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**Abstract**

*The study explored the relationship between compensation management and teachers' job effectiveness in private secondary schools in Ogun State. The descriptive survey design was employed with sample of 448 respondents selected through multi-stage sampling. Two research instruments, "Teacher Compensation Questionnaire (TCQ)" and "Teacher's Job Effectiveness Rating Scale (TJERC)," were used. Descriptive statistics and Pearson's correlation were applied to analyze the data. Findings indicated that private junior secondary schools offered a compensation system comprising salary and transportation, with teachers' overall compensation level considered poor despite their high job effectiveness. The study revealed a positive relationship between compensation and job effectiveness, with significant correlations between various compensation components and job effectiveness. Consequently, the study concluded that a positive relationship existed between teachers' compensation and job effectiveness and recommended that private school management improve teachers' compensation levels to reach an average level, enabling them to compete with the pay offered in public schools.*

**Keywords:** *Compensation Management, Teachers' Job Effectiveness,  
Private Secondary School*

### **Introduction**

The goal of education is to equip students with the knowledge, skills, attitudes and competencies that enable them to render useful services to themselves and to the society at large. This cannot be achieved unless the quality of the schools and that of the teachers are improved. To realize this, schools compete among themselves for recognition as centres of quality education. The private school system is no exception. They maximize limited school resources to maintaining the school mission and vision by deploying effective teachers. Highly qualified and effective teachers are important to improving students' performance. This is because effective teaching improves students' learning.

Teacher effectiveness is often defined as the ability to produce gains in students' performance scores (Little, Goe & Bell, 2009). It also refers to a teacher's ability to improve student learning as measured by student gains on standardized achievement test. Goe, Bell and Little (2008) stated that effective teachers have high expectations for all students and help students to learn. Effective teachers contribute to positive academic, attitudinal and social outcomes of students such as regular attendance, on-time promotion to the next class, on-time graduation, self-efficacy and cooperative behaviour. Teacher effectiveness is generally referred to in terms of the focus of teachers on students, their performance, teacher behaviours, the classroom procedures and conduct that are implemented in order to better the outcomes of the students (Kapur, 2015). Teacher effectiveness centres on good teaching, possessing appropriate and sufficient knowledge of the subject matter, evaluating the students, identifying their appropriate learning needs and requirements and possessing skills regarding the usage of questions to engage and challenge the students (Ko, Summons & Bakkum, 2013).

Teachers are widely recognized as one of the most valuable school resources and therefore they should be properly compensated. For many employees within the school system, pay is a primary reason for working. According to Osibanjo, Adeniji, Falola and Heirsmac (2014), compensation is a primary motivator for employees. People look for jobs that not only suit their creativity and talents, but also compensate them in terms of salary and other benefits accordingly. As expressed in Maslow's theory of human needs cited in Peleyeju (2014), individuals are goal-oriented whose needs can influence their behaviours. As such,

unsatisfied needs influence behaviours but satisfied needs do not act as motivator. Importantly, Omotayo, Pavithra and Adeniji (2014) while assessing this theory suggested that most needs at the physiological level could be satisfied fully, if the worker receives adequate compensation, so as to provide for those needs. This makes the issue of compensation very important.

Compensation is planned in order to keep an effective workforce, to maintain fairness, objectivity and to ensure that organizations comply with government regulations (Hameed, Ramzan & Zubair, 2014). Compensation means payment made by an employer to his employees in return for their time, efforts and skills used to render services to the organisation (Clark, Kristensen & Westergard, 2009). It comprises different forms of financial and non-financial benefits and could be in form of salaries, wages and benefits like vacation, insurance, maternity, retirement allowances, bonuses, over-time payments, recognition rewards, sales commission and so on. Compensation can also come in form of non-monetary benefits like organisational paid accommodation, health and insurance, business trips, flexi-time and so on which may later translate into both intrinsic and extrinsic motivation targeted towards raising employees' productivity (Nyawa, 2017).

To attract, satisfy and retain quality employees, compensation packages must be innovative and attractive. This is buttressed by the assertions of Machado-Taylor, Soares, Brites, Ferreira, Farhangmehr, Gouveia and Peterson (2016) that inadequate and non-competitive salaries lead to dissatisfaction among employees and Clark, Kristensen and Westergard (2009) strongly asserted that compensation is capable of motivating talented and effective employees to remain in an organisation for longer periods of time.

Financial incentives also have been advocated as a viable tool for motivating teachers to higher levels of performance, enticing more effective teachers to join or remain in the teaching profession, and aligning teacher behaviours and interests with institutional goals (Springer, 2010). Uwannah, Eteete and Mark (2019) stressed that private schools can achieve great success when school management ensure regular payment of salaries and improve on the existing compensation packages to embrace both financial and non-financial

rewards. Teachers can only be effective when compensation is commensurate with work performed.

William (2018) also stressed that unfavourable working atmosphere in terms of poor remuneration offered by private secondary schools instills low levels of commitment, poor job satisfaction and subsequently poor performance by the teachers. This leads to demand for remuneration. Just like every other workers in another organisations, teachers also desire financial benefits to be more effective and productive (Klonoski, 2016), however other allowances such as housing, transport, medical and welfare allowances are also crucial to motivate and encourage them. When salaries and allowances are delayed or not paid at all, teachers become reluctant to work and this condition is often practiced in today's private school system whereby classroom teachers notably at the primary school, receive salaries at the lowest salary wage scale regardless of their academic or teaching qualification. However providing appropriate compensation that is fair and adequate to meet the requirements of a good compensation package is the most difficult to implement by most private owners of schools in Nigeria. This study therefore, assessed the relationship between compensation management system and job effectiveness of teachers in private secondary schools.

#### **Statement of the Problem**

The fact that teachers' salaries in most private secondary schools do not align with labour-market-based pay or to their counterpart staff in public schools poses risk to obtaining effective and efficient teachers. Differentiated compensation structure has the potential to influence who is more effective and are willing to stay in the teaching profession.

This common practice had contributed to the problems of high teacher turnover, absenteeism, tardiness and poor academic performance of students in private school system. Informal interaction and personal discussion of the researchers with existing teachers suggest that teachers' ineffectiveness in private schools is as a result of unattractive compensation policy in place. Observations have also shown that the average annual salary of teachers in private schools tends to be lower than the annual salary of graduates employed in government or state-owned schools. Most especially, in private schools having low enrolment and small class size, teachers receive pays that



do not reflect the growing cost of living and economic reality. In addition, some private schools proprietors/proprietresses mostly pay attention to only cash rewards whereas teachers expect such packages to be all-encompassing taking care of their security, safety and survival needs for optimal productivity. One bordering question is: Why do parents and other concerned stakeholders enrolled their children in private schools where teacher compensation is widespread low? The fact that compensation policy in private schools is unstructured provides a great avenue for the researcher to determine the existing relationship between variation in compensation system management and job effectiveness of teachers in private secondary schools in Ogun State.

### **Research Questions**

1. What are the components of teachers' compensation in private secondary schools in Ogun state?
2. What is the level of compensation of teachers in private secondary schools in Ogun state?
3. What is the level of job effectiveness of teachers at the current level of compensation components in private secondary schools in Ogun state?
4. What is the relationship between compensation and job effectiveness of private secondary school teachers in Ogun state?
5. What is the relationship among the components of compensation and job effectiveness of private secondary school teachers in Ogun state?

### **Methodology**

The study adopted descriptive research design of the survey type. The population of this study was 58,190 private secondary school students, 7,313 private secondary school teachers and 687 private junior secondary schools in all the 20 local governments in Ogun State, while multi stage sampling technique was used to select 448 respondents for the study. Two adapted research instruments were used and the instruments were titled: "Teacher Compensation Questionnaire (TCQ)" and "Teacher's Job Effectiveness Rating Scale (TJERC). The descriptive statistics of frequency counts, percentages, mean and standard

deviation was used for the answering of research questions one to three. Inferential statistics of Pearson’s correlation was used to analyse research questions four and five.

**Results and Discussion of Findings**

**Research Question 1:** What are the components of teachers’ compensation in private secondary schools in Ogun state?

**Table 4.1: Major Components of Teachers’ Compensation in Private Secondary Schools (n=68)**

Components	Mean	Standard Deviation	Remark
Salary	3.06	0.859	Used
Transportation	2.83	0.848	Used
Maternity leaves and statutory pay	2.77	2.247	Used
Dearness allowance	2.71	0.850	Used
Leave bonus	2.71	0.911	Used
Promotion with additional pay	2.64	1.023	Used
House rent allowance	2.61	0.812	Used
Incentives	2.56	0.989	Used
Bonus pay	2.48	0.935	Used
Professional development pay	2.46	1.043	Not Used
Meals	2.42	0.957	Not Used
Leave travel allowances	2.42	0.886	Not Used
Travel allowance	2.41	0.905	Not Used
Medical leave (sick leave) pay	2.41	1.107	Not Used
Commissions	2.38	0.972	Not Used
City compensation allowance	2.36	1.006	Not Used
Overtime	2.35	0.955	Not Used
Reduced interest loans	2.34	0.990	Not Used
Training cost	2.34	1.054	Not Used
Insurance (accidental and	2.33	0.971	Not Used

life )			
Travel expenses	2.30	0.926	Not Used
Club memberships	2.29	0.982	Not Used
Flexible timings	2.27	0.989	Not Used
Retirement benefits	2.26	0.992	Not Used
Holiday homes	2.24	0.937	Not Used
Casual leaves pay	2.24	0.982	Not Used
Mobile allowances	2.23	0.947	Not Used

**Note:** Component with mean value greater than 2.50 was mainly used for compensation management in private schools.

Table 4.1 showed the major components of teachers' compensation in private secondary schools in Ogun State. The mean values of 3.06 (SD=0.859), 2.83 (SD= 0.848), 2.77 (SD= 0.2.247), 2.71 (SD= 0.850), 2.71 (SD= 0.911), 2.64 (SD= 1.023), 2.61 (SD= 0.812), and 2.56 (SD= 0.989) for salary, transportation, maternity leaves and statutory pay, dearness allowance, leave bonus, promotion with additional pay, house rent allowance and incentives respectively indicated that these compensation components were mainly used for compensation management in private schools in Ogun State.

**Research Question 2:** What is the level of compensation of teachers in private secondary schools in Ogun State?

**Table 4.2: Mean and Standard Deviation Scores Indicating the Level of Teachers' Compensation in Private Secondary Schools**

Compensation Components	<i>n</i>	<i>M</i>	<i>SD</i>	Remark
Salary	168	3.06	0.859	Moderately compensated
Transportation	168	2.83	0.848	Moderately compensated
Maternity leaves and statutory pay	168	2.77	2.247	Moderately compensated
Dearness allowance	168	2.71	0.850	Moderately compensated
Leave bonus	168	2.71	0.911	Moderately

				compensated
Promotion with additional pay	168	2.64	1.023	Moderately compensated
House rent allowance	168	2.61	0.812	Moderately compensated
Incentives	168	2.56	0.989	Moderately compensated
Bonus pay	168	2.48	0.935	Poorly compensated
Professional development pay	168	2.46	1.043	Poorly compensated
Meals	168	2.42	0.957	Poorly compensated
Leave travel allowance	168	2.42	0.886	Poorly compensated
Travel allowance	168	2.41	0.905	Poorly compensated
Medical leaves (sick leaves) pay	168	2.41	1.107	Poorly compensated
Commissions	168	2.38	0.972	Poorly compensated
City compensation allowance	168	2.36	1.006	Poorly compensated
Overtime	168	2.35	0.955	Poorly compensated
Reduced interest loans	168	2.34	0.990	Poorly compensated
Training cost	168	2.34	1.054	Poorly compensated
Insurance (accidental and life)	168	2.33	0.971	Poorly compensated
Travel expenses	168	2.30	0.926	Poorly compensated
Club memberships	168	2.29	0.982	Poorly compensated
Flexible timings	168	2.27	0.989	Poorly compensated

Retirement benefits	168	2.26	0.992	Poorly compensated
Holiday homes	168	2.24	0.937	Poorly compensated
Casual leaves pay	168	2.24	0.982	Poorly compensated
Mobile allowances	168	2.23	0.947	Poorly compensated
Average Level of Compensation		2.46	0.209	Poorly compensated

Source: Researchers Field Survey Data (2023)

Note:

M = Mean; SD = Standard Deviation; n= Number of respondents

Standard Reference Mean = 2.50; Mean response rating classification:

Highly compensated =3.50-4.00;

Moderately compensated = 2.50-3.49; Poorly compensated = 1.5-2.49;

Not compensated =0-1.49

Table 4.2 showed the mean and standard deviation scores for teachers' compensation in private secondary schools in Ogun State. The average compensation score of 2.46 with standard deviation score of 0.209 showed that the level of teachers' compensation was poor. However, the mean scores for salary, transportation, maternity leave and statutory pay, dearness allowance, leave bonus, promotion with additional pay, house rent allowance, and incentives showed that teachers were moderately compensated on these compensation components. The mean scores for travel allowance, leave travel allowance, bonus pay, city compensation allowance, overtime, mobile allowance, meals, commissions, travel expenses, reduced interest loans, insurance (accidental and life), club memberships, casual leave pay, medical leave (sick leave) pay, professional development pay, retirement benefits, holiday homes, flexible timings and training cost showed that teachers were poorly compensated on these compensation components.

**Research Question 3:** What is the level of job effectiveness of teachers given the current compensation components in private secondary schools in Ogun state?

Table 4.3: Level of Teachers’ Job Effectiveness in Private Secondary Schools

Level of knowledge	Frequency (f)	% of Respondents (n=100)	Mean Level	Std. Deviation
High	72	42.9	92.69	17.679
Moderate	41	24.4		
Low	40	23.8		
Very low	15	8.9		
Total	168	100.0		

Table 4.3 showed the level of teachers’ job effectiveness under the current compensation level in private secondary schools in Ogun State. The mean score and standard deviation score for job effectiveness are presented in Table 4.5. Data indicated that 42.9% of the respondents had high level of job effectiveness, 24.4% of the respondents had moderate level of job effectiveness, 23.8% of the respondents had low level of job effectiveness, and only 8.9% of the respondents had very low level of job effectiveness. Results further indicated that the mean level of teachers’ job effectiveness was 92.69 (S.D= 17.679) which was higher than the average teachers’ job effectiveness score of 60.00 from the Teacher Job Effectiveness Rating Scale (TJERS). This means there was high level of teachers’ job effectiveness in private junior secondary schools under the current compensation system.

**Research Question 4:** What is the relationship between compensation and job effectiveness of private secondary school teachers in Ogun state?

Table 4.4: Relationship between Compensation and Job Effectiveness of Private Secondary School Teachers

Variables	N	Mean	SD	Df	r	Remark
Compensation	56	76.7143	19.79597	54	.479**	Positive, moderate and significant relationship
Job Effectiveness	56	93.9464	17.76556			

Note. \*\*. Correlation is significant at the 0.01 level (2-tailed).

Table 4.4 showed the relationship between compensation and job effectiveness of private junior secondary school teachers in Ogun State. The mean compensation score for the 56 schools surveyed was 76.71 with standard deviation score of 19.796. The mean score for teachers' job effectiveness was 93.95 with standard deviation score of 17.766. At 54 degree of freedom, the relationship between compensation and teachers' job effectiveness was positive, moderate and significant at 0.05 level ( $r = .479$ ). This means that there was a positive significant relationship between compensation and job effectiveness of private secondary school teachers in Ogun State.

**Research Question 5:** What is the relationship among the components of compensation and job effectiveness of private secondary school teachers in Ogun state?

**Table 4.5: Correlation Coefficients between Components of Compensation and Job Effectiveness**

Compensation Components	Job Effectiveness		Remark
	Correlation Coefficient	Sig.	
Salary	-0.069	.496	Negative relationship
House rent allowance	0.113	.263	Positive relationship
Dearness allowance	0.112	.268	Positive relationship
Transportation	0.248*	.013	Positive relationship
Leave bonus	0.216*	.031	Positive relationship
Travel allowance	0.071	.482	Positive relationship
Leave travel allowance	0.201*	.045	Positive relationship
Bonus pay	0.118	.242	Positive relationship
City compensation allowance	0.076	.453	Positive relationship
Incentives	0.023	.820	Positive relationship
Overtime	0.066	.516	Positive relationship
Phone allowances	0.146	.148	Positive relationship
Meals	0.078	.439	Positive relationship
Commissions	0.138	.172	Positive relationship
Travel expenses	0.123	.223	Positive relationship
Reduced interest loans	0.008	.936	Positive relationship
Insurance (accidental and	-0.012	.906	Negative

life)			relationship
Club memberships	-0.007	.946	Negative relationship
Casual leaves pay	0.030	.770	Positive relationship
Medical leaves (sick leave) pay	0.049	.629	Positive relationship
Professional development pay	0.117	.246	Positive relationship
Maternity leaves and statutory pay	0.276**	.006	Positive relationship
Retirement benefits	0.067	.510	Positive relationship
Holiday homes	-0.012	.909	Negative relationship
Flexible timings	-0.019	.849	Negative relationship
Training cost	0.053	.598	Positive relationship
Promotion with additional pay	0.078	.439	Positive relationship

Note. \*\*. Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.5 showed the relationship between the components of compensation and job effectiveness of private secondary school teachers in Ogun State. It revealed that the components of compensation having positive significant relationship with teachers' job effectiveness were house rent allowance ( $r=0.113$ ), dearness allowance ( $r=0.112$ ), transportation ( $r=0.248^*$ ), leave bonus ( $r=0.216^*$ ), travel allowance ( $r=0.071$ ), leave travel allowance ( $r=0.201^*$ ), bonus pay ( $r=0.118$ ), city compensation allowance ( $r=0.076$ ), incentives ( $r=0.023$ ), overtime ( $r=0.066$ ), mobile allowances ( $r=0.146$ ), meals ( $r=0.078$ ), commissions ( $r=0.138$ ), travel expenses ( $r=0.123$ ), reduced interest loans ( $r=0.008$ ), casual leave pay ( $r=0.030$ ), medical leave (sick leave) pay ( $r=0.049$ ), professional development pay ( $r=0.117$ ), maternity leaves and statutory pay ( $r=0.276^{**}$ ), retirement benefits ( $r=0.067$ ), training cost ( $r=0.053$ ), and promotion with additional pay ( $r=0.078$ ).

The components of compensation having negative relationship with teachers' job effectiveness were salary ( $r=-0.069$ ), insurance (accidental and life) ( $r=-0.012$ ), club memberships ( $r=-0.007$ ), holiday homes ( $r=-0.012$ ), and flexible timings ( $r=-0.019$ ). However, the



relationship of compensation components: transportation ( $r=0.248^*$ ), leave bonus ( $r=0.216^*$ ), leave travel allowance ( $r=0.201^*$ ), and maternity leaves and statutory pay ( $r=0.276^{**}$ ) with teachers' job effectiveness were significant at 0.05 level.

### **Discussion of the Findings**

Answer to research question one which stated that, what are the components of teachers' compensation in private secondary schools in Ogun state? Findings revealed that, the compensation management system of private junior secondary schools comprised salary, transportation, maternity leave and statutory pay, dearness allowance, leave bonus, promotion with additional pay, house rent allowance, and incentives. This assumption aligns with William (2018) findings who found that, the nature of working conditions reflects the teacher's behaviours as well as performance at the workplace and concluded that, the unfavourable teaching condition leads to teachers' demand for remuneration. The most commonly used types of performance based rewards were promotion and salary increment for better performance by teachers. Remuneration affects the performance of teachers in different ways and it was realized that remuneration motivated teachers and increased their performance, and thus, improves teachers' productivity and efficiency.

Answer to research question two revealed that the overall level of teachers' compensation in private secondary schools in Ogun State was poor. Results further showed that there was moderate level of compensation observed for teachers' salaries, transportation, maternity leave and statutory pay, dearness allowance, leave bonus, promotion with additional pay, house rent allowance, and incentives. This finding reiterates the above finding in the research question one. The components of compensation were found to be poor in most instances. The results suggested that private schools underpay in salary and performance pay. This finding supported the outcome of Johnston's (2019) study that highly rated teachers have stronger preferences for schools offering performance pay, which can be used to differentially attract and retain them. Wekesa and Nyaroo (2013) also agreed that low level of teachers' compensation in secondary schools can affect their job delivery. Their findings concluded that fair compensation has an effect on public secondary school teachers' job

performance because the compensation policy in place demoralizes the teachers, does not enhance task performance and negatively affects the productivity of the teachers in the schools.

Answer to research question three revealed that the level of teachers' job effectiveness under the current compensation level in private secondary schools in Ogun State was high. This result proved that, despite the low level of teachers' compensation across all components, private school teachers were effective in their teaching tasks. This outcome might have been due to the fact that internal supervision was not only strengthened but also a daily function of private school owners or proprietors. It is a familiar practice to see newly employed teachers who perform below expectations to quit their positions the following school day. In affirmation to the above finding, previous study by Kumar (2016) found that teachers' compensation did not always match their job description. As a result, teachers' job satisfaction level was not elevated as most teachers were not completely happy with their schools' compensation policy. Kiadese's (2011) study also reported a relatively low teaching effectiveness among pre-vocational subject teachers. Mbiti, Romero and Schipper (2019) attributed teacher performance pay systems to their job effectiveness.

Answer to research question four revealed that there was positive, moderate relationship between compensation and job effectiveness of private secondary school teachers in Ogun State. This means that there existed positive relationship between the two variables. This finding also conforms with Pepra-Mensah, Adjei and Agyei (2017) research outcome. Their findings revealed that teachers have a negative perception about compensation practices of the service and also revealed that compensation dimensions of base pay, incentives and benefits significantly correlated with teachers' job effectiveness. The researchers found no significant effect between compensation and teacher performance. This means that teacher job effectiveness was not always determined by compensation.

Answer to research question five revealed that there were significant relationship between transportation component of compensation and teachers' job effectiveness; leave bonus and teachers' job effectiveness; leave travel allowance and teachers' job effectiveness; and maternity leaves and statutory pay and teachers' job

effectiveness in private junior secondary schools in Ogun State. Also affirming the above, Uwannah, Eteete and Mark (2019) discovered significant and positive relationships among work environment, compensation, and teachers' productivity with the strongest relationship being between work environment and compensation followed by compensation and teachers' productivity. This implied that management of private schools should ensure regular payment of salaries, and improve on the existing compensation packages to embrace both financial and non-financial rewards.

### **Conclusion**

Over time, compensation system of private secondary school teachers has underscored the quality of education system in Nigeria raising questions on the nature of their teaching effectiveness. This notion has compelled the researchers to find out the existing relationship between the variation in compensation system and job effectiveness of teachers in private secondary schools in Ogun State. From the results of the analysed data, the study concluded that there was positive significant relationship between teachers' compensation and teachers' job effectiveness in private secondary schools.

### **Recommendations**

The following recommendations were suggested based on the findings of this study:

1. Administrators of private secondary schools should ensure that teacher compensation package is all-encompassing. Compensation should not be limited to basic salary alone, but should also encompass key remuneration such as: bonus pay, overtime, meals, reduced interest loans, insurance (accidental and life), casual leave pay, medical leave (sick leave) pay, professional development pay, retirement benefits, and training cost.
2. The management of private schools should increase the level of compensation to their teachers. It is necessary for private school owners to raise the level of teachers' compensation from poor to average in order to meet up with competing remuneration received in public schools.

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