistic improvements involving

stakeholders at all levels⁹⁵. Effective reward strategies proposed included competitive salaries, targeted professional development, and supportive work environments, all vital for fostering sustained teacher productivity.

Comparative analysis across public and private secondary schools provides additional insights. Studies consistently reveal disparities in reward systems between private and public schools, with private institutions typically offering more structured and appealing reward packages. An expert highlighted that teachers in private secondary schools often experience higher job satisfaction and productivity due to better-defined career progression paths, higher remuneration, and more frequent recognition programmes⁹⁵. Conversely, public school teachers frequently cited bureaucratic inefficiencies, delayed promotions, and insufficient remuneration as primary sources of dissatisfaction and low productivity levels. From a broader international perspective, similar patterns emerge. Another research conducted globally recognized the need for comprehensive and tailored reward systems responsive to teachers' varied professional and personal contexts. Effective reward systems globally emphasized a balanced integration of monetary incentives, professional growth opportunities, and intrinsic recognition, significantly enhancing teachers' motivation and productivity⁹⁶. These international findings underscore the universality of reward systems' impacts on teacher productivity, reinforcing the need for adaptable, context-sensitive reward strategies.

Similarly, a significant study on the compensation of teachers and its correlation with school effectiveness in Kwara State, Nigeria. Employing a descriptive research design involving 315 participants, they found that although teachers in public secondary schools were moderately satisfied with their compensation, there was considerable room for improvement⁹⁷. Notably, the study revealed a substantial positive relationship between

teachers' compensation and school effectiveness, indicating that enhanced remuneration, timely promotions, and training opportunities directly contributed to better academic performance among students and overall school productivity. The authors recommended that the government prioritize timely payment and competitive salaries as a strategic measure to improve educational outcomes.

In a similar vein, other studies investigated reward systems in Ogun State public secondary schools. Their qualitative research, involving key informant interviews, unveiled substantial dissatisfaction among teachers concerning inadequate remuneration and delayed salary payments, contributing negatively to their productivity and morale. Teachers emphasized that poor reward structures led to increased absenteeism, lateness, and decreased commitment to teaching tasks⁶⁷. Thus, addressing these inadequacies through structured and timely financial incentives was deemed critical for enhancing teacher effectiveness and productivity.

A complementary study critically analyzed teacher productivity in Nigerian senior schools, linking low productivity to insufficient motivation and inadequate reward structures. The research underscored that despite existing training programmes and educational reforms, teacher productivity remains suboptimal due primarily to inadequate monetary rewards, poor working conditions, and ineffective motivation strategies⁹⁸. This finding aligns with global best practices observed in countries like Finland and Singapore, which heavily invest in teacher incentives and professional development programmes, thus significantly enhancing teacher productivity.

A study explored teachers' compensation and its impacts on school effectiveness in Kwara State, emphasizing the essential role of competitive compensation packages. Through Pearson's correlation analyses, the study demonstrated a strong positive

relationship between adequate compensation (including salary increments, promotions, and training) and teachers' productivity, which ultimately influenced overall school effectiveness. The study concluded that sustainable improvements in teacher productivity require systemic changes in compensation policies, promoting equity, fairness, and transparency⁹⁹.

Further reinforcing these findings, a scholar, in an analysis of teacher motivation and job satisfaction in Ghana's Tamale metropolis, identified salary, working conditions, incentives, medical allowances, security, recognition, and professional growth opportunities as critical motivational factors. The study revealed widespread dissatisfaction among teachers with their remuneration compared to non-teaching professions, thus leading to demotivation, decreased productivity, and increased attrition rates⁸⁷. Recommendations from this study stressed implementing participatory decision-making processes, equitable reward structures, and improving intrinsic motivators as vital strategies for retaining and enhancing teacher productivity.

Similarly, another study assessed job satisfaction and motivation among Nigerian teachers, noting that dissatisfaction with salaries, fringe benefits, advancement opportunities, and working conditions significantly impacted teachers' productivity. Using a quantitative survey method, the study emphasized the crucial link between adequate compensation and teacher productivity¹⁰⁰. It reinforced the importance of aligning teachers' inputs (skills, hard work, dedication) with appropriate outputs (compensation, recognition, and professional growth opportunities) to enhance motivation and productivity effectively. Moreover, a recent study on teachers' qualifications and motivation concerning student achievement in Mathematics in Oyo State, Nigeria, revealed significant positive relationships between teacher motivation, qualification, and

student academic outcomes. This research recommended prioritizing adequate teacher remuneration and professional development as critical determinants of teachers' productivity and, consequently, students' academic achievements¹⁰¹. The study emphasized the necessity of recruiting qualified teachers and adequately compensating them to sustain high productivity levels and educational quality.

Empirical evidence from various studies has consistently highlighted the role of non-monetary rewards in complementing monetary incentives to boost teacher productivity. As outlined in a study, critical non-monetary factors such as professional development opportunities, recognition, manageable workloads, and participatory decision-making are essential to teachers' intrinsic motivation and productivity¹⁰². Similarly, other studies corroborated these findings, asserting that comprehensive reward systems integrating intrinsic and extrinsic incentives significantly enhance teacher productivity. From a comparative perspective, private schools frequently implement more comprehensive reward systems compared to their public counterparts⁹². In the same vein, a study highlighted the superior productivity levels in private secondary schools due to better remuneration, clearly defined career progression, and frequent recognition programmes⁹⁴. Conversely, public schools, often constrained by bureaucratic inefficiencies and financial limitations, lag behind in implementing effective reward systems, negatively affecting teachers' morale and productivity.

Performance-based incentives are designed to reward teachers based on their effectiveness and contributions to student achievement. These systems often include merit pay, bonuses, and recognition awards. For example, in Texas, the Teacher Incentive Allotment (TIA) programme was established to financially reward high-performing teachers. Teachers are designated as "recognized," "exemplary," or "master," with

corresponding financial incentives. This programme aims to retain effective teachers and improve educational outcomes. As of the 2023-2024 period, approximately 25,000 teachers have been designated under TIA, receiving over \$290 million¹⁰³. In addition, the HISD Board of Managers approved the Teacher Excellence System (TES), focusing on evidence-based measures of student growth and instructional quality. TES incorporates rigorous evaluator certification and continuous feedback mechanisms. This system is a precursor to a pay-for-performance model, aiming to retain effective teachers and enhance educational outcomes¹⁰⁴. Besides, comprehensive reward packages encompass both monetary and non-monetary incentives, including allowances, bonuses, promotions, and professional development opportunities.

In Lagos State, Nigeria, a study examined the relationship between teachers' reward systems and teachers' productivity in secondary schools. The findings indicated that reward components such as rent allowances, merit awards, and bonuses positively correlated with productivity parameters like timely completion of coursework and class attendance. The study recommended enforcing specific reward policies and publicizing various rewards to ensure continuous teacher motivation⁶. Furthermore, a study in Kikuyu Sub-County, Kenya, investigated the influence of reward systems on teachers' job satisfaction in public secondary schools. The research concluded that both intrinsic and extrinsic rewards significantly contribute to job satisfaction, which in turn enhances teachers' productivity. Recommendations included implementing comprehensive reward systems that address both financial and non-financial aspects to boost teacher morale and performance¹⁰⁵.

Non-financial rewards, such as recognition, professional development opportunities, and improved working conditions, play a crucial role in motivating teachers. Norwegian

higher education institutions have implemented reward systems to recognize excellence in teaching. A study reported on the experiences of the first academic teachers awarded under these new systems, highlighting the potential of such rewards to influence teaching and learning culture positively. While this example pertains to higher education, the principles can be applied to secondary education to enhance teacher motivation and productivity¹⁰⁶. In addition, a research in Imo State Nigeria investigated the extent to which promotion predicts teaching staff morale in public senior secondary schools. The study found that promotion significantly predicted teaching staff morale, suggesting that non-financial rewards like career advancement opportunities are vital for maintaining high teacher motivation and productivity⁶⁴.

Critical insights drawn from various empirical studies collectively highlight several pivotal factors crucial to designing effective reward systems aimed at enhancing teachers' productivity in educational institutions. Foremost among these are monetary rewards, such as salaries, bonuses, and allowances. These financial incentives significantly elevate teachers' productivity, especially when they are timely administered and explicitly tied to measurable performance metrics. Promptness and clear association with performance criteria serve as powerful motivators, fostering a direct correlation between effort and reward, thus enhancing productivity²⁰. Equally important are non-monetary rewards, including recognition programmes, opportunities for professional development, and conducive work environments. These intrinsic motivators address psychological needs such as autonomy, competence, and relatedness, effectively sustaining motivation and productivity over the long term. Recognition initiatives reinforce teachers' sense of achievement and validation, professional development programmes enhance their skills and career growth, and supportive work environments ensure their overall satisfaction and

comfort. These elements collectively stimulate sustained productivity by addressing core psychological needs that financial incentives alone may not satisfy¹⁰⁷.

Promotion opportunities also play a critical role in enhancing teacher morale and productivity. When career progression is explicitly linked to merit and demonstrated performance, it significantly boosts teachers' intrinsic motivation and their commitment to institutional goals. Clear and attainable pathways for advancement reassure teachers of their professional growth prospects, reinforcing their long-term dedication and effectiveness¹⁰⁸. Furthermore, transparency, equity, and clear communication within reward systems substantially enhance their overall effectiveness. Empirical findings underscore that teachers' perception of fairness and equity in reward allocation strongly correlates with their productivity outcomes. Transparent processes reduce ambiguity and mistrust, fostering a sense of fairness and predictability, which in turn motivates higher levels of engagement and productivity among teachers¹⁰⁹.

The productivity of teachers in secondary schools is influenced by various factors, among which reward systems play a significant role. Understanding the relationship between reward systems and teachers' productivity involves examining empirical evidence, theoretical perspectives, and real-world case studies. Several studies have investigated the impact of reward systems on teachers' job satisfaction and performance, which are closely linked to productivity. A study conducted in Kenya's Kikuyu Sub-County revealed that effective reward systems positively influence teachers' job satisfaction, leading to enhanced performance in public secondary schools. The research highlighted that performance-based rewards affect teachers' motivation leading to higher job efficiency and productivity among teachers¹⁰⁵. Furthermore, a study examining the impact of reward systems on teachers' job dedication in public senior secondary schools in Rivers

State, Nigeria, found a compelling correlation between teachers' reward systems and teachers' productivity. The study emphasized that effective reward systems significantly enhance teachers' job dedication and overall work output¹¹⁰.

Around the world, empirical evidence has demonstrated that effective teachers' reward systems significantly enhance teacher motivation, performance, and job satisfaction. These systems, which encompass both intrinsic and extrinsic incentives, not only promote individual teacher engagement but also contribute to institutional effectiveness. While the forms and implementation of these systems vary by context, their influence on educational outcomes is widely acknowledged. In Finland, one of the world's highest-performing education systems, teachers' productivity is closely linked to the elevated status and autonomy of the teaching profession. Finnish teachers are required to hold a master's degree, which includes in-depth training in pedagogy, research, and subject content; demonstrating the country's commitment to rigorous academic and professional preparation. Moreover, Finnish teachers enjoy substantial autonomy in classroom decisions, which enhances their sense of ownership and intrinsic motivation. Continuous professional development is a standard expectation, ensuring that teachers remain engaged with emerging educational innovations. This systemic support fosters a culture of respect and professionalism that directly contributes to teacher' productivity¹¹¹.

Similarly, Canada, particularly the province of Ontario offers a comprehensive and structured teacher reward system that integrates professional development with teacher compensation. Teachers are encouraged to participate in ongoing training through seminars, workshops, and advanced academic programmes. These opportunities are often linked to promotions and salary increments, creating a powerful alignment between career progression and professional growth. Furthermore, collaborative initiatives such as

mentorship programmes and professional learning communities foster a supportive work environment, which is crucial for sustaining high teachers' productivity¹¹².

In Nigeria, multiple studies have explored the impact of teachers' reward systems on teachers' productivity, offering valuable insights into the local context. For example, a study conducted in Ogun West Senatorial District examined the relationship between reward systems and teachers' attitudes in public senior secondary schools. The findings revealed a significant positive correlation between effective reward structures both intrinsic, such as professional recognition, and extrinsic, such as promotions and teachers' willingness to perform their duties diligently. However, the study also noted persistent challenges such as delayed promotions and a lack of adequate recognition, which negatively impact morale and reduce productivity¹¹³. These insights underscore the need for comprehensive and timely reward strategies in Nigerian public education.

Further supporting this conclusion, research from Imo State investigated how organizational reward systems affect teaching staff morale in public senior secondary schools. The study highlighted that non-monetary incentives, particularly those related to work-life balance and professional recognition, significantly enhanced teacher morale and commitment. When teachers perceived that their efforts were appreciated and that their working environment was supportive, they demonstrated higher levels of productivity. This emphasizes the importance of both tangible and intangible rewards in fostering a dedicated teaching workforce⁵⁸.

Additionally, a study focused on public universities in South-South Nigeria found that fair and transparent teachers' reward systems, including regular salary increments and merit-based promotions, directly influenced institutional performance⁵⁹. Teachers who felt equitably treated were more likely to engage in innovative practices and contribute

positively to their institutions. The research concluded that reward systems that are clearly communicated and consistently applied not only enhance individual productivity but also improve the broader educational ecosystem¹¹⁴.

Competitive monetary rewards such as adequate remuneration, timely salary increments, bonuses, and allowances undeniably contribute to heightened teachers' productivity. Such compensation practices not only acknowledge teachers' immediate financial needs but also signal institutional recognition of their contributions, significantly enhancing their performance motivation¹¹⁵. Similarly, non-monetary rewards, including participation in decision-making processes, supportive working environments, and comprehensive professional development opportunities, are critical for sustained motivation. These intrinsic rewards cultivate a positive school climate and an enduring sense of belonging and competence among teachers¹⁰². Ultimately, structured career progression and transparent reward mechanisms are indispensable. Timely promotions and clearly defined career pathways motivate teachers profoundly, inspiring dedication and continuous improvement in their professional performance. Institutions implementing clear, equitable, and well-communicated teachers' reward systems consistently experience enhanced teachers' productivity¹¹⁶.

2.3.2 Professional Qualifications and Teachers' Productivity

Some researchers conducted a study investigating professional qualifications and experience as determinants of quality chemistry education in Nigeria. Utilizing a survey design, their findings affirmed that professional qualifications of teachers significantly influenced the quality of chemistry education delivered. They highlighted that teachers

with higher professional qualifications, such as specialized degrees in chemistry education, effectively engaged students in practical and interactive classroom activities, thereby improving students' performance in chemistry. Consequently, they recommended stringent admission criteria for teacher training institutions to enhance educational outcomes through better-qualified teachers¹¹⁷. Similarly, other studies provided an extensive review of professional qualifications, defining professional qualifications broadly as formal education, pedagogical training, professional certification, and continuous professional development. They observed that while formal academic credentials are crucial, pedagogical training and professional development have stronger implications for teaching effectiveness. Their analysis underscored that teachers who combine robust subject matter knowledge with effective pedagogical skills significantly improve student achievement. They advocated for ongoing professional development as a means to sustain and enhance teachers' classroom effectiveness, emphasizing that professional qualifications must go beyond mere certification to include practical teaching skills and ongoing professional learning¹¹⁸.

Further elaborating on these distinctions, a study benchmarked the motivational competencies of academically qualified versus professionally certified teachers. The study, which employed various statistical methods including ANOVA and t-tests, concluded that professionally qualified teachers those trained specifically in education demonstrated superior motivational competencies in classroom management and student engagement compared to academically qualified teachers, who lacked formal pedagogical training. The study recommended a balanced recruitment strategy prioritizing professionally qualified teachers to ensure enhanced productivity in secondary education¹¹⁹. Other researchers examined the effects of professional qualifications specifically on the performance of senior secondary school physics students. Utilizing

descriptive and inferential statistics, they found that students taught by professionally certified teachers significantly outperformed those taught by academically qualified but pedagogically untrained teachers. Their findings reinforced the importance of professional teaching qualifications and experience as critical determinants of effective teaching and student academic success, especially in specialized subjects such as physics, where conceptual clarity and instructional skills are vital¹²⁰.

Additionally, other studies explored the interactive effects of organizational commitment and educational qualifications on teachers' productivity among selected senior secondary school teachers in southwestern Nigeria. Their study confirmed that higher educational qualifications significantly correlated with increased teachers' productivity. The research further highlighted that teachers possessing higher professional qualifications exhibited greater organizational commitment, which, in turn, positively influenced their productivity and effectiveness in classroom instruction. These findings suggest that enhancing the professional qualifications of teachers can indirectly foster greater organizational loyalty and overall productivity in schools¹²¹.

It's important to highlight that empirical studies offer mixed findings on the impact of professional qualifications of teachers. For instance, a study in Rwanda revealed a significant relationship between teacher qualifications and student academic performance, with qualified teachers contributing to 36.5% of the variance in student achievement¹²². Also, previous research underscores the importance of subject-specific impact, noting that teachers with advanced degrees in mathematics and science positively influence high school student achievement in these subjects¹²³. Lastly, some studies have found no significant effect of teachers' advanced degrees or certifications on student performance,

suggesting that factors such as teaching experience and instructional methods may also play critical roles ¹²⁴.

Examining specific cases provides valuable insights into how the professional qualifications of teachers impact educational outcomes. High-performing schools, often characterized by a high proportion of qualified teachers, tend to demonstrate superior student performance. Studies have shown that students with access to highly qualified teachers achieve higher academic success, regardless of other influencing factors. Research from studies supports this, emphasizing the positive correlation between teacher qualifications and student achievement¹²⁵.

Empirical research from international contexts complements these findings. Studies emphasize that professional qualifications including formal education, pedagogical training, professional certifications, and ongoing professional development collectively enhance teachers' productivity. International research consistently shows that teachers with advanced degrees and specialized training contribute more effectively to student achievement. Another study found that fully certified teachers holding subject-specific qualifications significantly improved student outcomes compared to those with general qualifications or no formal pedagogical training¹²⁶.

Moreover, another research investigated motivational factors influencing teacher commitment in Uganda. The researchers found that professional qualifications significantly correlated with their commitment, indicating that highly qualified teachers are more likely to be motivated and committed to their roles. Teachers with higher professional qualifications demonstrated better classroom management, innovative instructional methods, and higher levels of student engagement and academic

performance. This underscores the essential role that comprehensive professional qualifications play in motivating teachers and enhancing their productivity¹²⁷.

According to studies carried out by some researchers, professional qualifications significantly correlate with student academic performance in Nigerian secondary schools. A study in Abia State found that teachers' academic credentials, teaching experience, and the teacher-student ratio substantially influenced students' examination outcomes. The researchers argued convincingly that teachers with better professional qualifications and adequate teaching experiences tend to deliver higher-quality instruction, consequently enhancing student achievement¹²⁸.

Another study investigated the influence of the professional qualifications of teachers on students' achievement and attitudes toward English language learning. The findings indicated a robust and positive correlation between professional qualifications and student performance. Teachers possessing higher educational qualifications (e.g., Bachelor of Education, Master's degrees in Education) positively impacted students' academic achievement and attitudes towards English language learning¹²⁹. This result highlights that professional qualifications significantly improve teaching productivity and student outcomes. A related study further corroborated these findings, asserting that teacher qualifications and subject mastery considerably predict student achievement in English language among senior secondary students in Oyo State, Nigeria. The researcher emphasized that teachers' mastery of the subject matter and their formal educational qualifications significantly impacted students' academic outcomes, advocating for stringent hiring practices and regular professional development to sustain high-quality teaching and productivity¹³⁰.

In a more comprehensive examination conducted in Anambra State, teacher qualifications were also significantly linked to student academic performance in business education. This research found that teachers with advanced degrees and specialized training in education tended to exhibit superior teaching methods, higher commitment, and enhanced student outcomes¹³¹. The study thus argued that the academic and professional training of teachers constitutes a crucial determinant of their effectiveness and productivity. Moreover, a comprehensive review by some researchers strongly supported the significance of qualified teachers in achieving educational goals, noting that a deficit of qualified teachers often leads to poor student performance. The authors demonstrated through quantitative analyses that qualified teachers are instrumental in maximizing educational outputs, reinforcing the premise that investment in professional qualifications for teachers significantly boosts teachers' productivity¹³².

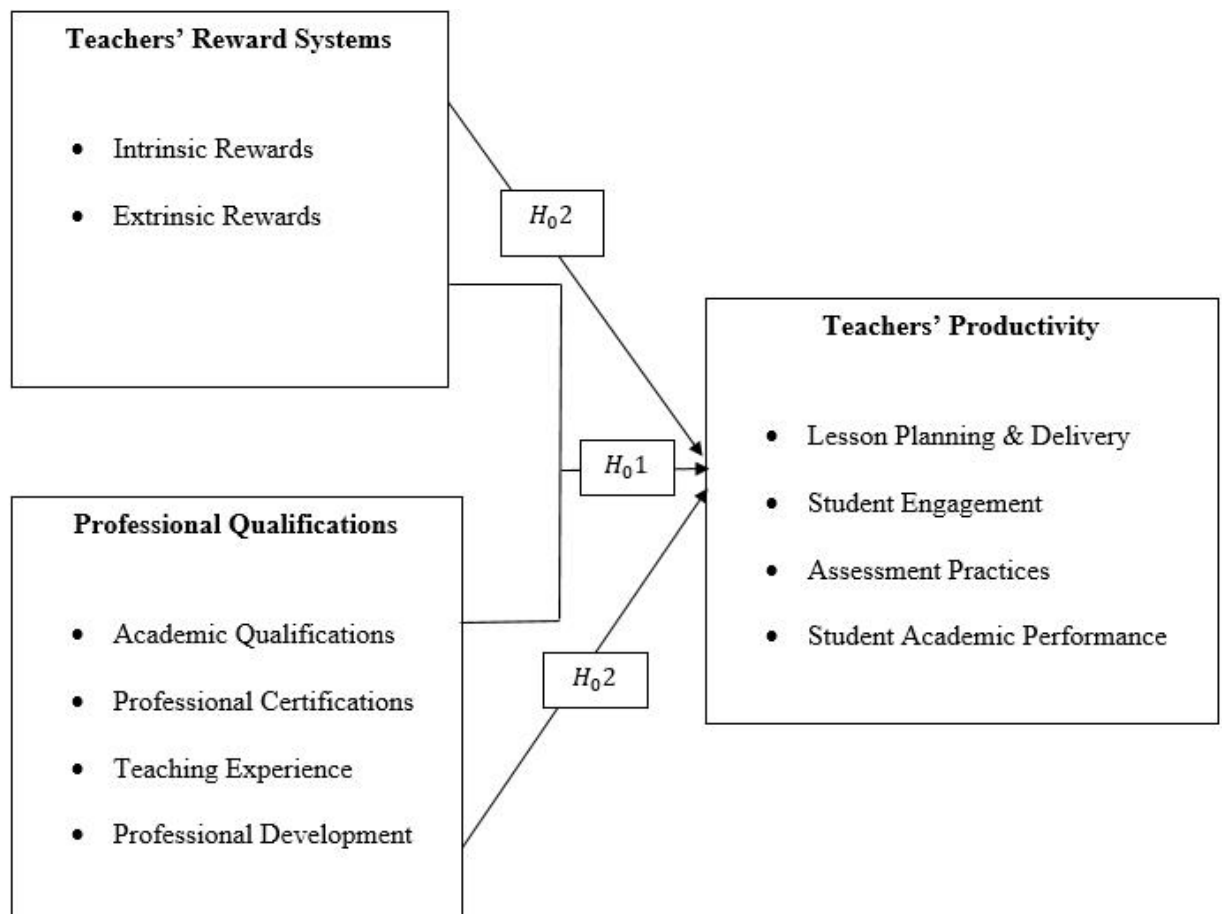
On a global scale, experts provided robust evidence from a Nigerian context that teacher qualifications significantly contribute to overall job satisfaction and motivation, indirectly enhancing productivity. This study identified teacher pay, professional growth opportunities, and responsibilities attached to teaching as the most influential factors enhancing teacher satisfaction. The authors posited that higher professional qualifications equip teachers with better coping strategies, professional confidence, and intrinsic motivation, consequently improving their overall productivity and student academic success¹³³. However, some studies indicate nuanced and sometimes contradictory findings. For instance, some researchers reported that while professional qualifications were necessary for, they were insufficient independently to guarantee high student performance without complementary school resources and supportive administrative practices¹³⁴. Their findings underscore the need for systemic integration of qualified teaching staff within

broader supportive educational environments to maximize teachers' productivity outcomes.

Further examination in Kericho County, Kenya, also emphasized a positive but complex relationship between professional qualifications and teachers' productivity. The study concluded that while monetary incentives and qualifications significantly impacted teachers' productivity, the overall effectiveness of teachers also depended on the recognition, support from administrators, and a conducive working environment¹³⁵. This indicates that only professional qualifications might not suffice without a holistic approach to teachers' motivation and support.

Collectively, these empirical studies illuminate a consistent yet multifaceted relationship between professional qualifications and productivity. While the bulk of research supports that higher professional qualifications correlate strongly with enhanced teachers' productivity and improved student outcomes, there remains recognition that additional support mechanisms are vital to fully harness qualified teachers' potential. The literature underscores the imperative for educational policymakers to focus comprehensively on recruiting highly qualified teachers, ensuring their continuous professional development, and simultaneously improving school conditions and administrative support to realize maximum productivity benefits.

2.4 Conceptual Model



Teachers' Reward System and Qualifications on Teachers' Productivity Model
Conceptual model (Source: Researcher, 2025)

This representation underscores the interactive nature of the teachers' reward systems and professional qualifications, mediated by perceptions of equity and fairness, culminating in enhanced teachers' productivity.

This conceptual model highlights the interplay between teachers' reward systems, professional qualifications, and teachers' productivity. When these variables are systematically addressed and optimized, educational stakeholders can significantly enhance educational outcomes and teachers' productivity.

2.5 Summary of Gaps in Literature Reviewed

An extensive review of the existing literature reveals several notable gaps pertinent to the current study, especially concerning the relationship between teachers' reward systems, professional qualifications, and teachers' productivity in secondary schools within Abeokuta Metropolis, Ogun State, Nigeria.

Firstly, there is a conspicuous lack of sufficient empirical studies specifically focused on teachers' reward systems within senior secondary schools in Abeokuta Metropolis, Ogun State. Although broader research exists regarding general educational reward systems, a targeted examination of reward structures, including intrinsic and extrinsic incentives specifically within senior secondary education contexts in Abeokuta Metropolis, Ogun State, remains significantly underexplored. Some studies provide insights into reward mechanisms and teachers' productivity in the region, yet their scope and depth are limited, indicating an urgent need for more comprehensive studies to fill this academic void. Furthermore, while studies conducted in Abeokuta Metropolis, Ogun State identify critical issues of remuneration and its impact on teachers' productivity, comprehensive analyses incorporating both financial and non-financial rewards remain scant.

Secondly, the literature exhibits limited research addressing the combined effects of teachers' reward systems and professional qualifications on teacher productivity. Existing studies typically address these elements in isolation rather than assessing their interactive and cumulative impact comprehensively. Previous researchers separately address the significance of professional qualifications on teachers' productivity, but they do not extensively explore how professional qualifications interact with teachers' reward systems to influence teachers' productivity. This gap is critical because understanding this

relationship could provide nuanced insights for developing integrated strategies that maximize teacher productivity and student performance.

Thirdly, there is a substantial gap in empirical evidence comparing teachers' reward systems and the level to which it determines teachers' productivity in senior secondary schools within Abeokuta Metropolis, Ogun State. While an existing study provides valuable comparative insights between public and private educational institutions generally, there is limited specificity and depth regarding secondary education contexts in Abeokuta Metropolis, Ogun State. Consequently, critical questions remain unanswered regarding how variations in reward systems across public and private sectors affect teachers' productivity and job satisfaction in this region specifically. Addressing this gap would yield crucial insights, enabling more tailored and effective policymaking.

Finally, the literature underscores significant gaps in the articulation and implementation of government policies regarding teacher rewards and career development. Despite the recognition of policy frameworks such as those established by the Teachers' Registration Council of Nigeria (TRCN), empirical assessments specifically examining the effectiveness and impact of these policies within Ogun State remain inadequate. A number of studies highlight deficiencies in policy implementation, particularly in ensuring competitive compensation and career development pathways for teachers. However, comprehensive studies assessing the effectiveness, consistency, and impact of current policies in motivating teachers and enhancing teachers' productivity are notably sparse.

Addressing these literature gaps is critical for developing a deeper, more nuanced understanding of the dynamics influencing teacher productivity in Ogun State. It's important to understand the intricate relationships between teachers' reward systems,

professional qualifications, and teachers' productivity specifically within senior secondary schools. The current study aims to fill these substantial academic voids. This research will provide empirical evidence needed to inform robust, contextually relevant policy recommendations, thus significantly contributing to educational practice and policy within Abeokuta Metropolis, Ogun State and beyond.

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Chapter Three

Methodology

This chapter describes the methods and techniques that were used to achieve the aim and objectives of this study; it is presented in the following subheadings: research design, population of the study, sample and sampling techniques, instrument for data collection, validity and reliability of the instrument, method of data collection and methods of data analysis.

3.1 Research Design

Descriptive survey research design was adopted for this study. Descriptive survey search is a design which helps to identify the characteristics of the population objectively. This design is deemed appropriate because it will enhance collection and interpretation of data without manipulating any variable.

3.2 Population of the Study

The population of this study comprise all public senior secondary school teachers and principals in Abeokuta Metropolis. There are 1370 teachers distributed across the 38 public senior secondary schools in Abeokuta Metropolis. There are 35 principals in Abeokuta Metropolis, Ogun State. Further specifics regarding the study's population are presented in Table 3.1.

Table 3.1: Population of the Study

S/N	Local Government	Number of Schools	Number Teachers	of	Number Principals	of
1	Abeokuta North	18	483		17	
2	Abeokuta South	20	787		18	
	Total	38	1,370		35	

Source¹

3.3 Sample and Sampling Techniques

To determine the number of teachers to be sampled in this study, a multistage sampling procedure was employed to select the sample that accurately represents the population. At the initial stage, a stratified random sampling technique was employed to stratify the schools into two stratas namely combined senior secondary schools and independent senior secondary schools. Ten schools were selected from each strata. The choice of this benchmark is informed by the presence of ten combined secondary schools. Subsequently, the Taro Yamane formula was applied to ascertain the appropriate sample size for teachers within the chosen schools after which the teachers were selected based on the determined sample size using the simple random sampling technique. All principals in sampled schools form the respondents for the second research instrument.

Table 3.2 Showed a Breakdown of the Sample Selection Process for the Study.

S/N	Local Government Area	No. of Schools	No. of Combined Schools	No. of Independent Senior Schools	No. of Number of Schools Selected in the	No. of Teachers in the Sampled Schools	No. of Teachers Sampled	No. of School Heads in the Sampled Schools
1	Abeokuta North	18	9	9	10	373	193	10
2	Abeokuta South	20	1	19	10	418	205	10
	Total	38	10	28	20	791	398	20

Source¹

3.4 Research Instruments

Two structured questionnaires were used as the instrument to collect necessary data from respondents. The first questionnaire titled “Teachers’ Reward Systems and Professional Qualifications in Senior Secondary Schools in Abeokuta Metropolis, Ogun State, Nigeria” (TRSPQSSS) is a self-developed questionnaire curated to investigate the

teachers' reward systems available in senior secondary schools in Abeokuta Metropolis, Ogun State. Section A contains items on demographic characteristics of respondents such as gender, age range, academic qualifications and years of experience. Section B contains 14 items to measure teachers' reward systems. Items 1-7 measures extrinsic rewards while items 8-14 measures intrinsic rewards. Section C contains items carefully structured to identify the level of professional qualifications of teachers in senior secondary schools in Abeokuta Metropolis, Ogun State, such that items 1-2 measures academic qualifications, 3-4 professional certifications, 5-7 professional development and 8-10 teaching experience. The items are self-explanatory and well-ordered to evoke responses from the respondents.

The second questionnaire named "Teachers' Productivity in Senior Secondary Schools in Abeokuta Metropolis, Ogun State, Nigeria" (TPSSS) is divided into two sections. Section A contains items on demographic characteristics of respondents such as gender, age range, academic qualifications, and years of experience. Section B was adapted from a related study and it contains 12 statements measuring the four indices of teachers' productivity as highlighted previously in the study².

3.5 Validity of Research Instruments

The instruments were subjected to face and content validations by the project supervisor. The supervisor alongside scholars in the department examined the instrument with regards to relevance and accuracy of the items in terms of language clarity and comprehensiveness of the items, bearing in mind the purpose of the study. Their comments, suggestions and ideas were incorporated in the final draft before administration.

3.6 Reliability of Research Instruments

For the purpose of this study, a pilot study was conducted to establish the reliability of the instruments. This was done by administering thirty (30) copies of the questionnaires to secondary school teachers in public senior secondary schools in Abeokuta South Local Government Area that were different from the actual respondents of the study. Results were analyzed and Cronbach alpha coefficient $\alpha = 0.829$ was generated indicating a high level of internal consistency among the survey items.

3.7 Method of Data Collection

A Letter of introduction about the researcher and the study was obtained from the Head of Department so as to obtain necessary permission for the study. Participants were informed about the research, consent was obtained, assistance was provided with the questionnaires, and responses were collected immediately. Three research assistants were trained to assist in data collection

3.8 Method of Data Analysis

Data collected from the field was analyzed using inferential and descriptive statistics. All research questions were answered using descriptive statistics of frequency, percentage, mean and standard deviation, while hypotheses 1 and 2 were tested with the use of inferential statistics of multiple regression analysis at 0.05 level of significance.

3.9 Ethical Approval

This study was carried out in accordance with ethical standards of research to ensure the protection of participants and the integrity of the research process. All participants were treated respectfully and informed consent was obtained from each participant before data collection. Confidentiality was strictly maintained by ensuring that participants' identities

and responses remained anonymous and were used solely for research purposes. The researcher avoided any form of harm, bias, or misrepresentation throughout the study.

Endnotes

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Chapter Four

Results and Discussion of Findings

A total of three hundred and ninety-eight (398) copies of the questionnaire were distributed to teachers across selected public senior secondary teachers in Abeokuta Metropolis, Ogun State. Out of these, three hundred and eighty-two (382) were successfully completed, submitted, and suitable for the analysis, representing a return rate of 95.98%.

For Principals, 20 questionnaires were distributed and all were completed and returned, yielding 100% return rate.

These high return rates support the reliability and trust-worthiness of the findings gathered from the datasets used in this study.

4.1 Demographic Data Analysis

This section presents demographic information of respondents

Table 4.1: Gender Distribution of Teachers

Gender of Teachers

Gender	Frequency	Percent
Male	152	37.3
Female	230	56.5
Total	382	100.0

Source: Researcher's Field Survey, 2025

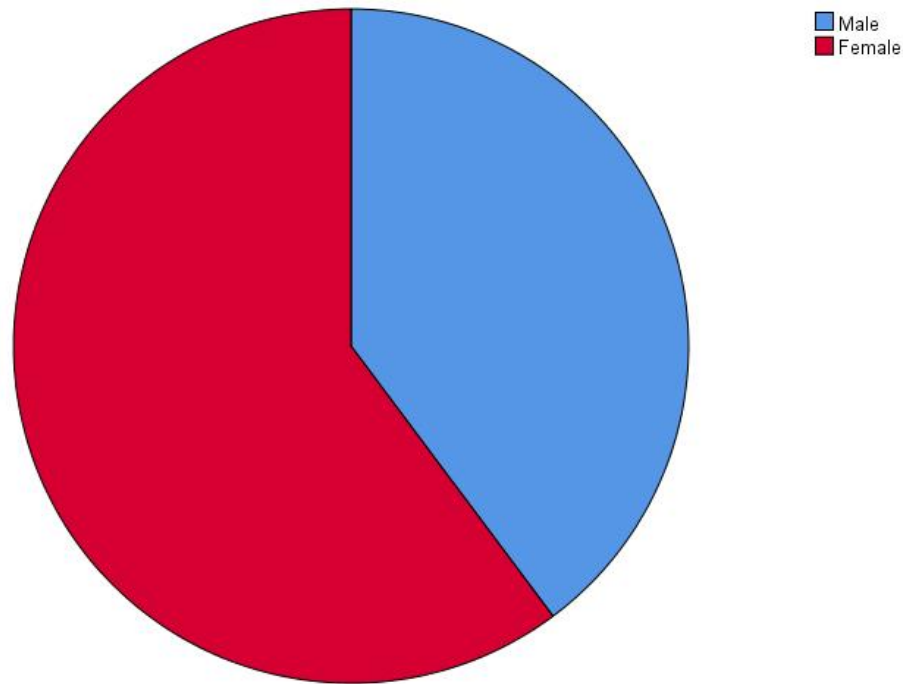


Figure 4.1: Gender Distribution of Teachers
Source: Researcher's Field Survey, 2025

Table 4.1 shows the gender distribution of teachers that participated in the study. The findings revealed that out of 382 respondents, females constitute a higher percentage (56.5%) compared to males (37.3%). This suggests a gender disparity within the teaching profession, with more females represented than males. The implications of these findings could be multifaceted. Firstly, this trend may be influenced by societal norms that regard teaching as a more female oriented profession, potentially discouraging males from entering the field. Consequently, this gender disparity might limit the variety of role models and perspectives available to students, particularly in subjects where male teachers are underrepresented.

Table 4.2: Gender Distribution of Principals

Gender of Principals

Gender	Frequency	Percent
Male	6	30.0
Female	14	70.0
Total	20	100.0

Source: Researcher's Field Survey, 2025

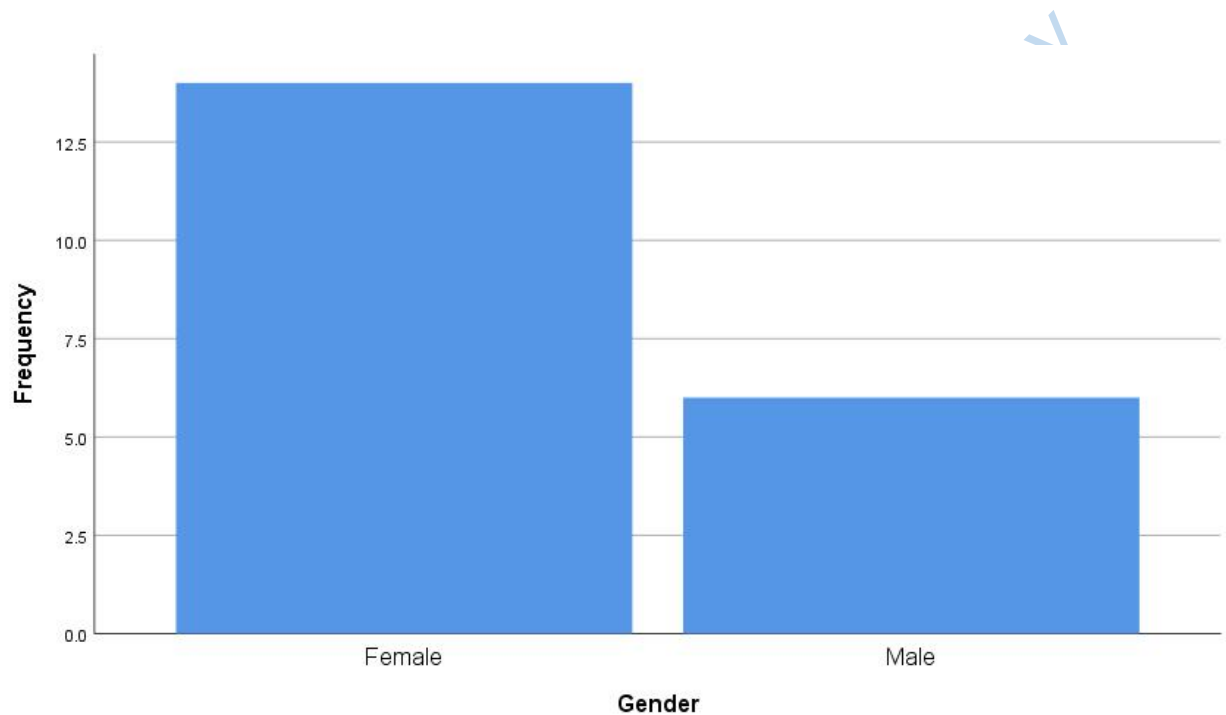


Figure 4.2: Gender Distribution of Principals

Source: Researcher's Field Survey, 2025

Table 4.2 shows the gender distribution of principals that participated in the study. Findings showed that among the 20 principals, 14 (70.0%) were female while 6 (30.0%), suggesting a gender disparity within the administrative teaching profession, with more females represented than males.

Table 4.3: Age Distribution of Teachers

Age Range of Teachers

Age Range	Frequency	Percent
Less than 30 years	88	23.0
31-40 years	106	27.7
41-50 Years	120	31.4
Above 50 years	68	17.8
Total	382	100.0

Source: Researcher's Field Survey, 2025

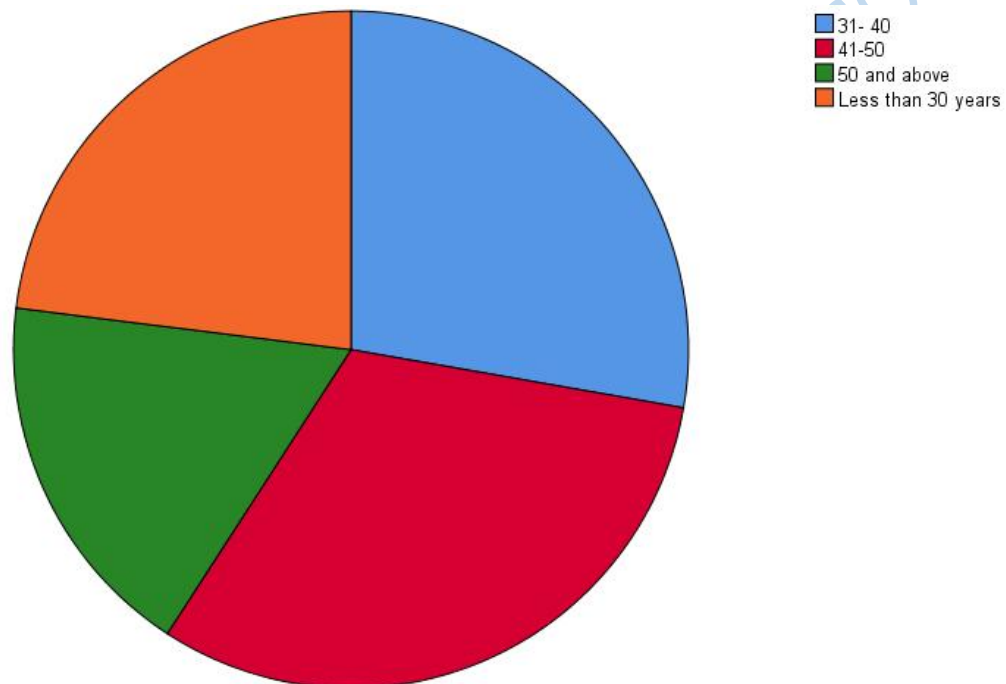


Figure 4.3: Age Distribution of Teachers

Source: Researcher's Field Survey, 2025

Table 4.3 shows the age distribution of teachers. It reveals that the largest proportion falls within the age bracket of 41–50 years (31.4%), followed by those in 31–40 years (27.7%), less than 30 years (23.0%), and finally, those above 50 years (17.8%). These results indicate a fairly balanced distribution across age groups, with a noticeable concentration in mid-career range. The implications of these findings could suggest stability and experience within the teaching profession, as the majority of teachers are in their thirties,

forties and fifties. However, it highlights potential challenges in succession planning and a shortage of younger teachers entering the field. Efforts to attract and retain younger teachers may be necessary to ensure long-term sustainability and diversity in the teaching workforce.

Table 4.4: Age Distribution of Principals

Age Range of Principals		
PRINCIPALS		
Age Range	Frequency	Percent
Less than 30 years	0	0
31-40 years	2	10.0
41-50 Years	4	20.0
Above 50 years	14	70.0
Total	20	100.0

Source: Researcher’s Field Survey, 2025

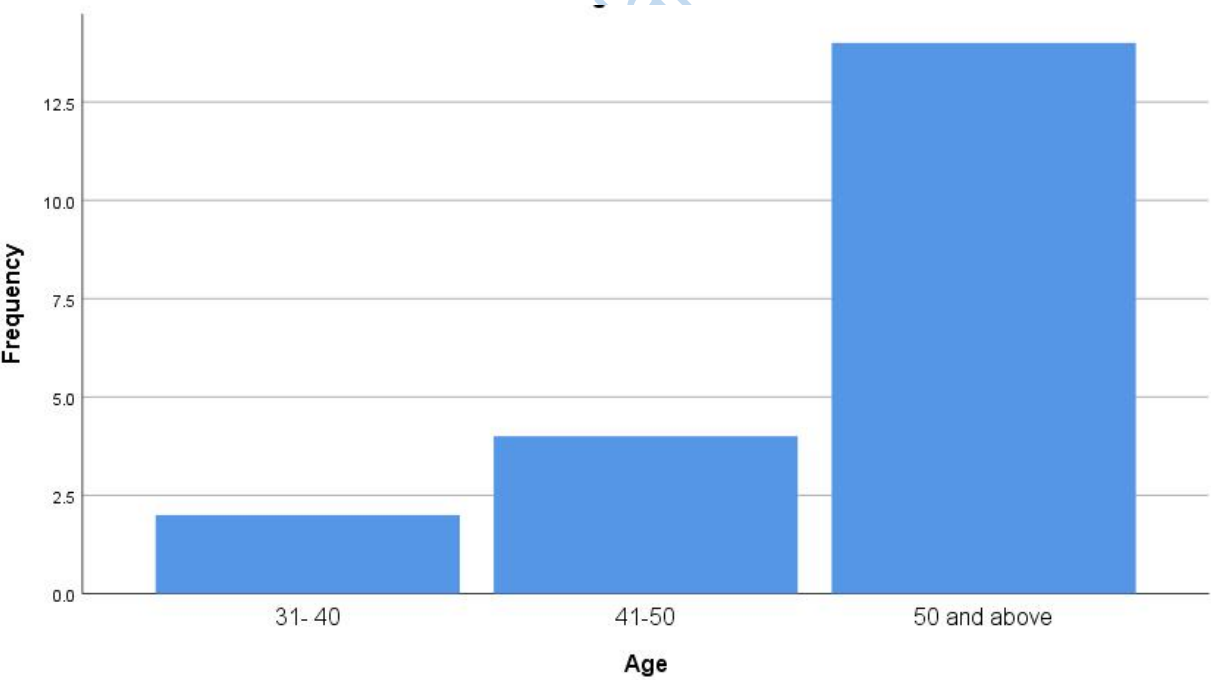


Figure 4.4: Age Distribution of Principals
Source: Researcher’s Field Survey, 2025

As seen in Table 4.4 above, a majority of principals (70%) were aged between 50 years and above, 4 (20%) were within the age group of 41 and 50 years, while the remaining 2

(10%) fell between 31 to 40 years. This could imply that the job is best suited for the older workforce, since the higher percentage of principals begin from ages 41 and above.

Table 4.5: Years of Experience of Teachers

Years of Experience of Teachers		
Years	Frequency	Percent
Less than 10years	134	35.1
11-20 years	160	41.9
21-30 years	82	21.5
Above 30 years	6	1.6
Total	382	100.0

Source: Researcher's Field Survey, 2025

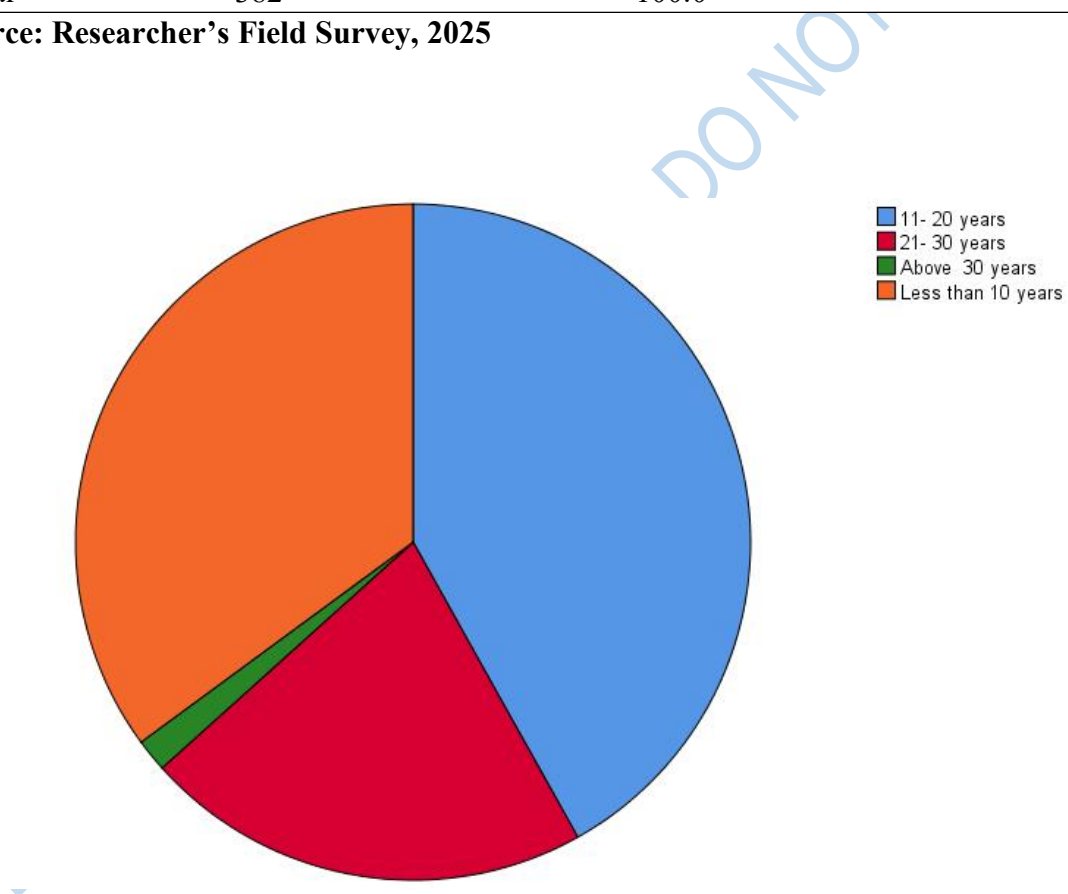


Figure 4.5: Years of Experience of Teachers

Source: Researcher's Field Survey, 2025

Table 4.5 presents the distribution of teachers based on their years of experience. The result reveals that the largest proportion falls within the range of 11–20 years (41.9%), followed by less than 10 years (35.1%), 21–30 years (21.5%), and finally, above 30 years

(1.6%). These results indicate a substantial portion of teachers have beginner to moderate experience levels, particularly within the 11–20 years bracket. This distribution points to a well-experienced workforce complemented by a substantial number of younger teachers who are positioned to eventually replace the older, more established teachers. It also reflects a healthy balance, ensuring continuity, vibrancy, and sustained quality within the teaching profession based on the observed proportions.

Table 4.6: Years of Experience of Principals

Years of Experience of Principals		
PRINCIPALS		
Years	Frequency	Percent
Less than 10years	1	5.0
11-20 years	2	10.0
21-30 years	5	25.0
Above 30 years	12	60.0
Total	20	100.0

Source: Researcher’s Field Survey, 2025

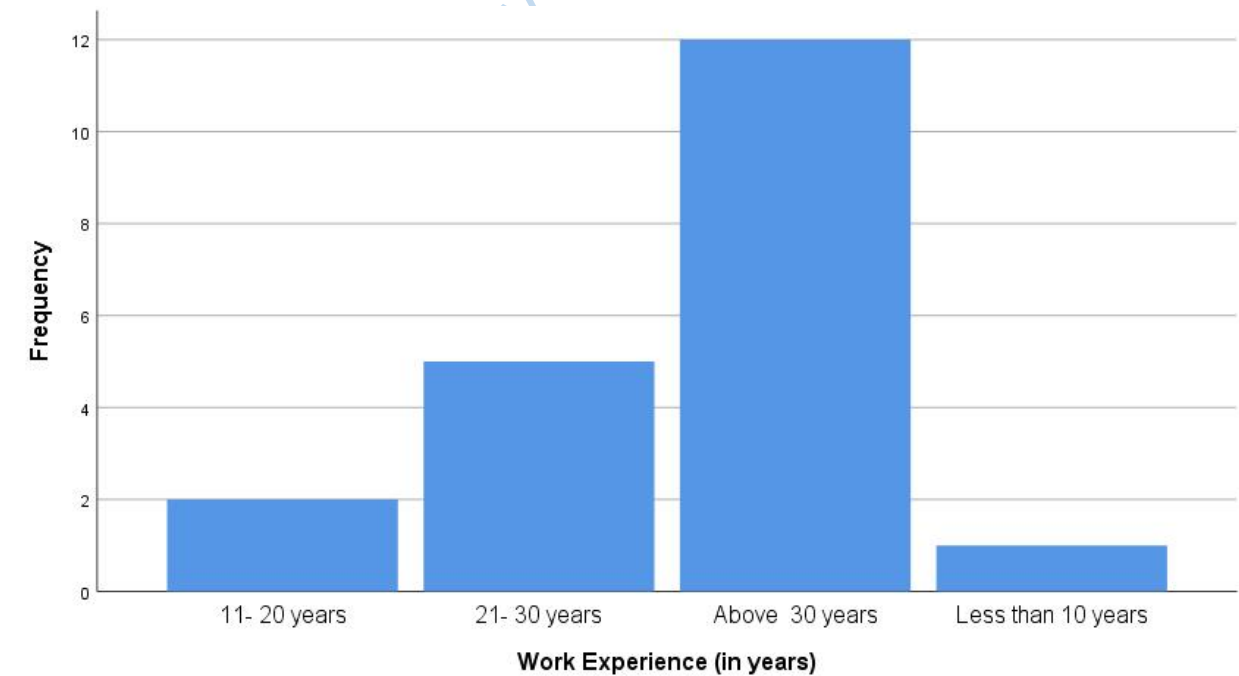


Figure 4.6: Years of Experience of Principals
Source: Researcher’s Field Survey, 2025

As seen in Table 4.6 above, a majority of principals (60%) had extensively higher experience above 30 years, 5 (25%) had mid experience, followed by those who fall within 11 – 20 years of experience and finally, those who had less than 10 years of experience as principals. This could imply that the profession is well saturated with experienced professionals. However, it also raises questions about potential challenges related to succession planning and the need to attract and retain younger administrators to ensure the continuity and vibrancy of the teaching administrative profession.

Table 4.7: Academic Qualifications of Teachers

Academic Qualification of Teachers		
Academic Qualification	Frequency	Percent
NCE	22	5.8
Bachelor's Degree	260	68.1
Master's Degree	76	19.9
Others	24	6.3
Total	382	100.0

Source: Researcher's Field Survey, 2025

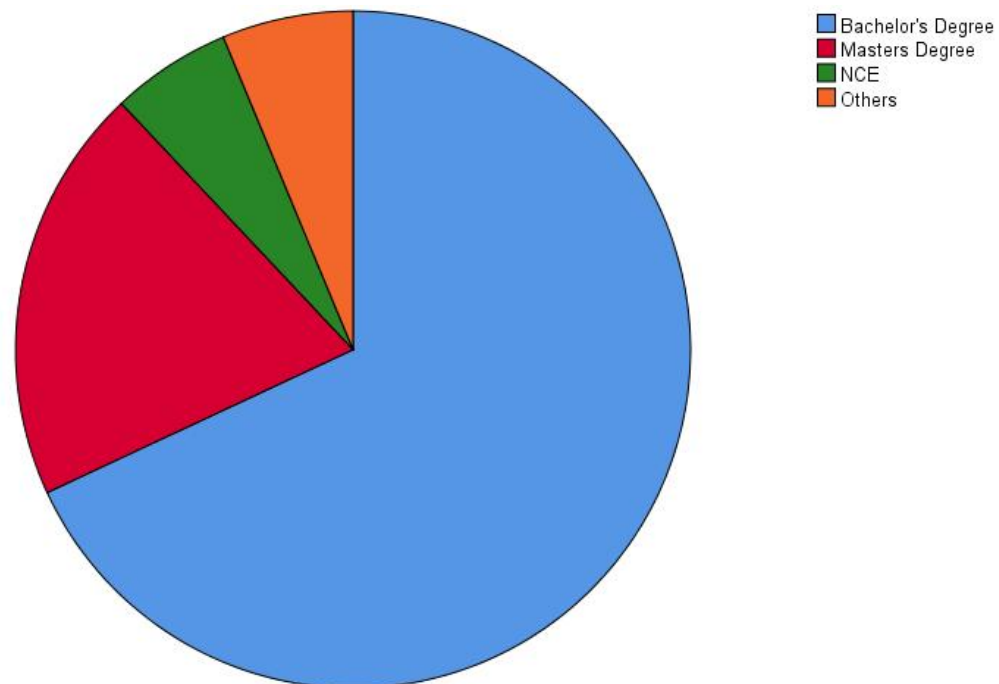


Figure 4.7: Academic Qualification of Teachers
Source: Researcher's Field Survey, 2025

Table 4.7 shows the academic qualifications of teachers. It reveals that the largest proportion falls within those with Bachelor's Degree (68.1%), followed by those with a Master's Degree (19.9%), then those with NCE accounted for 22 (5.8%). Although those who selected Others accounted for 24 (6.3%) which is slightly higher than those with NCE, the combined analysis is still significantly lower than those with Bachelors and Masters Degrees, meaning that there is a relatively balanced distribution across most qualified and least qualified groups in the study. The implications of these findings could suggest a need to emphasize that teachers further their studies so as to close the gap between Bachelor's Degree holders and Master's Degree holders.

Table 4.8: Academic Qualifications of Principals

Academic Qualification of Principals

Academic Qualification	Frequency	Percent
NCE	0	0
Bachelor's Degree	18	90.0
Master's Degree	2	10.0
Others	0	0
Total	20	100.0

Source: Researcher's Field Survey, 2025

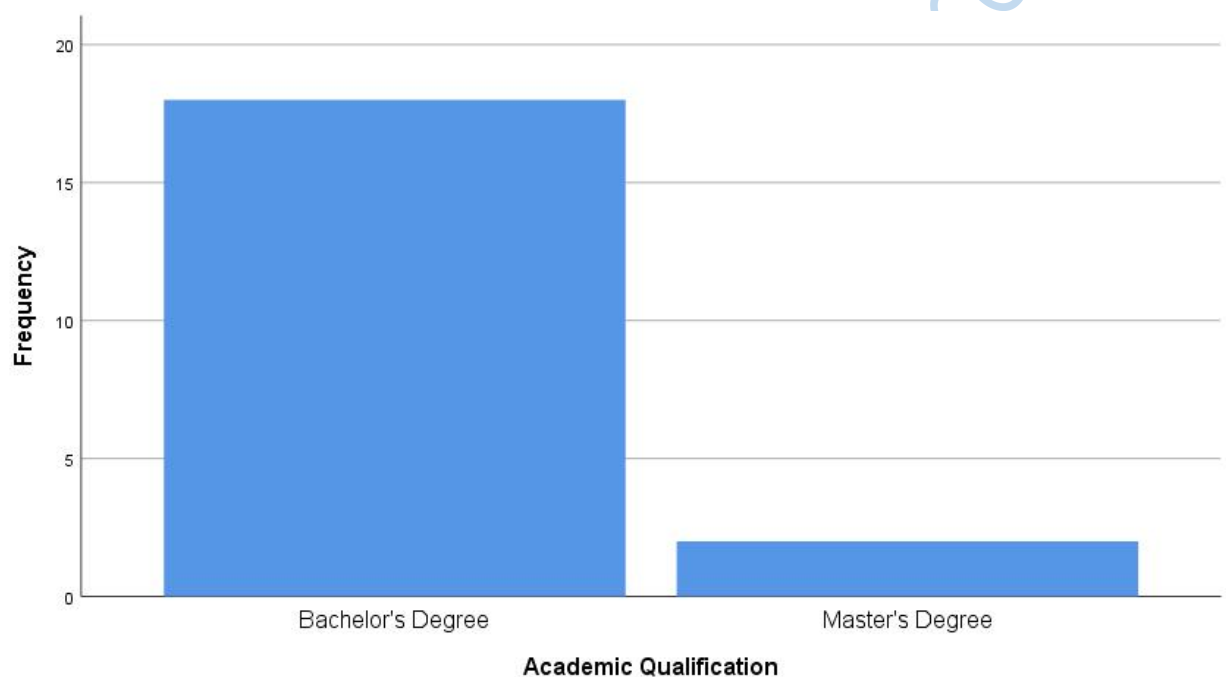


Figure 4.8: Academic Qualification of Principals

Source: Researcher's Field Survey, 2025

Table 4.8 shows the academic qualifications distribution of principals. It reveals that the largest proportion falls within those with a Bachelor's Degree (90.0%), followed by those with a Master's Degree (10.0%). Those with NCE and others were not accounted for. These findings could indicate a disparity in higher qualifications since the majority fell under those with only a first degree but it also shows that the majority of school heads have at least a Bachelor's degree.

4.2 Presentation of Data

This sub-section contains tables showing the analysis of responses to answer formulated research questions

Research Question One: What is the level of productivity among teachers in senior secondary schools in Abeokuta Metropolis, Ogun State?

Table 4.9: Level of Lesson Planning and Delivery of Senior Secondary School Teachers in Abeokuta Metropolis

S/N	Item:	A (%)	O (%)	S (%)	N (%)	M	SD
	My teachers;						
1	prepare lesson plans adequately and ahead of time	14 (70)	6 (30)	0	0	3.70	.470
2	use innovative teaching methods to enhance student learning	3 (15)	1 (5)	16 (80)	0	2.35	.745
3	incorporate the use of technology to enhance the learning process	0	3 (15)	17 (85)	0	2.15	.366
Weighted Mean = 2.73 Moderate						SD = .53	

Source: Researcher's Field Survey, 2025

KEY: A= Always (4), O= Often (3), S= Sometimes (2), N= Never (1), M= Mean and SD= Standard Deviation

Note: "0" indicates that no respondents selected this option for the given item.

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

The result in Table 4.9 reveals that the mean score for the subscale 'Lesson Planning and Delivery' was 2.73, indicating a moderate level of productivity among teachers in this domain. Looking closely at the individual items, a significant majority of school heads (70%) reported that their teachers "always" prepare lesson plans adequately and ahead of time while the rest (30%) reported that their teachers "often" prepare lesson plans adequately and ahead of time. Results also showed that teachers generally prepare lesson plans adequately and ahead of time, with a mean value of 3.70. This falls into the "high"

category, suggesting that the majority of teachers prioritize on preparing lesson plans adequately and ahead of time, which is crucial for ensuring a greater level of job productivity.

Whereas, there was a lower proportion of school heads (15%) who reported that their teachers “always” use innovative teaching methods to enhance student learning. Conversely, there was a greater proportion of school heads (80%) who reported that their teachers “sometimes” use innovative teaching methods to enhance student learning. Meanwhile, the lowest population (5%) was recorded by school heads who reported “often” to teachers using innovative teaching methods to enhance student learning. Results also showed that teachers generally, rarely use innovative teaching methods to enhance student learning, with a mean value of 2.35. This falls into the “low” category, suggesting that the majority of teachers do not prioritize using innovative teaching methods to enhance student learning, which is also crucial for ensuring a greater level of teachers’ productivity.

There was no report of school heads who agreed that their teachers “always” incorporate the use of technology to enhance the learning process but school heads agreed that teachers “often” (15%) and “sometimes” (85%) incorporate the use of technology to enhance the learning process. Results also showed that teachers generally, rarely incorporate the use of technology to enhance the learning process, with a mean value of 2.15. This falls into the “low” category, suggesting that although the majority of teachers do not prioritize incorporating the use of technology to enhance the learning process, a significant proportion of them still agreed that it is also crucial for ensuring a greater level of job productivity.

Overall, this suggests that while some teachers demonstrate effective lesson preparation and instructional delivery, many still exhibit inconsistencies or challenges in this area. The associated standard deviation (SD = 0.53) shows a modest variation in responses, implying that teachers' experiences with lesson planning vary, but not drastically. The moderate productivity level observed may be attributed to varying levels of teacher training, access to planning resources, or instructional support systems.

Table 4.10: Level of Student Engagement of Senior Secondary School Teachers in Abeokuta Metropolis

S/N	Item:	A (%)	O (%)	S (%)	N (%)	M	SD
	My teachers;						
4	use interactive classroom activities that sustain student interest and attention	6 (30)	9 (45)	5 (25)	0	3.05	.759
5	maintain discipline and classroom control effectively	15 (75)	3 (15)	2 (10)	0	3.65	.671
6	encourage students to take part in co-curricular activities and other school programmes	19 (95)	1 (5)	0	0	3.95	.224
Weighted Mean = 3.55 High					SD = .55		

Source: Researcher's Field Survey, 2025

KEY: A= Always (4), O= Often (3), S= Sometimes (2), N= Never (1), M= Mean and SD= Standard Deviation

Note: "0" indicates that no respondents selected this option for the given item.

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

As shown in Table 4.10, the mean score for the subscale 'Student Engagement' was 3.55, which falls within the high productivity category. This indicates that teachers in senior secondary schools in Abeokuta Metropolis demonstrate a strong capacity to engage students during classroom instruction. Student engagement here may reflect active participation, classroom interactions, and teacher-student rapport.

Taking a closer look at each item, the findings show a notable proportion of school heads (30%) reported that teachers "always" use interactive classroom activities that sustain student interest and attention. 9 (45%) school heads agreed that teachers "often" use interactive classroom activities that sustain student interest and attention while 5 (25%) believed that teachers only used these interactive activities "sometimes". Results also showed that teachers generally use interactive classroom activities that sustain student interest and attention, with a mean value of 3.05. This falls into the "high" category, suggesting that the majority of teachers prioritize using interactive classroom activities that sustain student interest and attention, which is also crucial for ensuring a greater level of teachers' productivity.

Moreover, a significant majority of school heads (75%) reported that their teachers "always" maintain discipline and classroom control effectively while the rest fell within "often" and "sometimes" with 3 (15%) and 2 (10%) respectively. Results also showed that teachers generally maintain discipline and classroom control effectively, with a mean value of 3.65. This falls into the "high" category, suggesting that the majority of teachers prioritize on maintaining discipline and classroom control effectively, which is also crucial for ensuring a greater level of teachers' productivity.

Similarly, a significant majority of school heads (95%) reported that their teachers "always" encourage students to take part in co-curricular activities and other school programmes while only 1 (5%) reported that their teachers "often" encourage students to take part in co-curricular activities and other school programmes. Results also showed that teachers generally encourage students to take part in co-curricular activities and other school programmes, with a mean value of 3.95. This falls into the "high" category, suggesting that the majority of teachers prioritize encouraging students to take part in co-

curricular activities and other school programmes, which is also crucial for ensuring a greater level of teachers' productivity.

Hence, the relatively moderate standard deviation ($SD = 0.55$) suggests that while some differences exist, a large proportion of teachers exhibit similar high engagement practices. The implication is that, although not all teachers excel equally, a majority are effective in keeping students intellectually and emotionally invested in lessons.

Table 4.11: Level of Assessment Practices of Senior Secondary School Teachers in Abeokuta Metropolis

S/N	Item:	A (%)	O (%)	S (%)	N (%)	M	SD
	My teachers;						
7	evaluate students' progress using a variety of assessment methods	10 (50)	4 (20)	6 (30)	0	3.20	.894
8	keep accurate continuous assessment records	18 (90)	2 (10)	0	0	3.90	.308
9	provide timely and constructive feedback on students' performance	10 (50)	9 (45)	1 (5)	0	3.45	.605

Weighted Mean = 3.52 High

SD = .60

Source: Researcher's Field Survey, 2025

KEY: A= Always (4), O= Often (3), S= Sometimes (2), N= Never (1), M= Mean and SD= Standard Deviation

Note: "0" indicates that no respondents selected this option for the given item.

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

As shown in Table 4.11, the mean score for the 'Assessment Practices' subscale was 3.52, indicating a high level of teachers' productivity among senior secondary school teachers in Abeokuta Metropolis. This subscale covers teachers' competence in designing,

administering, and interpreting assessments effectively. The table also shows the individual statistics per item.

For instance, though half of them (50%) reported that teachers “always” evaluate students' progress using a variety of assessment methods, 4 (20%) reported that teachers “often” evaluate students' progress using a variety of assessment methods whereas 6 (30%) reported “sometimes”. Results also showed that teachers generally evaluate students' progress using a variety of assessment methods, with a mean value of 3.20. This falls into the “high” category, suggesting that the majority of teachers prioritize on evaluating students' progress using a variety of assessment methods, which is also crucial for ensuring a greater level of teachers’ productivity.

Besides that, a significant majority of school heads (90%) reported that their teachers “always” keep accurate continuous assessment records while only 2 (10%) reported “often”. Results also showed that teachers generally keep accurate continuous assessment records, with a mean value of 3.90. This falls into the “high” category, suggesting that the majority of teachers prioritize keeping accurate continuous assessment records, which is also crucial for ensuring a greater level of teachers’ productivity.

Half of them (50%) reported that teachers “always” provide timely and constructive feedback on students' performance but 9 out of the remaining 10 school heads (45%) reported “often” while the last 1 school head (5%) reported “sometimes”. Results also showed that teachers generally provide timely and constructive feedback on students' performance, with a mean value of 3.45. This falls into the “high” category, suggesting that the majority of teachers prioritize providing timely and constructive feedback on students' performance, which is also crucial for ensuring a greater level of teachers’ productivity.

In addition, the relatively low to moderate standard deviation ($SD = 0.60$) implies that although teachers vary in how they assess student learning, most demonstrate strong skills in this domain. The result suggests that teachers not only teach but also follow through with meaningful evaluations of student performance, precisely a strong sign of their pedagogical awareness and accountability.

Table 4.12: Level of Student Performance in Senior Secondary Schools in Abeokuta Metropolis

S/N	Item:	A (%)	O (%)	S (%)	N (%)	M	SD
	My teachers;						
10	produce students with consistently improving academic performance in internal assessments	11 (55)	8 (40)	1 (5)	0	3.50	.607
11	students put visible effort into their assignments and projects	5 (25)	5 (25)	10 (50)	0	2.75	.851
12	instructional practices lead to strong student outcomes in national and standardized exams	13 (65)	7 (35)	0	0	3.65	.489

Weighted Mean = 3.30 High

SD = .65

Source: Researcher's Field Survey, 2025

KEY: A= Always (4), O= Often (3), S= Sometimes (2), N= Never (1), M= Mean and SD= Standard Deviation

Note: "0" indicates that no respondents selected this option for the given item.

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.12 reveals that the 'Student Performance' subscale had a weighted mean of 3.30, signifying a high level of productivity as perceived by teachers. This subscale reflects teachers' impact on students' academic outcomes, which is a key indicator of overall productivity. Firstly, we can see from the table that a significant majority of school heads (55%) reported that teachers "always" produce students with consistently improving academic performance in internal assessments. Conversely, a slightly large proportion 8

(40%) reported that teachers "often" produce students with consistently improving academic performance in internal assessments while only a small proportion 1 (5%) chose "sometimes". Results also showed that teachers generally produce students with consistently improving academic performance in internal assessments, with a mean value of 3.50. This falls into the "high" category, suggesting that the majority of teachers prioritize producing students with consistently improving academic performance in internal assessments, which is also crucial for ensuring a greater level of teachers' productivity.

Furthermore, a significant proportion of school heads (25%) reported that students "always" put visible effort into their assignments and projects. Similarly, 25% reported that students "sometimes" put visible effort into their assignments and projects while the greatest proportion of school heads (50%) reported "sometimes". Results also showed that students generally put visible effort into their assignments and projects, with a mean value of 2.75. This falls into the "moderate" category, suggesting that the majority of students are not only active during teaching and learning process but also prioritize putting visible effort into their assignments and projects, which is also crucial for ensuring a greater level of teachers' productivity.

In addition, more than half of school heads (65%) reported that their instructional practices "always" leads to strong student outcomes in national and standardized exams while the rest (35%) reported "often". Results also showed that teachers' instructional practices generally lead to strong student outcomes in national and standardized exams, with a mean value of 3.65. This falls into the "high" category, suggesting that the majority of teachers prioritize on using instructional practices that lead to strong student

outcomes in national and standardized exams, which is also crucial for ensuring a greater level of teachers' productivity.

Finally, the lower score on students' willingness to put visible effort into assignments and projects ($M = 2.75$), however, suggests that while student performance is generally high, there may be some inconsistency in how this performance is sustained or evaluated across contexts. Nonetheless, the overall impression is that teachers view themselves as playing a strong role in academic achievement.

Table 4.13: Level of Productivity (Lesson Planning and Delivery, Student Engagement, Assessment Practices and Student Performance) of Teachers in Senior Secondary Schools in Abeokuta Metropolis, Ogun State

Items	A Freq (%)	O Freq (%)	S Freq (%)	N Freq (%)	Mean
Lesson Planning and Delivery	17 (47)	10 (28)	5 (14)	0 (0)	2.73
Student Engagement	40 (67)	13 (22)	7 (11)	0 (0)	3.55
Assessment Practices	38 (42)	15 (17)	7 (8)	0 (0)	3.52
Student Performance	29 (45)	20 (31)	11 (17)	0 (0)	3.30
Overall	124 (50.4)	58 (23.6)	30 (12.2)	0 (0)	3.28

Overall Weighted Mean= 3.28 High

Source: Researcher's Field Survey, 2025

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Taken together, the analysis of teachers' responses to the 12 items measuring their productivity across four dimensions—lesson planning and delivery, student engagement, assessment practices, and student performance—reveals a generally high level of productivity among teachers in senior secondary schools in Abeokuta Metropolis. The overall weighted mean of 3.28 ($SD = .28880$) falls within the high productivity threshold (≥ 3.00), indicating that teachers perceive themselves as highly engaged and effective

across key areas of their work. The narrow standard deviation further suggests a strong level of agreement among respondents.

Subscale analyses showed particularly high scores in student engagement ($M = 3.55$) and assessment practices ($M = 3.52$), implying that teachers are not only keeping learners actively involved but are also applying consistent evaluation methods. Lesson planning and delivery ($M = 2.73$) was the only subscale that fell within a moderate range, potentially highlighting areas where teachers may require additional support or resources. Meanwhile, student performance ($M = 3.30$) indicates that teachers generally believe their efforts are translating into measurable academic outcomes for students.

These findings suggest that the majority of teachers in this context are committed professionals who maintain a high standard of instructional delivery, even if structural or systemic challenges may affect certain dimensions such as planning. Therefore, this result offers a valuable diagnostic for school administrators and policymakers aiming to sustain or improve teaching quality within the region.

Research Question Two: What is the level of adequacy of reward systems available for teachers in senior secondary schools in Abeokuta Metropolis, Ogun State?

Table 4.14: Level of Adequacy of Extrinsic Reward Systems Available for Teachers in Senior Secondary Schools in Abeokuta Metropolis, Ogun State

S/N	Item:	A (%)	O (%)	S (%)	N (%)	M	SD
1	Salary	264 (69.1)	72 (18.8)	34 (8.9)	12 (3.1)	3.54	.785
2	Promotion	46 (12.0)	124 (32.5)	170 (44.5)	42 (11.0)	2.46	.843
3	Bonuses	34 (8.9)	70 (18.3)	218 (57.1)	60 (15.7)	2.20	.810
4	Awards and Certificate of Recognition	30 (7.9)	72 (18.8)	170 (44.5)	110 (28.8)	2.06	.888
5	Allowances (leave, medical, transport, housing)	30 (7.9)	102 (26.7)	152 (39.8)	98 (25.7)	2.17	.901
6	Access to Loans	48 (12.6)	76 (19.9)	154 (40.3)	104 (27.2)	2.18	.972
7	Materials Gifts	12 (3.1)	42 (11.0)	180 (47.1)	148 (38.7)	1.79	.761
Weighted Mean = 2.34 Low						SD = .524	

Source: Researcher's Field Survey, 2025

KEY: A= Always (4), O= Often (3), S= Sometimes (2), N= Never (1), M= Mean and SD= Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.14 provides insights into the level of adequacy of the various types of extrinsic reward systems implemented in senior secondary school teachers in Abeokuta Metropolis, Ogun State. A closer look at the data shows that extrinsic rewards such as salary, promotion, bonuses, allowances, access to loans, and material gifts were generally perceived as low in adequacy, with a subscale mean of 2.34. Only salary ($M = 3.54$) received a high adequacy rating, indicating it is more consistently delivered than other extrinsic components. Items such as bonuses ($M = 2.20$), awards and certificates ($M = 2.06$), and material gifts ($M = 1.79$) reflect the lowest levels of satisfaction, suggesting that schools do not prioritize these incentives. These findings highlight systemic issues

around how teachers are materially and financially recognized, potentially affecting their motivation and job satisfaction.

An individual item analysis indicates that a majority of respondents responded that salary is “always” available and satisfactory in their school, some reported “often”, “sometimes” while the rest chose “never” across most of the items. For example, a significant majority of teachers (69.1%) reported that their salary is “always” available and satisfactory in their school, while the rest (30.9%) reported that their salaries were “often” (18.8%), “sometimes” (8.9%), or even “never” (3.1%) available and satisfactory in their schools. Results also showed that teachers occasionally got salary that is available and satisfactory, serving as encouragement, with a mean value of 3.54. This falls into the “high” category, suggesting that salary is a crucial factor under the extrinsic reward system.

Likewise, a greater proportion of teachers (44.5%) reported that promotion is “sometimes” available and satisfactory in their school. There was a relatively lower proportion of teachers (32.5%) who reported that promotion is “often” available and satisfactory in their school. Meanwhile, the lowest populations (12.0%) and (11.0%) were recorded by teachers who reported “always” and “never” respectively. Results also showed that teachers generally, rarely get or feel satisfied with promotions, with a mean value of 2.46. This falls into the “low” category, suggesting that the majority of schools do not prioritize using promotion to reward teachers, which is also a crucial factor under the extrinsic reward system.

Furthermore, a greater proportion of teachers (57.1%) reported that bonuses are “sometimes” available and satisfactory in their school. There was a relatively lower proportion of teachers (18.3%) who reported that bonuses are “often” available and satisfactory in their school. Meanwhile, the lowest populations (15.7%) and (8.9%) were

recorded by teachers who reported “never” and “always” respectively. Results also showed that teachers generally, rarely get or feel satisfied with bonuses, with a mean value of 2.20. This falls into the “low” category, suggesting that the majority of schools do not prioritize using bonuses to reward teachers, which is also a crucial factor under the extrinsic reward system.

Additionally, a greater proportion of teachers (44.5%) reported that Awards and Certificates of Recognition are “sometimes” available and satisfactory in their school. There was a closely related proportion of teachers (28.8%) who reported that Awards and Certificates of Recognition are “never” available and satisfactory in their school. Meanwhile, the lowest populations (18.8%) and (7.9%) were recorded by teachers who reported “often” and “always” respectively. Results also showed that teachers generally, rarely get or feel satisfied with Awards and Certificate of Recognition, with a mean value of 2.06. This falls into the “low” category, suggesting that the majority of schools do not prioritize on using Awards and Certificate of Recognition to reward teachers, which is also a crucial factor under the extrinsic reward system.

Moreso, a greater proportion of teachers (39.8%) reported that Allowances (leave, medical, transport, housing) are “sometimes” available and satisfactory in their school. There was a closely related proportion of teachers (26.7%) who reported that Allowances (leave, medical, transport, housing) are “often” available and satisfactory in their school, followed by a relatively close proportion of teachers (25.7%) who reported “never”. Meanwhile, the lowest population (7.9%) was recorded by teachers who reported “always”. Results also showed that teachers generally, rarely get or feel satisfied with Allowances (leave, medical, transport, housing), with a mean value of 2.17. This falls into the “low” category, suggesting that the majority of schools do not prioritize using

Allowances (leave, medical, transport, housing) to reward teachers, which is also a crucial factor under the extrinsic reward system.

Additionally, there was a greater proportion of teachers (40.3%) reported that Access to Loans are “sometimes” available and satisfactory in their school. There was a closely related proportion of teachers (27.2%) who reported that Access to Loans are “never” available and satisfactory in their school. Meanwhile, the lowest populations (19.9%) and (12.6%) were recorded by teachers who reported “often” and “always” respectively. Results also showed that teachers generally aren’t provided with, nor feel satisfied with Access to Loans, with a mean value of 2.18. This falls into the “low” category, suggesting that the majority of schools do not prioritize on using Access to Loans to reward teachers, which is also a crucial factor under the extrinsic reward system.

In addition, there was a greater proportion of teachers (47.1%) reported that Materials Gifts are “sometimes” available and satisfactory in their school. There was a closely related proportion of teachers (38.7%) who reported that Materials Gifts are “never” available and satisfactory in their school. Meanwhile, the lowest populations (11.0%) and (3.1%) were recorded by teachers who reported “often” and “always” respectively. Results also showed that teachers generally aren’t provided with, nor feel satisfied with Materials Gifts, with a mean value of 1.79. This falls into the “low” category, suggesting that the majority of schools do not prioritize on using Materials Gifts to reward teachers, which is also a crucial factor under the extrinsic reward system.

Table 4.15: Level of Adequacy of Intrinsic Reward Systems Available for Teachers in Senior Secondary Schools in Abeokuta Metropolis, Ogun State

S/N	Item:	A (%)	O (%)	S (%)	N (%)	M	SD
8	Sense of fulfillment	118 (30.9)	136 (35.6)	104 (27.2)	24 (6.3)	2.91	.909
9	Appreciation	62 (16.2)	122 (31.9)	156 (40.8)	42 (11.0)	2.53	.899
10	Freedom	98 (25.7)	102 (26.7)	136 (35.6)	46 (12.0)	2.66	.990
11	Sense of Competence	150 (39.3)	150 (39.3)	72 (18.8)	10 (2.6)	3.15	.815
12	Positive Relationships	162 (42.4)	124 (32.5)	86 (22.5)	10 (2.6)	3.15	.857
13	Sense of Trust	128 (33.5)	140 (36.6)	92 (24.1)	22 (5.8)	2.98	.899
14	Sense of Progress	162 (42.4)	122 (31.9)	86 (22.5)	12 (3.1)	3.14	.871
Weighted Mean = 2.93 Moderate						SD = .716	

Source: Researcher's Field Survey, 2025

KEY: A= Always (4), O= Often (3), S= Sometimes (2), N= Never (1), M= Mean and SD= Standard Deviation. Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.15 reveals a summary of the intrinsic reward systems as far as teachers in Abeokuta Metropolis are concerned. Intrinsic rewards such as appreciation, sense of trust, competence, fulfillment, and progress were rated moderately adequate, with a subscale mean of 2.93. Items like sense of competence ($M = 3.15$), positive relationships ($M = 3.15$), and sense of progress ($M = 3.14$) received high ratings, showing that schools foster interpersonal and self-actualizing environments to some extent. However, other components like appreciation ($M = 2.53$) and sense of trust ($M = 2.98$) scored in the moderate range, revealing inconsistencies in the reinforcement of intangible motivators.

It further reveals that a significant majority of teachers (35.6%) reported that Sense of fulfillment is “often” available and satisfactory in their school, while the rest (64.4%) reported that their Sense of fulfillment was “always” (30.9%), “sometimes” (27.2%), or “never” (6.3%) available and satisfactory in their schools. Results also showed that teachers occasionally felt a sense of fulfillment, with a mean value of 2.91. This falls into the “moderate” category, suggesting that schools mildly prioritize teachers' sense of fulfillment because they might not view it as a crucial factor under the intrinsic reward system.

Likewise, a greater proportion of teachers (40.8%) reported that Appreciation is “sometimes” available and satisfactory in their school. There was a relatively lower proportion of teachers (31.9%) who reported that Appreciation is “often” available and satisfactory in their school. Meanwhile, the lowest populations (16.2%) and (11.0%) were recorded by teachers who reported “always” and “never” respectively. Results also showed that teachers generally, rarely get or feel satisfied with Appreciation, with a mean value of 2.53. This falls into the “moderate” category, suggesting that the majority of schools fairly prioritize using Appreciation to reward teachers, which is also a crucial factor under the intrinsic reward system.

Moreover, a greater proportion of teachers (35.6%) reported that Freedom is “sometimes” available and satisfactory in their school. There was a relatively lower proportion of teachers (26.7%) who reported that Freedom is “often” available and satisfactory in their school. Meanwhile, the lowest populations (25.7%) and (12.0%) were recorded by teachers who reported “always” and “never” respectively. Results also showed that teachers generally, rarely get or feel satisfied with the level Freedom, with a mean value of 2.66. This falls into the “moderate” category, suggesting that the majority of schools

fairly prioritize or make use of Freedom to reward teachers, which is also a crucial factor under the intrinsic reward system.

An equal proportion of teachers (39.3%) reported that Sense of Competence are “always” and “often” available and satisfactory in their school, indicating a shared perception between moderate and occasional adequacy of the item. The rest (21.4%) reported that Sense of Competence were “sometimes” (18.8%), or even “never” (2.6%) available and satisfactory in their schools. Findings showed that the responses were evenly split between “always” and “often” (39.3% each), suggesting that teachers had varied but balanced experiences with the idea of a sense of competence. Results also implied that due to the ties in response frequencies, teachers generally prioritize on feeling a sense of competence, despite perceptions divided between regularly and occasionally persisting, with a mean value of 3.15. This falls into the “high” category, suggesting that schools prioritize teachers' Sense of Competence, regarding it as a crucial factor under the intrinsic reward system. The evenly distributed response could indicate that further qualitative exploration is needed to understand why teachers differ in their views on sense of competence.

A significant majority of teachers (42.4%) reported that Positive Relationships are “always” available and satisfactory in their school, while the rest (57.6%) reported that Positive Relationships were “often” (32.5%), “sometimes” (22.5%), or even “never” (2.6%) available and satisfactory in their schools. Results also showed that teachers frequently built Positive Relationships that are available and satisfactory, serving as encouragement, with a mean value of 3.15. This falls into the “high” category, suggesting that schools prioritize on teachers building Positive Relationships, regarding it as a crucial factor under the intrinsic reward system.

In addition, a significant majority of teachers (36.6%) reported that Sense of Trust is “often” available and satisfactory in their school, while the rest (63.4%) reported that their Sense of Trust was “always” (33.5%), “sometimes” (24.5%), or “never” (5.8%) available and satisfactory in their schools. Results also showed that teachers occasionally felt a Sense of Trust, with a mean value of 2.98. This falls into the “moderate” category, suggesting that schools mildly prioritize teachers' Sense of Trust because they might not view it as a crucial factor under the intrinsic reward system.

A significant majority of teachers (42.4%) reported that a Sense of Progress is “always” available and satisfactory in their school, while the rest (57.6%) reported that a Sense of Progress was “often” (31.9%), “sometimes” (22.5%), or even “never” (3.1%) available and satisfactory in their schools. Results also showed that teachers frequently perceived a Sense of Progress, with a mean value of 3.14. This falls into the “high” category, suggesting that schools generally prioritize teachers building on a sense of progress, regarding it as a crucial factor under the intrinsic reward system.

Table 4.16: Level of Adequacy of Reward Systems (Extrinsic and Intrinsic) of Teachers’ Reward Systems in Senior Secondary Schools in Abeokuta Metropolis, Ogun State

Items	A Freq (%)	O Freq (%)	S Freq (%)	N Freq (%)	Mean
Extrinsic	464 (47.1)	567 (28.3)	1088 (36.0)	576 (16.6)	2.34
Intrinsic	880 (39.6)	870 (35.3)	632 (25.7)	136 (5.4)	2.93
Overall	1344 (43.1)	1437 (31.1)	1720 (30.2)	712 (10.9)	2.64

Overall Weighted Mean= 2.64 Moderate

Source: Researcher’s Field Survey, 2025

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

In summary, the findings from the analysis of reward systems reveal that the overall adequacy of reward systems available to teachers is moderate, with a weighted mean score of 2.64. This result suggests that while some rewards are available and perceived as somewhat satisfactory, there is still considerable room for improvement, particularly in

the area of extrinsic rewards. The implication of these results is that while schools may be succeeding in cultivating a reasonably supportive psychological work environment, they are underperforming in areas that relate to financial or career growth incentives, which are often more tangible and quantifiable. This imbalance can be demoralizing for teachers and may lead to reduced commitment or increased turnover, especially when basic needs and recognition are not met. In this light, the moderate adequacy rating in this study suggests that schools in Abeokuta are only partially leveraging the motivational power of rewards, which could limit long-term teacher engagement and effectiveness.

Overall, the findings call for a recalibration of reward structures, especially extrinsic ones, to meet teacher expectations and strengthen their productivity. Education stakeholders, especially policy makers and school administrators, need to adopt a more structured and equitable approach to rewarding teachers, one that recognizes both performance and commitment, not just seniority or routine attendance.

Research Question Three: What is the level of professional qualifications in senior secondary schools in Abeokuta Metropolis, Ogun State?

Table 4.17: Academic Qualifications of Senior Secondary School Teachers in Abeokuta Metropolis, Ogun State

S/N	Item:	SA (%)	A (%)	D (%)	SD (%)	M	SD
1	I hold a teaching degree or certification that qualifies me to teach in my current subject area	294 (77.0)	78 (20.4)	6 (1.6)	4 (1.0)	3.73	.539
2	My highest level of education is relevant to the subject I am currently teaching	270 (70.7)	74 (19.4)	36 (9.4)	2 (.5)	3.60	.679
Weighted Mean = 3.67 High						SD = .609	

Source: Researcher's Field Survey, 2025

KEY: SA= Strongly Agree (4), A= Agree (3), D= Disagree (2), SD= Strongly Disagree (1), M= Mean and SD= Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.17 presents the statistics on the academic qualification level of teachers. The results for academic qualifications indicate a high level of adequacy among teachers. A significant majority strongly agreed that they hold a teaching degree or certification that qualifies them to teach their current subject area (Item 1: M = 3.73), and that their highest level of education is relevant to what they currently teach (Item 2: M = 3.60). The average mean score of 3.67 and SD of 0.609 suggest that most teachers are academically well-qualified for their roles. This finding is consistent with the policy requirements of the Teachers Registration Council of Nigeria (TRCN), which mandates that qualified subject teachers must possess at least a Bachelor's degree or equivalent. The high academic qualification suggests a robust foundation for teaching effectiveness in the metropolis.

Table 4.18: Professional Certifications of Senior Secondary School Teachers in Abeokuta Metropolis, Ogun State

S/N	Item:	SA (%)	A (%)	D (%)	SD (%)	M	SD
3	have a certification from a professional teaching organization or association	208 (54.5)	90 (23.6)	70 (18.3)	14 (3.7)	3.29	.891
4	meet the official qualifications required for promotion or advancement in the teaching profession	226 (59.2)	112 (29.3)	38 (9.9)	6 (1.6)	3.46	.737

Weighted Mean = 3.37 High

SD = .814

Source: Researcher's Field Survey, 2025

KEY: SA= Strongly Agree (4), A= Agree (3), D= Disagree (2), SD= Strongly Disagree (1), M= Mean and SD= Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.18 presents the statistics on the professional certification level of teachers. Teachers also rated themselves highly on professional certifications. Over 54.5% strongly agreed to have certification from a professional teaching body, and nearly 59.2% indicated that they meet official qualifications for promotion. The mean score of 3.37(SD = 0.814) places this within the "high" category. This suggests that beyond their academic qualifications, many teachers also hold professional credentials such as TRCN registration or postgraduate diplomas in education. Despite the generally high perception, the relatively high standard deviation suggests some variability, indicating that while most have certifications, others may still be in transition or unregistered.

Table 4.19: Professional Development of Senior Secondary School Teachers in Abeokuta Metropolis, Ogun State

S/N	Item:	SA (%)	A (%)	D (%)	SD (%)	M	SD
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I;							
5	regularly participate in professional development activities such as workshops, conferences, or courses.	128 (33.5)	184 (48.2)	66 (17.3)	4 (1.0)	3.14	.729
6	have received specialized training to improve my classroom management techniques and overall teaching practices	144 (37.7)	190 (49.7)	44 (11.5)	4 (1.0)	3.24	.691
7	regularly update my subject knowledge through research or additional studies.	186 (48.7)	168 (44.0)	24 (6.3)	4 (1.0)	3.40	.656

Weighted Mean = 3.26 High

SD = .692

Source: Researcher's Field Survey, 2025

KEY: SA= Strongly Agree (4), A= Agree (3), D= Disagree (2), SD= Strongly Disagree (1), M= Mean and SD= Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.19 presents the statistics on the professional development level of teachers. Teachers highly agreed that they regularly participate in professional development programmes such as workshops and training (M = 3.14), have received classroom management training (M = 3.24), and update their subject knowledge through research or further study (M = 3.40). The average score across these three items was 3.26, indicating a moderate-to-high level of professional development engagement. While this is commendable, it may suggest that such opportunities are not always frequent or accessible. Professional development is key for adapting to curriculum changes and emerging pedagogical strategies, and schools must do more to support it systemically.

Table 4.20: Teaching Experience of Senior Secondary School Teachers in Abeokuta Metropolis, Ogun State

	Item: I;	SA (%)	A (%)	D (%)	SD (%)	M	SD
8	have experience teaching students from diverse backgrounds and varying learning needs.	190 (49.7)	162 (42.4)	26 (6.8)	4 (1.0)	3.41	.665
9	have taught at multiple educational levels and in multiple educational environments	166 (43.5)	168 (44.0)	42 (11.0)	6 (1.6)	3.29	.723
10	(have) serve(d) as a mentor or coach to new or less-experienced teachers.	114 (29.8)	202 (52.9)	46 (12.0)	20 (5.2)	3.07	.790
Weighted Mean = 3.26 High						SD = .726	

Source: Researcher's Field Survey, 2025

KEY: SA= Strongly Agree (4), A= Agree (3), D= Disagree (2), SD= Strongly Disagree (1), M= Mean and SD= Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.20 presents the statistics on the teaching experience of teachers. Responses related to teaching experience revealed that teachers moderately agreed they had taught across multiple educational levels ($M = 3.29$), had mentored others ($M = 3.07$), and had worked with students from diverse backgrounds ($M = 3.41$). The combined mean was 3.26 with a standard deviation of 0.726, showing a moderate to high presence of teaching experience within the workforce. While this reflects exposure and adaptability, the relatively lower mean for mentorship suggests that peer-led development structures such as coaching and peer observation may be underutilized. Thus, schools may benefit from

formalizing peer support structures to harness the experience of senior teachers more effectively

Table 4.21 Level of Professional Qualifications (Academic Qualifications, Professional Certifications, Professional Development and Teaching Experience) of Senior Secondary School Teachers in Abeokuta Metropolis, Ogun State

Items	SA Freq (%)	A Freq (%)	D Freq (%)	SD Freq (%)	Mean
Academic Qualification	564 (73.8)	152 (19.9)	42 (5.5)	6 (0.8)	3.67
Professional Certification	444 (56.8)	202 (25.4)	108 (13.9)	20 (2.6)	3.37
Professional Development	458 (39.9)	542 (47.3)	134 (11.7)	12 (1.0)	3.26
Teaching Experience	470 (41.0)	532 (46.4)	114 (10.0)	30 (2.6)	3.26
Overall	1936 (52.0)	1428 (38.4)	398 (10.7)	68 (1.8)	3.39

Overall Weighted Mean= 3.39 High

Source: Researcher's Field Survey, 2025

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

The findings of this study as shown in Table 4.21 revealed that the overall level of professional qualification among teachers in senior secondary schools in Abeokuta Metropolis was moderate, with a weighted mean of 3.39. However, when disaggregated by specific indicators, variations in strength emerged across four critical areas: academic qualification, professional certification, professional development, and teaching experience.

Based on Academic Qualification, the analysis shows that teachers possess a high level of academic qualification, with a mean score of 3.67, making it the strongest dimension of professional qualifications among respondents. A vast majority (77.0%) of teachers strongly agreed that they hold teaching degrees or certifications relevant to their subject areas. The significance of academic qualifications cannot be overstated. Teachers who are

academically equipped in their subject areas are more likely to demonstrate strong content knowledge, confidence, and pedagogical effectiveness.

Likewise, Professional certification received a moderate rating with a mean of 3.37, indicating that while many teachers had certifications from teaching councils or associations, a notable number still lack such documentation. This finding raises concerns, as teaching credentials from recognized institutions are critical for ensuring ethical standards and continuous quality assurance in the profession. Moreover, this moderately high rating may reflect systemic challenges such as limited access to certification opportunities or under-enforcement of professional regulatory compliance.

In terms of professional development, the study found a moderate mean score of 3.26. This result suggests that although teachers in Abeokuta Metropolis do engage in workshops, conferences, and in-service training, the regularity and depth of such engagements vary. It is particularly worrisome that only a fraction of teachers strongly agreed to updating their knowledge regularly or participating in formal training programmes. This may indicate logistical or financial barriers that limit access to development opportunities.

The final indicator, teaching experience, also recorded a moderate mean score of 3.26. This implies that while many teachers have worked across various educational levels and environments, and even mentored others, such experience is not yet widespread or maximized across the profession. Only 29.8% strongly agreed they had served as mentors, and a relatively low number had taught at multiple levels. Moreover, teaching experience contributes not only to classroom management and adaptability but also to improved student learning outcomes. The moderate rating observed here may reflect either the

younger demographics of the teaching population in the region or a lack of structured career progression pathways.

Overall, teachers in senior secondary schools in Abeokuta Metropolis reported a moderate to high level of professional qualification across all indicators. The highest scoring area was academic qualification, followed by professional certification and professional development. Although teaching experience was also fairly strong, the lower mean on mentorship highlights a potential area for institutional development. These findings generally align with the expectations of educational policy in Nigeria, which advocates for continuous teacher qualification improvement. While the qualifications appear sufficient overall, strengthening areas like mentorship and professional learning communities could further elevate productivity.

4.2.2 Test of Hypotheses

H₀₁: There will be no significant combined influence of teachers' reward systems and professional qualifications on teachers' productivity in senior secondary schools in Abeokuta Metropolis, Ogun State.

Table 4.22: Summary of Regression Analysis Showing the Combined Influence of Teachers' Reward Systems and Professional Qualifications as Determinants of Teachers' Productivity in Senior Secondary Schools in Abeokuta Metropolis, Ogun State

Model Summary						
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	
1	.175 ^a	.031	-.083		.30060	
a. Determinants: (Constant), Academic Qualification, Reward systems						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.049	2	.024	.269	.767 ^b
	Residual	1.536	17	.090		
	Total	1.585	19			
a. Dependent Variable: Teachers' Productivity						
b. Predictors: (Constant), Academic Qualification, Reward systems						

Source: Researchers' Field Survey, 2025

Table 4.22 presents the result of the regression analysis conducted to examine the combined influence of teachers' reward systems and academic qualifications on teachers' productivity in senior secondary schools in Abeokuta Metropolis, Ogun State. The model summary showed a weak correlation between independent variables and productivity ($R = .175$), and an R Square of .031, indicating that only 3.1% of the variation can be explained by the combined influence of reward systems and academic qualifications. This also means that the combination of how teachers are rewarded and their educational qualifications doesn't make any real difference in predicting how productive the teachers

are. In fact, the chances that the result happened by luck is very high (76.7%). So, we cannot say these two factors together explain why some teachers are more productive than others. They only explain about 3% of the differences in productivity (which is very small).

Furthermore, the adjusted R^2 value of -0.083 suggests that, after adjusting for the number of predictors and small sample size, the model performs worse than using the mean alone. The standard error of the estimate (0.30060) implies a relatively low average error between the predicted and actual productivity scores.

The ANOVA result revealed that the regression model was not statistically significant ($F(2,17) = .269, p = .767$), suggesting that the combination of reward systems and qualifications did not significantly predict teachers' productivity.

Therefore, since $p = 0.767 > 0.05$, the null hypothesis (H_{01}) which stated that there will be no significant combined influence of teachers' reward systems and professional qualifications on teachers' productivity in senior secondary schools in Abeokuta Metropolis, Ogun State is retained.

H_{02} : There will be no significant relative influence of teachers' reward systems and professional qualifications on teachers' productivity in senior secondary schools in Abeokuta Metropolis, Ogun State.

Table 4.23: Summary of Regression Analysis Showing the Relative Influence of Teachers' Reward Systems and Professional Qualifications as Determinants of Teachers' Productivity in Senior Secondary Schools in Abeokuta Metropolis, Ogun State

		Coefficients ^a			
Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	Sig.
1	(Constant)	3.253	1.537		2.117
	Reward1_avg_mean	-1.403	6.637	-.055	-.211
	Academic Qualification numeric	.136	.245	.145	.555

a. Dependent Variable: Teachers' Productivity

Source: Researchers' Field Survey, 2025

Table 4.23 presents the regression coefficients indicating the relative influence of teachers' reward systems and professional qualifications on their productivity. The unstandardized coefficient ($B = -1.403$, $p = .835$) for teachers' reward systems indicates that a unit increase in the reward system score predicts a 1.403 decrease in productivity. However, this relationship is not statistically significant ($p > 0.05$).

Similarly, the academic qualification variable ($B = 0.136$, $p = .586$) showed a weak positive relationship with productivity, but it is also not statistically significant. The standardized Beta values further reveal the strength and direction of each predictor variable's unique contribution when all others are controlled. The reward systems variable ($\beta = -0.055$, $p = .835$) and academic qualification ($\beta = .145$, $p = .586$) both recorded no significant influence on teachers' productivity, as their p-values exceed 0.05.

Although academic qualification had a slightly higher positive Beta value than reward systems, this difference was not statistically significant. In essence, neither reward systems nor academic qualification independently predicted teachers' productivity to a statistically meaningful degree. Since both p-values (.835 and .586) > 0.05, we fail to reject the null hypothesis (H_{02}). This means there is no statistically significant relative influence of either reward systems or academic qualifications on teachers' productivity i.e. individually, in senior secondary schools in Abeokuta Metropolis, Ogun State.

4.3 Discussion of Findings

Research question one was formulated to identify the level of productivity among the surveyed school heads about teachers in senior secondary schools in Abeokuta Metropolis, Ogun State. The results unveiled an insightful trend: the level of productivity among teachers was found to be adequately high, with a grand mean of 3.28 on a 4-point Likert scale. This revelation carries profound implications for the education landscape within the region and beyond. This average score, which is well above the midpoint of 3.00, indicates that most teachers rated as highly productive across key productivity indicators such as lesson preparation and delivery, student engagement, assessment practices and student performance. The findings show strong mean values across items like "I prepare my lessons before coming to class" (mean = 3.70), "I keep accurate continuous assessment records" (mean = 3.90), and "I usually evaluate students' progress using a variety of assessment methods" (mean = 3.20) reflecting teachers' commitment to core instructional responsibilities. These indicators are consistent with measures of productivity previously identified by a particular study in Lagos State that associated teachers' productivity with metrics such as coursework completion and class attendance¹.

These findings are consistent with prior research emphasizing that teachers' productivity remains high when basic motivational and professional expectations are met. For example, studies conducted in Ogun West Senatorial District found that when teachers' reward systems (monetary or otherwise) were perceived as equitable, teachers showed higher job commitment and stronger productivity levels². Particularly, the literature emphasized the critical role of punctuality, curriculum completion, and student evaluation as practical benchmarks of teachers' productivity – indicators that align directly with the items used in the productivity scale of this study.

Furthermore, the high productivity level may be linked to non-financial motivators such as professional recognition, job security, and participatory decision-making. Several empirical studies underscored that while financial incentives like salary and bonuses are important, intrinsic factors such as teacher recognition and professional development opportunities significantly enhance morale and productivity³. The fact that teachers in this study maintained high productivity levels despite challenges in the public school system suggests that these intrinsic motivators may be actively at play in Abeokuta Metropolis, Ogun State.

Moreover, this result supports the theoretical foundation laid out in the literature. Herzberg's Two-Factor Theory, which distinguishes between hygiene factors (like salary) and true motivators (like recognition and achievement), offers a strong framework to interpret this outcome. This theory maintains that while poor hygiene factors can cause dissatisfaction, it is the presence of motivators that truly elevate job satisfaction and productivity⁴. The reported high productivity level in this study aligns with this theory, suggesting that motivators are present in meaningful ways within the school environments surveyed.

However, while the grand mean suggests high productivity, the standard deviation values for individual items, ranging from 0.53 to 0.65, indicate some variability among responses. This spread suggests that although most teachers may be considered productive, a minority may still face challenges in meeting productivity expectations. This aligns with findings from Imo and Oyo States, where some teachers reported low morale due to irregular reward structures, promotions, or administrative bottlenecks⁵, which in turn affected their productivity negatively⁶.

Importantly, the findings also complement those from international studies, such as in Finland and Ontario, where systemic support for teachers, including autonomy and continuous training, was shown to contribute significantly to productivity^{7,8}. While Nigerian schools face different structural realities, the implication is clear: when the foundational conditions for teacher professionalism are met, either through self-discipline, organizational support, or policy backing, productivity tends to rise. These data, showing high mean scores on teacher-centered performance metrics, provides local validation of this global pattern.

The findings also suggest a positive spillover effect of professional qualifications and institutional support. As earlier empirical reviews noted, teachers with higher levels of professional training and access to refresher courses often show greater instructional effectiveness⁹ ¹⁰. Though Research Question One does not directly test the effect of qualification or rewards, the high levels of productivity observed could indirectly reflect the influence of professional development mechanisms, a hypothesis that will be explored further in subsequent hypotheses.

Finally, the implication of this finding is significant for educational stakeholders in Abeokuta Metropolis, Ogun State. The evidence that teachers are generally productive

provides a strong baseline for policy implementation, especially in refining teachers' reward systems and professional support structures. If teachers are already productive, further improvements in timely compensation, professional recognition, and clear promotion pathways can serve as catalysts to elevate this productivity even higher, ultimately leading to improved student outcomes and systemic efficiency^{11,12,13}.

The findings from Research Question Two reveal that the level of adequacy of teachers' reward systems in senior secondary schools in Abeokuta Metropolis, Ogun State is moderate, with an overall mean of 2.89. This suggests that while some forms of rewards are available and appreciated, many are inconsistently provided or perceived as insufficient. Specifically, the study found that teachers considered intrinsic rewards ($M = 3.06$) more adequate than extrinsic rewards ($M = 2.68$). This trend highlights a potential imbalance in teachers' reward systems, where internal motivators such as a sense of competence, progress, and positive relationships are more prevalent and satisfactory than tangible, financial, or material rewards. This outcome aligns with studies emphasizing the growing importance of intrinsic motivators in improving job satisfaction and sustaining productivity among teachers^{14,15}.

Interestingly, salary ($M = 3.54$) was the only extrinsic reward item rated as highly adequate. A significant number of teachers acknowledged the consistent availability and adequacy of their salary. This finding contrasts with national complaints about irregular salary payments and indicates a relatively stable salary structure in Abeokuta Metropolis. However, other extrinsic rewards—such as promotion ($M = 2.46$), bonuses ($M = 2.20$), allowances ($M = 2.17$), and material gifts ($M = 1.79$) rated low in adequacy. These low scores reflect a general dissatisfaction with external reward mechanisms, mirroring earlier

findings in Ogun and Oyo States where promotion delays, lack of bonuses, and minimal financial incentives weakened teacher morale and retention ^{16,17}.

The relatively low perception of promotion and bonuses as reward strategies is troubling. Promotions are traditionally seen as markers of career growth and recognition, and when absent, they could lead to a sense of stagnation. Likewise, bonuses are often used to reinforce exceptional performance, and their inadequacy can weaken motivation which in turn influences productivity negatively. These findings support Herzberg's Two-Factor Theory, which posits that while salary may prevent dissatisfaction (a hygiene factor), it is not sufficient to promote satisfaction; motivators such as recognition and achievement are more powerful drivers of commitment and productivity¹⁴. Thus, the inadequacy of these extrinsic factors potentially limits the capacity of school systems to inspire long-term dedication.

Moreover, the results of this study reinforce the findings of a scholar who argued that a lack of both monetary and non-monetary incentives leads to demoralization and reduced work enthusiasm among teacher¹⁸. Items like awards and certificates of recognition (M = 2.06), access to loans (M = 2.18), and allowances were seen as poorly implemented. These aspects are critical, as teachers often rely on such benefits to manage financial needs or gain professional validation. Without them, many resort to alternative income-generating activities, which divide their attention from instructional duties and which in turn will lead to low productivity levels ^{19 20}.

In contrast, intrinsic reward items such as sense of competence (M = 3.15), positive relationships (M = 3.15), and sense of progress (M = 3.14) were rated high. This finding highlights that many teachers derive satisfaction from non-material aspects of their profession, such as mastery of their craft, growth in their teaching abilities, and

meaningful interactions within their work environment. This is in line with significant findings by many scholars who emphasized that intrinsic factors such as job pride and workplace climate significantly impact teacher retention and output ^{14 21}.

Other intrinsic motivators, including appreciation ($M = 2.53$), freedom ($M = 2.66$), and sense of trust ($M = 2.98$), were rated moderately adequate. These moderate scores suggest a school environment where interpersonal respect and autonomy exist but are not yet universally experienced. These findings align with scholars who reported that school culture and administrative support directly affect how teachers perceive their value within the school system^{22 23}. When teachers are trusted, appreciated, and allowed some measure of autonomy, they are more likely to maintain enthusiasm for their work.

Overall, the findings suggest that schools in Abeokuta Metropolis, Ogun State have made more progress in fostering intrinsic rewards than extrinsic rewards. While this might help in maintaining basic productivity, it may not be sufficient for sustaining long-term excellence or attracting and retaining the best teachers. Several studies have emphasized that while intrinsic rewards are foundational for personal satisfaction, a balanced combination of both intrinsic and extrinsic rewards is necessary to fully optimize teachers' productivity^{24 25}. This means that teachers' reward systems should not rely solely on internal motivation but must also provide clear, tangible incentives for top productivity.

Finally, these findings raise important implications for school administrators and policy makers. As education reforms continue across Nigeria, particular attention must be given to creating structured, consistent, and equitable reward systems that combine recognition, opportunity, and compensation. The results of this study point to a need for more transparent promotion policies, performance-based bonuses, and non-cash incentives that validate effort and success. Echoing the conclusions of scholars that a well-designed

reward system will not only boost teachers' morale but also raise the standard of teaching and learning in senior secondary schools²⁶.

The findings from Research Question Three reveal a high level of professional qualifications among senior secondary school teachers in Abeokuta Metropolis, with a weighted mean of 3.39. The results indicate that a majority of teachers possess baseline qualifications and relevant academic training for their current teaching roles. However, there may still be gaps in professional certifications, continuous development, and broader teaching exposure. This aligns with findings of scholars who emphasized that while many Nigerian teachers have obtained formal qualifications, disparities exist in participation in advanced professional development and specialized training opportunities^{17 26}.

The item with the highest level of agreement was that a large number of teachers (77%) hold a teaching degree or subject-relevant certification, with a strong mean of 3.73. Similarly, a significant number of teachers (70.7%) indicated that their highest educational qualification is relevant to their teaching subject, with a mean of 3.60. This supports the assertion made by scholars that subject-area expertise is a strong determinant of teachers' productivity and is a foundational requirement in most formal educational systems^{14 25}. It further affirms that the sampled teachers in Abeokuta are academically equipped for the core instructional components of their jobs.

However, when asked about certification from professional teaching bodies, the responses dropped noticeably. Only 54.5% strongly agreed they had such certifications, and the mean score was 3.29, lower than for subject qualification. This reflects a critical weakness in Nigeria's teacher professionalization process, which has been criticized for its poor enforcement and low subscription to teaching councils and associations. This

finding reinforces what a scholar observed in which it was found that many teachers operate without robust professional affiliations that could otherwise boost credibility, access to career development, and adherence to pedagogical standards²⁰.

Another area of moderate qualification involves participation in continuous professional development, such as workshops, courses, or conferences. While 81.7% of teachers agreed they engage in continuous professional development, the mean was only 3.14, suggesting that although continuous professional development participation exists, its regularity or quality may be inconsistent. This agrees with the findings of few scholars who reported that continuous professional development programmes in Nigerian schools are often irregular, poorly funded, or lacking in contemporary relevance¹⁸. Yet, the necessity of continuous professional development for maintaining teacher competence and instructional relevance in an evolving educational landscape is well-documented in international research from Ontario and Finland¹⁵.

In terms of specialized training for classroom management, the responses were slightly better ($M = 3.24$), but still moderate. This may be indicative of a reactive rather than proactive approach to pedagogical challenges, where teachers often rely on experience rather than structured training. Few scholars argue that classroom management is a core skill for sustaining teaching efficacy, especially in public school settings where class sizes are often large and behavior issues are more frequent²¹. Therefore, professional development in this area should be systematically integrated into the teachers' reward and qualification systems.

Encouragingly, the study shows high teacher engagement in updating subject knowledge ($M = 3.40$) and managing diverse learners ($M = 3.41$). These findings align with the global shift towards inclusive and reflective teaching practices. Teachers with these

characteristics are more likely to adapt to modern challenges such as curriculum reform, differentiated learning, and learner diversity. These findings reflect the arguments made by a scholar that productive teachers in present-day schools must not only master content but also demonstrate professional agility and cultural competence¹⁴.

However, two items received relatively lower mean values mentoring of new teachers ($M = 3.07$) and experience across multiple educational levels ($M = 3.29$). This suggests that teacher leadership roles and broader exposure are not yet institutionalized across all schools. Mentorship, in particular, is a powerful tool for developing the next generation of teachers and maintaining institutional knowledge. Its moderate rating may reflect the lack of structured mentorship policies, which mirrors some scholars' concern that many Nigerian schools do not formalize such roles, leaving early-career teachers to navigate challenges independently²⁴.

In sum, the findings portray a teaching workforce with strong academic foundations but moderate professional depth. While professional qualification to teach is not in question, the need for systematic enhancement in areas such as certification, mentoring, and regular professional development is evident. This aligns with the broader narrative in this literature that sustainable improvement in secondary education requires not only the hiring of qualified teachers but also continuous investment in their professional growth^{2 22}. Closing this gap will be key in aligning the education system of Abeokuta Metropolis, Ogun State with national goals and global benchmarks.

Consequently, the result of the regression analysis showed no statistically significant combined influence of teachers' reward systems and professional qualifications on their productivity in senior secondary schools in Abeokuta Metropolis. With an R value of 0.175 and R^2 of just 0.031, it implies that the combined contribution of these two

variables accounts for only 3.1% of the variance observed in teachers' productivity. This is quite minimal and suggests that other variables outside reward systems and qualifications may play a more substantial role in influencing productivity. The F-ratio of 0.269 and a p-value of 0.767 ($p > 0.05$) further support the conclusion that the relationship is not statistically significant. Hence, the null hypothesis was retained.

This finding contrasts with earlier expectations built on theoretical assumptions like Herzberg's Two-Factor Theory, which posits that both intrinsic (e.g., professional growth and qualifications) and extrinsic (e.g., pay, promotion) motivators influence work productivity²⁷. In theory, higher qualifications and a rewarding work environment should significantly enhance teachers' performance. However, the current data show that when combined, these factors did not significantly predict teachers' productivity, suggesting that motivation and productivity among teachers might be more complex and context-dependent.

Similar results have been found in other studies conducted in sub-Saharan Africa. For example, a significant study revealed that despite teachers' high qualifications, productivity remained poor when institutional support, professional autonomy, and enabling environments were absent²⁸. The implication is that professional qualifications and reward systems, while important, may not function effectively in isolation or even together without the synergy of other institutional factors such as supportive school leadership, workload balance, and emotional wellbeing.

Also, the result of this study echoes the findings of a scholar who suggested that while teachers' qualifications and remuneration are significant predictors in theory, their combined effect may be diluted by other systemic issues such as overcrowded classrooms, poor infrastructure, or lack of autonomy²⁹. In light of this, the result in Abeokuta

Metropolis is not entirely surprising given that most public senior schools in Nigeria still struggle with resource constraints, despite their teachers being relatively well qualified.

Moreover, the result of this study challenges policy assumptions that improving qualification and providing basic rewards will directly boost teachers' productivity. It calls attention to the need for a broader system approach. For example, studies in Ontario and Finland, which have consistently performed well in international teacher productivity indices, emphasize not just qualifications and incentives, but continuous in-service training, peer collaboration, and teacher empowerment³⁰. These systems foster a culture where professional autonomy and respect are just as valued as credentials or compensation.

The weak correlation found in this study may also suggest a saturation effect—where teachers who are already moderately rewarded and qualified no longer see these factors as motivational triggers. Instead, their productivity could be driven by other factors like school culture, leadership, and personal teaching philosophy. This aligns with the Self-Determination Theory, which argues that individuals are more motivated by internal values like autonomy, relatedness, and purpose rather than external conditions once basic needs are met³¹.

Overall, while the educational qualifications and reward systems of teachers are foundational to professional standards and teacher welfare, this study reveals they may not be sufficient by themselves in explaining differences in productivity. Policy makers and school managers need to look beyond these variables to include less visible but equally critical contributors like job satisfaction, teacher identity, school climate, and student engagement strategies.

Similarly, the regression coefficients for Hypothesis Two revealed no significant individual contributions of either reward systems or professional qualifications to teachers' productivity. Specifically, reward systems had a negative beta coefficient ($\beta = -0.055$, $p = 0.835$), while professional qualifications had a slightly positive beta ($\beta = 0.145$, $p = 0.586$), yet neither of these predictors reached statistical significance. These results suggest that neither of the two variables independently exerts a significant influence on productivity in the observed context.

This finding is particularly interesting as it contradicts the popular view in education management literature that increasing remuneration or professional development directly improves teachers' productivity³². The insignificance of rewards could imply either that the available rewards are too minimal to make a meaningful difference or that teachers have adapted to working in conditions where intrinsic motivators like passion, calling, and student success matter more than formal incentives.

The insignificance of academic qualifications as a standalone predictor aligns with some earlier studies that question the direct link between certification and classroom effectiveness. For instance, some scholars argue that while qualification matters, what often drives student outcomes and productivity are qualities such as classroom management, pedagogical creativity, and commitment—factors not necessarily measured by formal credentials³³. In contexts like Nigeria, where many teachers already possess relevant degrees but face logistical and structural challenges, qualifications alone might not suffice. This result may also reflect the limitations of Nigeria's reward system in motivating teachers. As noted by scholars who found that even when teachers receive allowances or recognition, if these rewards are not timely, fair, or consistent, they lose their motivational power⁶. Thus, the negative coefficient for reward systems might reflect

not an actual decrease in productivity, but rather teacher disillusionment with the way rewards are administered.

On the other hand, the weak positive coefficient for professional qualifications suggests a mild trend towards productivity, which may indicate that better qualified teachers do try to engage more, but institutional bottlenecks may restrict the actual translation of competence into productivity. This is consistent with findings that emphasized that teaching skills and productivity improve only when qualifications are matched with professional autonomy, mentorship, and relevant resources.

Taken together, the absence of a statistically significant relative influence in this study might be highlighting the saturation or ceiling effect already discussed under Hypothesis One. Teachers who are already qualified or mildly rewarded may have reached a motivational plateau unless challenged or supported differently. This may necessitate a paradigm shift toward more holistic staff development frameworks that prioritize motivation, emotional resilience, peer mentoring, and meaningful recognition.

In conclusion, while teachers' reward systems and professional qualifications are essential, the findings of this suggest they cannot independently account for differences in teachers' productivity. Thus, school administrators and policymakers should adopt a broader support structure that includes motivation-enhancing strategies, work-life balance, regular feedback, teacher involvement in decision-making, and inclusive school leadership models.

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Chapter Five

Conclusion

This chapter focuses on the summary of findings, conclusions, recommendations (based on the findings of the study), contribution to knowledge and the area of further research.

5.1 Summary of Findings

This study investigated the extent to which teachers' reward systems and professional qualifications determine teachers' productivity in senior secondary schools within Abeokuta Metropolis, Ogun State. The rationale for the study stemmed from a growing concern about the low level of teacher motivation and the underwhelming productivity of teachers in senior secondary schools, despite many of them holding formal qualifications. Literature reviewed in Chapters One and Two suggested that while reward systems and professional qualifications are commonly associated with teachers' productivity, the relationship remains complex and context-specific, requiring localized studies such as this.

Specifically, the study sought to assess the level of teachers' productivity, the adequacy of teachers' reward systems, the extent of teachers' professional qualifications, and the combined and relative influence of these independent variables on teachers' productivity. The instruments used (TRSPQSSS and TPSSS) were structured questionnaires developed based on related empirical literature and validated by experts in educational measurement and evaluation. The study employed descriptive and inferential statistical tools using SPSS to analyze responses gathered from 382 teachers and 20 school heads across senior secondary schools in Abeokuta Metropolis. Descriptive statistics such as mean and standard deviation were used to answer the three research

questions, while inferential statistics (multiple regression analysis) were used to test the hypotheses. The findings were as follows:

Based on research question one assessing teachers' productivity, results revealed a high level of productivity among teachers, with notable strengths in areas such as planning of lessons, student engagement, assessment practices, and students performance. However, areas like integration of technology and diversity responsiveness reflected room for improvement. In research question two on reward systems, it was found that teachers' reward systems were only moderately adequate (overall mean = 2.89). While salaries were rated high, extrinsic rewards like promotion, bonuses, and material gifts were poorly rated. On the other hand, intrinsic rewards such as a sense of competence and progress were better perceived but still had moderate adequacy overall. In the area of professional qualifications assessed in research question three, the study found that teachers generally possessed moderate to high levels of professional qualifications. Most held relevant teaching degrees, regularly updated subject knowledge, and had experience with diverse learners. However, formal mentoring and professional affiliations were relatively lower.

The study further investigated their combined influence on teachers' productivity and the regression analysis showed that the combined influence of reward systems and qualifications on productivity was not statistically significant ($R^2 = 0.031$, $p = .767$), suggesting these two variables only accounted for about 3.1% of the variance in teachers' productivity. The adjusted R^2 value of -0.083 indicated that the model did not improve prediction over chance. These findings challenge the assumption that teachers' reward systems and professional qualifications alone can predict teachers' productivity and support the findings of scholars who argued that other factors such as school climate and administrative support may be more critical. Furthermore, it later investigated whether

there is a relative influence on teachers' productivity. Similarly, neither teachers' reward systems nor professional qualifications had a statistically significant independent influence on teachers' productivity ($p > .05$ for both), though professional qualifications showed a weak positive relationship, reinforcing the conclusion that teachers' productivity is multifactorial and cannot be explained by structural variables alone.

Overall, the study reinforces the complex interplay between teacher reward systems, professional qualifications and teachers' productivity. It adds to the body of literature suggesting that while professional qualifications and reward systems are necessary for teachers, they are not sufficient to drive teachers' productivity. The implications are that schools and policymakers must adopt a holistic approach to teacher motivation and productivity

5.2 Conclusion

The findings from this study suggest that while senior secondary school teachers in Abeokuta Metropolis, Ogun State exhibit high productivity levels, the systems supporting and enhancing them productively, namely, reward systems and professional qualifications are not effectively driving productivity in a measurable way. Salaries remain the strongest form of external motivation, but the lack of robust promotion structures, bonus systems, and professional development opportunities limit broader performance impact.

Additionally, professional qualifications, though mostly present, do not singularly determine productivity levels, hinting at the need to explore other factors such as school leadership, work environment, student behavior, and administrative support. In practical terms, this implies that simply improving the professional qualifications of teachers or ensuring regular salaries may not necessarily result in higher productivity. Teachers'

reward systems must go beyond the surface and integrate a culture of respect, recognition, autonomy, supportive leadership, and opportunities for continuous learning. The Nigerian education system, particularly at the secondary level, must shift from a compliance-based to a performance-driven model, where the quality of teaching and learning outcomes are prioritized over mere paper qualifications and token rewards.

5.3 Recommendations

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

1. School administrators should maintain and further enhance current teaching practices. This can be achieved through professional development programs, peer collaboration, and knowledge-sharing initiatives that sustain and improve teachers' productivity.
2. Government and school management boards should improve the adequacy and diversity of teachers' reward systems, including non-monetary rewards such as awards, recognition ceremonies, flexible work arrangements, and opportunities for autonomy. A well-structured reward system can boost morale, encourage commitment, and sustain long-term productivity.
3. Teachers should be encouraged and sponsored to participate in regular professional development programmes, including workshops, conferences, and postgraduate certification. Continuous professional development will not only improve teachers' knowledge and skills but also keep them abreast of modern teaching strategies and educational trends.
4. Educational policymakers should review, update, and enforce existing policies on teachers' reward systems and professional qualification standards. This will require ensuring consistency in implementation across all quarters, as well as establishing

monitoring systems to address lapses. Such reforms will create an enabling environment for teachers to perform optimally.

5. Schools should implement performance-based evaluation systems that go beyond paper qualifications. These models should integrate multiple indicators such as student learning outcomes, classroom practice, and teacher commitment when making decisions on promotion, recognition, and reward. A comprehensive evaluation framework will ensure fairness and encourage professional growth.

5.4 Contributions to Knowledge

1. This study provides updated data on the qualification profiles and reward perceptions of teachers, equipping educational stakeholders with evidence for strategic initiatives.
2. The findings of this study are particularly valuable for policymakers and school administrators seeking to design teachers' reward systems that are culturally relevant and effective.
3. The study provides empirical evidence showing that neither reward systems nor professional qualifications alone guarantee high levels of productivity among teachers. This challenges the assumption that teacher certification or incentives automatically translate into improved productivity and highlights the need to explore additional factors influencing teachers' productivity.
4. By situating the findings within the realities of Abeokuta Metropolis, Ogun State, it enriches the global discourse on teacher motivation with insights from a developing-country context.

5. This study draws attention to the gap between professional qualifications and actual work productivity, prompting a re-evaluation of existing teacher development and support policies.

5.5 Suggestions for Further Studies

This study highlights several areas where future research could be expanded. First, similar investigations should be carried out in other local government areas and states to determine whether the findings are consistent across different regions. Broadening the geographical scope would provide a more comprehensive understanding of the determinants of teachers' productivity. In addition, future studies could incorporate other variables such as workload, student behavior, leadership style, school culture, and community engagement. These factors may offer further insight into the complex dynamics that influence teachers' productivity. A worthwhile approach would be the use of qualitative research methods such as interviews, focus groups, or case studies. Such methods could provide richer, more nuanced perspectives on how teachers perceive rewards and productivity beyond the limitations of numerical data. A longitudinal study is also recommended, as it would allow researchers to track changes over time and capture how teachers' qualifications, rewards systems, and productivity evolve and interact. Finally, incorporating the perspectives of school leaders, including principals and management staff, could reveal important administrative and systemic factors that shape teachers' productivity.

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Appendix I

Questionnaire

Teachers' Reward System and Professional Qualifications in Senior Secondary Schools in Abeokuta Metropolis, Ogun State, Nigeria (TRSPQSSS)

Dear Esteemed Respondent,

This questionnaire is designed to elicit response for the completion of postgraduate research work with the above title. The researcher seeks your candid response. Be assured that your responses are private and will be used strictly for academic and research purposes. Thank you.

Section A

Instruction

Please, tick the space (✓) provided in front of the option that best fit your responses to the questions below

1. Gender: Male () Female ()
2. Age Range: Less than 30 years () 31-40 years () 41-50 ()
Above 50 years ()

3. Academic Qualification: NCE () Bachelor Degree () Master's Degree ()
Others ()
4. Years of Experience: Less than 10 years () 11-20 years () 21-30 years ()
Above 30 years ()

Section B

This section contains items to collect information from respondents to evaluate the available components of reward system in senior secondary school in Abeokuta Metropolis, Ogun State. Please respond to the statement in the tables below using the following scale;

Always (A), Often (O), Sometimes (S) and Never (N)

	Extrinsic Rewards: How often is this available and satisfactory in your school	Always	Often	Sometimes	Never
1.	Salary				
2.	Promotion				
3.	Bonuses				
4.	Awards and Certificate of Recognition				
5.	Allowances (leave, medical, transport, housing)				
6.	Access to Loans				
7.	Materials Gifts				
	Intrinsic Rewards: How often do you experience this in your teaching job?				
8.	Sense of fulfillment				
9.	Appreciation				
10.	Freedom				

11.	Sense of Competence				
12.	Positive Relationships				
13.	Sense of Trust				
14.	Sense of Progress				

Section D: Teachers' Qualifications

This section contains items to collect information from respondents on the level of teachers' qualifications in senior secondary schools in Abeokuta Metropolis, Ogun State. Please respond to the statement in the tables below using the following scale;

Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)

	Teachers' Qualifications	SA	A	D	SD
1.	I hold a teaching degree or certification that qualifies me to teach in my current subject area				
2.	My highest level of education is relevant to the subject I am currently teaching				
3.	I have a certification from a professional teaching organization or association				
4.	I meet the official qualifications required for promotion or advancement in the teaching profession				
5.	I regularly participate in professional development activities such as workshops, conferences, or courses.				
6.	I have received specialized training to improve my classroom management techniques and overall teaching practices				
7.	I regularly update my subject knowledge through research or additional studies.				
8.	I have experience teaching students from diverse backgrounds and varying learning needs.				

9.	I have taught at multiple educational levels and in multiple educational environments				
10.	I (have) serve(d) as a mentor or coach to new or less-experienced teachers.				

Appendix II

Questionnaire

Teachers' Productivity in Senior Secondary Schools in Abeokuta Metropolis, Ogun State, Nigeria (TPSSS)

Dear Esteemed Respondent,

This questionnaire is designed to elicit response for the completion of postgraduate research work with the above title. The researcher seeks your candid response. Be assured that your responses are private and will be used strictly for academic and research purposes. Thank You.

Section A

Instruction

Please, tick the space (✓) provided in front of the option that best fit your responses to the questions below

1. Gender: Male () Female ()

2. Age Range: Less than 30 years () 31-40 years () 41-50 () Above 50 years ()
3. Academic Qualification: NCE () Bachelor Degree () Master's Degree ()
Others ()
4. Years of Experience: Less than 10 years () 11-20 years () 21-30 years ()
Above 30 years ()

SECTION B

This section contains items to collect information from respondents on the level of job productivity among senior secondary school teachers in Abeokuta Metropolis, Ogun State. Please respond to the statement in the tables below using the following scale;

Always (A), Often (O), Sometimes (S) and Never (N)

	Items : My teachers;	Always	Often	Sometimes	Never
1.	prepare lesson plans adequately and ahead of time				
2.	use innovative teaching methods to enhance student learning				
3.	incorporate the use of technology to enhance the learning process				
4.	use interactive classroom activities that sustain student interest and attention				
5.	maintain discipline and classroom control effectively				
6.	encourage students to take part in co-curricular activities and other school programmes				
7.	evaluate students' progress using a variety of assessment methods				

8.	keep accurate continuous assessment records				
9.	provide timely and constructive feedback on students' performance				
10.	produce students with consistently improving academic performance in internal assessments				
11.	students put visible effort into their assignments and projects				
12.	instructional practices lead to strong student outcomes in national and standardized exams				

Bio-data

A. Personal Data

● Name: Mercy Oreoluwa ODUYALE

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● Date of Birth: 20th January, 2000

● Nationality: Nigerian, Ogun State

● Marital Status: Single

● Name of Next of Kin: Mr Adetayo Opeoluwa ODUYALE

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B. Educational Background with Dates

i. Primary Education

2002-2009 Beautiful Gate International School, Abeokuta, Ogun State

ii. Secondary Education

2009-2015 Emmanuel College, Obantoko, Abeokuta, Ogun State

iii. Higher Education

2015-2019 University of Ibadan, Ibadan, Oyo State

Work Experience

2021-2022 Royal College, Bashorun, Ibadan Oyo State (Tutor)

2022-2022 Foursquare International Group of Schools, Abeokuta, Ogun State (Tutor)

2023-2024 Richgates High School, Agbowo, Ibadan, Oyo State (Tutor)

2024-2024 Praxis Future Academy, Orogun, Ibadan, Oyo State (Tutor)

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D. Awards and Fellowships

Nil

E. Membership of Academic and Professional Bodies

Teachers Registration Council of Nigeria (TRCN)

F. Publication(s)

Motivational Strategies for Enhancing Teachers' Productivity in Secondary Schools in Nigeria.

G. Major Conference Attended with Date

Nil

H. Referees

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2. Olowonfela Toluwalase

Lead City International School, Jericho Ibadan

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Signature

Date

The University Compliance Certification

This is to certify that this thesis 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, Oyo State is in full compliance with the approved University format and style.

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