

## INFLUENCE OF PROMPT PAYMENT OF TEACHER'S SALARIES ON STUDENT'S ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS IN EBONYI STATE

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### Abstract

This research evaluates the influence of prompt payments of teacher's salaries on academic achievement in secondary schools in Ebonyi State. There is a dearth of studies that have investigated the link between prompt payment of teachers' salaries and student academic achievement. Thus, there is a need to study the effect of prompt payment of teachers' salaries on student academic achievement in the state. The study made use of a descriptive survey design. The population of the study comprised 1,175 senior secondary school teachers. Cluster sampling technique was used to select 240 teachers from the four senatorial zones of Ebonyi State. The instrument of data collection was structured questionnaires. The results of the data collected, analyzed using descriptive statistics revealed that prompt payment of teacher's salaries had a positive correlation to academic achievement among students. It was concluded that prompt payment of teacher's salaries has a direct influence on student academic achievement and thus ensure better and quality education for the students. Recommendations based on the findings of the study were that the government should ensure prompt payment of teacher's salaries, and that if payment of teacher's salaries are timely made, it will increase the quality of education service and increase the academic performance of the students.

**Keywords:** Prompt, Salary, teacher, Student and Achievement

### Introduction

Teachers are expected to render a very high job performance, and the Ministry of Education is always curious regarding the job performance of its teachers. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ikediugwu 2017). Similarly, the roles and contexts of educations' motivational

methods and tools cannot be underemphasized because high motivation enhances productivity which is naturally in the interests of all educational systems (Oluchukwu, 2018). According to Onyali (2019), employee's needs are influenced by a variety of different factors and this is so because human beings have their own needs. Educational administrators must devise better methods of determining ways and means of rewarding teachers if they expect the reward to have an impact on performance (Obi, 2017). In this regard this section examines working conditions, administration and supervision, recognition, responsibility, advancement as well as interpersonal relations as some of motivational factors that influence teachers' job performance. The factors that determine motivation have most of the time been categorized as being extrinsic and intrinsic. Extrinsic factors include elements like pay, promotion opportunities, working conditions, relationship with co-workers, supervision and recognition. Intrinsic factors include personality, education, intelligence, abilities and age (Ofojebe, 2019)

For most people, it is undeniable that monetary compensation is a major rationale for working, no matter what other motivations or passions co-exist for the job. Studies conducted by Aja-okorie and Nwakpa (2015), using data from Michigan and North Carolina, demonstrated that teacher salary is an important determinant of the length of time that teachers stay in teaching. The results indicate that teachers who are paid more stay longer in teaching and teachers with higher opportunity costs, as measured by test scores or degree subject, stay in teaching less than other teachers

Working and living conditions have effect on teacher morale and motivation and thus their performance. The key factors are workload, classroom conditions, management support and distance at work, housing and travel affects teachers' morale and motivation. The high cost of travel contributes to teacher absenteeism and lateness in schools while very large class sizes are the norm for most teachers in countries such as this country of ours Nigeria. Therefore prompt payment of teacher's salary is one of the motivational strategies.

A salary is a form of periodic payment from an employer to an employee, which may be specified in an employment contract. It is contrasted with piece wages, where each job, hour or other unit is paid separately, rather than on a periodic basis.

Professional development is a means for increasing teaching professionalism, which could have a positive influence on the job satisfaction and retention in their schools and their profession. Several studies in other employment situations other than schools support a positive relationship between satisfaction with work place training and overall job satisfaction (Schmidt, 2014) and found that satisfaction with career development positively correlated with organizational commitment and job satisfaction. The role of supervisor must provide adequate guidance for his subordinates.

A number of studies have been conducted to find out how job satisfaction differs with age. Herzberg (2013) reported that there is a relationship between job satisfaction and age. Job

satisfaction started high, declined, and then started to improve again with increasing age in a U-shaped curve. Another factor contributing to age –job motivation relationship might be the expectation that as one's age increases, so does prestige and confidence.

Job satisfaction/motivation and dissatisfaction/de-motivation are opposite each other as one is a positive feeling while the other is a negative feeling towards work or job. According to Duru,(2022), job dissatisfaction/demotivation results in absenteeism from schools, aggressive behavior to colleagues and learners, early exits from teaching profession and psychological withdrawal from work. Other effects may be poor performance of school in examinations and extra curricula activities, financial mismanagement, demoralized work force and students' unrest among many. Alternatively, job satisfaction/motivation will resultant in low absenteeism from schools, commitment, friendly behavior with colleagues and students, low quits from the profession, good performance in examinations, extracurricular activities and motivated work force.

It is a well-known fact that a well-motivated teacher, who is provided with working incentives, good working conditions and adequate remuneration is bound to be dedicated to his/ her teaching responsibilities so as to bring about the needed learning among learners. This is buttressed by Archibong (2013) who argued that quality education does not just occur miraculously but can be achieved through continuous and improved efforts by the stakeholders in the education enterprise, especially by enhancing teachers' motivation through several welfare packages. If the aforesaid welfare packages are well harnessed, teachers would be motivated to prepare adequately for their lessons, go to school regularly and punctually, attend classes as scheduled, teach the students well and carry out the necessary academic performance assessments both within and outside their respective schools.

### **Academic Performance**

Academic performance also known as academic achievement/academic attainment is the outcome of education ; it constitute the extent to which a student, teacher or institution has achieved their educational goals (Orji, 2014).Academic performance can be defined as excellence in all academic disciplines, in class as well as extra-curricular activities.

It includes excellence in sporting, behaviour, confidence, communication skills, punctuality, assertiveness, arts, culture, and the like in, educational institutions, success is measured by academic performance, or how well a student meets standards set out by educational authorities as benchmark for evaluation.

## Research Question;

To what extent does prompt payment of teacher's salaries affects student's academic achievement in secondary schools?

## Methodology

A survey research design was used for the study, The study was conducted in secondary schools in Ebonyi state. The population of the study consists of all the teachers in all the Government Secondary Schools in Ebonyi state. A sample of two hundred and forty (240) teachers was drawn from six (4) senatorial zones selecting 60 teachers from each zone. A total sample size of two hundred and forty (240) senior secondary teachers was used for the study.

The instrument for data collection was structured questionnaire.

The instrument was validated by three experts, one in measurement and evaluation department and two from

A reliability index of 0.75 was obtained indicating that the instrument was highly reliable.

The questionnaire was administered to the respondents by the researchers. The entire completed questionnaires were collected from the respondents after they have been filled at the spot.

Data were analyzed using mean score. For the sake of taking decision, any mean that is equal to or above 2.5 is considered agreed while any mean below 2.5 is disagreed.

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**Table;** Mean response on the extent to which prompt payment of teacher's salaries affects student's academic achievement in secondary schools.

SN	ITEMS	SA (4)	A (3)	D (2)	SD (1)	N	$\sum FX$	$\bar{X}$	Remarks
1	Teachers are always paid transport allowance as at when due	140	100	-	-	240	860	3.6	A

2	Teachers are always paid overtime allowance	120	120	-	-	240	840	3.5	A
3	There is provision of allowance for co-curricular activities	180	60	-	-	240	900	3.8	A
4	Teachers are paid allowances during staff meeting	150	90	-	-	240	870	3.6	A
5	Monthly salaries are paid to the teachers even before month ends	200	40	-	-	240	920	3.8	A
Grand mean								3.66	A

From the computed mean in table 1, it shows that items 1-5 have the mean scores of 3.6, 3.5, 3.8, 3.6 and 3.8 respectively which indicated that the respondents agreed on the listed extent to which prompt payment of teacher's salaries affects student's academic achievement in secondary schools.

### Findings

Findings in table showed that promotion of teachers serves as a motivational strategy for teaching and learning activities. The findings also showed that provision of allowance for co-curricular activities, prompt payment of teacher's salaries and other necessary allowances motivates the teachers to teacher very well. This was in line with the findings of Uja (2014) who stated that teachers conduct in the classroom has a significant influence on the academic performance of students in secondary schools.

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