

INCENTIVES MANAGEMENT AND SERVICE DELIVERY AMONG TEACHERS IN SECONDARY SCHOOLS IN OGOJA EDUCATION ZONE, CROSS RIVER STATE, NIGERIA

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Abstract

The service delivery among teachers significantly impacts educational outcomes and student achievement. This study examined Incentives management and service delivery among teachers in secondary schools in Ogoja Education Zone, Cross River State, Nigeria. Two null hypotheses guided the study. Correlational survey research design was adopted. The population was all 1,074 teachers in 90 public secondary schools in the zone. Stratified proportionate sampling technique was adopted. The sample of the study was 230 teachers selected through simple random technique using the “Hat and Drawn” method. The instrument used for data collection was a questionnaire Incentives Management and Service Delivery among Teachers’ Questionnaire (IMSDTQ).” The instrument was divided into two sections and validated by three research experts in Educational Management, and in Measurement and Evaluation, Faculty of Educational Foundation Studies, University of Calabar. Its reliability which yielded a coefficient of .87 was ascertained using Cronbach alpha method. Data analysis was done with the help of Pearson Product Moment Correlation and Multiple Linear Regression Analysis, using Statistical Package for Social Science (SPSS) version 26. The findings of the study revealed that: financial incentive management, non-financial incentive management has a statistically significant, positive relationship with service delivery among teachers. The study concluded that incentive management significantly relates to service delivery among teachers in public secondary schools in Ogoja Education Zone, Cross River State, Nigeria. Based on the findings of the study, it was recommended that Principals should monitor teachers' attitudes to identify the incentive schemes that will encourage greater service delivery.

Keywords: *Incentives management; Teachers; Service delivery; Secondary Schools, Education Zone*

Introduction

The quality of a nation's education hinges on the competence of its teachers. The effectiveness of teachers' performance in secondary schools profoundly influences educational outcomes. Undoubtedly, the success of any educational system largely rests on teachers' job performance (Edut, et al., 2023). Beyond academics, teachers play a crucial role in mentoring students through challenges and fostering their personal

development. They are the cornerstone of Nigeria's secondary education system, serving as indispensable human resources essential for its smooth operation (Obona&Etete, 2019). Their service delivery is pivotal to achieving both broader educational objectives and specific school goals.

In this study, teacher service delivery encompasses the range of tasks and roles teachers perform to enhance effective teaching and learning within schools. According to

Akuegwu and Nwi-ue (2016), service delivery in teaching involves methods that enhance student learning. The quality of teachers' service delivery significantly influences students' academic success and the overall performance of schools. Key indicators of teachers' service delivery includes among others; instructional planning, classroom management, student assessment and evaluation methods, fostering student engagement, and promoting motivation for learning.

Instructional planning involves creating comprehensive lesson plans and employing diverse teaching techniques to effectively convey educational content to students in a clear and engaging manner. Teachers utilize various student assessment and evaluation methods to gauge understanding and progress. These methods include quizzes, tests, projects, and observations, allowing them to assess students' comprehension and adjust teaching strategies accordingly. Fostering student engagement involves creating an interactive learning environment where students actively participate in discussions, activities, and collaborative projects. This approach encourages deeper understanding and retention of knowledge. Promoting motivation for learning entails using strategies such as setting clear goals, providing meaningful feedback, and linking lessons to students' interests and real-world applications. By cultivating a supportive and inspiring learning atmosphere, teachers can enhance students' intrinsic motivation and enthusiasm for learning.

Teachers' service delivery in global educational systems is increasingly problematic (Tamunokonbia&Nwaogu, 2021). Amanchukwu and Ololube (2015) note a decline in service excellence among teachers in public secondary schools, impacting essential educational services nationwide. This decline likely affects student performance in national exams like JAMB and NECO in Nigeria. In Cross River State, concerns persist about inadequate service delivery among secondary school teachers (Madukwe et al., 2024). Ekpoh (2014) highlights worsening academic performance in external exams, while Obona et al. (2024) criticize classroom conditions and ineffective teaching practices. These issues significantly affect yearly student outcomes and overall educational quality

(Obona et al., 2024). Additionally, Obona, Udokpan, and Frank (2024) observe widespread unprofessional behavior among teachers, including frequent absenteeism and lack of dedication to their roles.

Educational service delivery is crucial in schools as it enhances students' education, sharpens their intellect, and prepares them for future leadership roles. However, public secondary schools in the Ogoja Education Zone fall short of stakeholder expectations, as observed by researchers. Poor service delivery by teachers is evident in several ways, such as habitual lateness, early departures, and frequent absences for trivial reasons. Ineffective classroom management and outdated teaching practices hinder individualized student attention and fail to meet current standards. High absenteeism and low morale among teachers affect their relationships with students. Additionally, teachers often show unwillingness to participate in school activities, pursue additional training, attend meetings, or provide extra assistance. These issues result in poor student performance, reflected in low test scores, increased examination malpractices, and high rates of indiscipline and abuse, indicating a broader systemic failure to provide quality education.

Though many factors influence the job delivery of teachers, one significant variable is incentives management. This is because providing incentives can trigger desired actions. Griffin (2011) defines incentives as forces that drive teachers to behave in certain ways at work. Incentives are considered crucial for encouraging workers to exert greater effort and work more efficiently (Mtesigwa& Otieno, 2022). According to Barongo (2013, as cited in Mtesigwa& Otieno, 2022), incentives play an important role in ensuring that workers perform their duties effectively and efficiently. Incentives management refers to the strategies and practices used to motivate and reward individuals or groups to achieve desired behaviors, performance levels, and organizational goals. According to Akinfolarin (2017), teachers' morale is fragile and requires substantial attention from school administrators. While teachers receive salaries for their work, administrators can further motivate them through better incentive

management. Ahuja and Shukla (2007), as cited in Tamunokonbia and Nwaogu (2021), explained that offering incentives for meeting specific goals likely encourages employees to invest more energy and effort into their job. Incentives can be categorized into various types, including monetary, non-monetary, intrinsic, extrinsic, team-based, and behavioral incentives. However, this study focuses specifically on financial and non-financial incentive management.

Financial Incentive Management and Teachers' Service Delivery

Financial incentives management involves using monetary rewards strategically to motivate employees to achieve organizational goals and enhance performance. Armstrong (2010) defines financial rewards as all rewards with monetary value that contribute to total remuneration. Examples include basic pay, performance-based pay, pay related to contribution, competency or skill, service-related pay, financial recognition schemes, and benefits such as pensions, sick pay, and health insurance. The importance of monetary reward cannot be over emphasized. The situation of low morale of teacher's performance in most public secondary schools according to Kelvin (2016) is caused by lack of rewards. Aliyyah et al. (2020) found a positive connection between incentives and job performance in Indonesian senior schools, noting that higher incentives lead to better performance, while their absence decreases it. Guajardo (2011) found that financial rewards are the strongest incentive in Africa, especially salary increase or performance based rewards.

Similarly, a study conducted by Narsee (2012) in South Africa found that financial reward is the most important reward category. These findings cannot be far from the fact that people work so that they can satisfy their various needs and wants from the reward they get. In a study, Ayeerun (2021) examined the relationship that existed between monetary incentives and teachers' attitude to work in Akoko South-West Local Government Area of Ondo State, Nigeria. The population of the study comprised all teachers in Akoko South-West Local Government Area, Ondo State, Nigeria. A simple random sampling method was used to select two hundred respondents

used for the study. Data were collected through a structured questionnaire instrument titled, Monetary and Non-Monetary Incentives and Teachers Attitude to Work (MNITAWQ) validated and found reliable at $r=0.65$. Frequency count, simple percentage and mean were used to analyze the research questions and Pearson Product Moment Correlation statistical analysis was used to test the hypotheses at 0.05 level of significance. The findings revealed that there exists a significant relationship between monetary incentives and teachers' attitude to work.

In a related study, Malebe et al., (2023) determine the influence of provision of incentives by the head teachers on teachers' work performance in public primary schools in Nakuru County, Kenya. The study used both quantitative and qualitative research methods simultaneously to collect and analyze data from a target population of 57,800 pupils, 7,741 teachers, and 680 head teachers from 680 schools, and 11 Quality Assurance and Standards Officers (QASOs). A sample of 68 primary schools were selected for the study using cluster sampling. Purposive sampling was also used to select 68 head teachers and 9 QASOs. The research instruments used were a focus group discussion guide, questionnaire, interview schedule, and document analysis checklist. Descriptive and inferential statistics specifically frequency counts, percentages, Spearman rank correlation, and regression analysis, were used to analyze the quantitative data. The hypothesis was tested at a significance level of 0.05 using Statistical Package for Social Sciences (SPSS) version 25. The study established that provision of incentives by the head teachers had a statistically significant positive influence on teachers' work performance in public primary schools in Nakuru County.

In another study, Senninde (2024) researched on the impact of monetary incentives offered to teachers on the academic performance of learners in selected Government Aided Primary schools in Sembabule District. The study had three objectives. The research subjects were teachers and head teachers serving in selected government aided primary schools. The research methodology was mixed since it applied both quantitative and qualitative approaches, using closed ended questionnaires and interview guides as

research instruments. A simple random sampling technique was used to select ten (10) head teachers and sixty-six (66) teachers out of 80 teachers from ten (10) primary schools in Sembabule District. The quantitative data which was collected was presented using inferential statistics and subsequently analyzed using a Chi-Square test, while qualitative data was analyzed using descriptive statistics. The study concluded that, monetary incentives offered to primary teachers significantly impact on the academic performance of learners.

Non- financial Incentive Management and Teachers' Service Delivery

Non- financial incentives are rewards that do not involve direct financial payments but aim to motivate employees, improve job satisfaction, and enhance performance. Ayeerun (2021) defines non-monetary incentives as non-financial rewards that satisfy employees' ego and self-actualization needs. Examples include participation in decision-making, competition, job security, praise or recognition, suggestion schemes, job enrichment, and promotion opportunities (Ayeerun, 2021). McBeth (2012) states that non- financial rewards increase motivation by raising self-esteem and fulfilling professional ambitions and personal goals. Ystad (2018) supports this, indicating that recognition, organizational climate, security, and resources are interconnected and influence teachers' performance. Saudia et al. (2021) note that emotional drive towards objectives is key to motivation. Marewo et al. (2020) observed that turnover in Zimbabwean public secondary schools is often due to a lack of motivation and its relationship with job satisfaction. They concluded that pay, recognition, and salary advancement are critical for attracting, retaining, and motivating employees. According to Kassim and Onyango (2022), non- financial incentives have been identified to be the most essential factor than the monetary incentives to teachers' job satisfaction across the globe.

In a study by Ayeerun (2021), the relationship between non- financial incentives and teachers' attitudes to work was investigated in Akoko South-West Local Government Area of Ondo State, Nigeria. The study involved all teachers

in the area, with a sample of 200 respondents selected via simple random sampling. Data were collected using a validated questionnaire, analyzed using frequency count, simple percentage, mean, and Pearson Product Moment Correlation at a 0.05 significance level. The findings indicated a significant relationship between non-monetary incentives and teachers' attitudes to work.

Another study by Kassim and Onyango (2022) examined the types of non-monetary incentives provided to teachers and their impact on teachers' performance in public secondary schools in Ilemela District. Using a mixed approach with a convergent parallel research design, the study targeted a total population of 1056 people, including teachers, school heads, and education officers. A sample size of 182 respondents was obtained using probability and non-probability sampling techniques. Data were collected through questionnaires for teachers and interviews for school heads and officers. The analysis, conducted with SPSS version 20 and thematic coding, revealed that non-monetary incentives play a vital role in enhancing teachers' job performance.

Several studies on the variables of this study have been reviewed, showing the relationship between incentive management and teachers' service delivery. The review provided insights into the topic, including variables, instruments, methods of data collection, and analysis used by other researchers, which guided the present study. Most reviewed studies were conducted outside Cross River State, in places like Port Harcourt, Akwa Ibom, Enugu, and countries such as Kenya, Tanzania, Indonesia, and Zimbabwe. No study specifically addressed the Ogoja Education Zone on this topic, highlighting a knowledge gap. Therefore, a study on incentive management and teachers' service delivery in public secondary schools in Ogoja Education Zone, Cross River State, Nigeria, was deemed necessary.

Statement of the Problem

Effective service delivery by teachers is crucial in any educational system to ensure high-quality education, enhance student achievement, and support overall academic and social development. Stakeholders,

including parents, guardians, government officials, and students themselves, expect teachers to deliver top-notch instruction that promotes learning, engagement, and academic success. This includes creating a supportive classroom environment, providing timely feedback, and continuously refining teaching methods through professional development.

Based on personal observations, the quality of services delivered by teacher in public secondary schools within the Ogoja Education Zone does not meet the expectations of students, parents, and stakeholders. This is evident in teachers' reluctance to participate in school activities, frequent absences, tardiness, insufficient training, and uninspiring teaching methods. There is also a lack of engagement in school meetings, reluctance to assist students when needed, unmet deadlines causing delays, resistance to exceeding minimum requirements, and interpersonal conflicts among colleagues.

This inadequate service delivery has adversely affected student learning and overall educational quality, highlighting the urgent need for intervention to ensure students receive the necessary support and instruction to thrive. Despite efforts by the state government such as monthly salary payments, school renovations, equipment provision, and regular school supervision, these measures have not effectively improved teacher service delivery. Therefore, the researcher proposes exploring whether incentives could potentially motivate teachers to enhance their service delivery. This study aims to investigate the relationship between incentives management and teachers' service delivery in public secondary schools within the Ogoja Education Zone, Cross River State, Nigeria.

Purpose of the study

The main purpose of this study was to examine incentives management strategies and service delivery among teachers' in public secondary schools in Ogoja Education Zone, Cross River State, Nigeria. Specifically, the study sought to find out whether:

- i. Financial incentive management relates to service delivery among teachers' in public

secondary schools in Ogoja Education Zone.

- ii. Non- financial incentive management relates to service delivery among teachers' in public secondary schools in Ogoja Education Zone.
- iii. The joint impact of financial incentive management and non- financial incentive management on service delivery among teachers' in public secondary schools in Ogoja Education Zone.

Research hypotheses

The following research hypotheses guided the study

1. Financial incentive management does not significantly relate to service delivery among teachers' in public secondary schools in Ogoja Education Zone.
2. Non- financial incentive management does not significantly relate to service delivery among teachers' in public secondary schools in Ogoja Education Zone.
3. Financial incentive management and non- financial incentive management does not have any significant joint impact on service delivery among teachers' in public secondary schools in Ogoja Education Zone.

Significance of the study

The study will be of benefit to school managers, teachers, and policy makers in the following ways:

1. The study will help school managers allocate resources more strategically, ensuring incentives are targeted where they can have the most impact on teacher motivation and performance.
2. Understanding how incentives impact career satisfaction can help teachers negotiate for better working conditions and advocate for supportive policies.
3. Findings from the study can inform policy makers with recommendations aimed at

improving educational outcomes through effective incentives management.

Research methodology

The study employed a correlational survey research design. It was conducted in Ogoja Education Zone of Cross River State, Nigeria, covering five local government areas: Obanliku, Bekwarra, Obudu, Ogoja, and Yala. The population included 1,074 teachers across 90 public secondary schools. Using stratified and proportionate sampling, 20% of schools from each area were selected, resulting in 19 schools and 457 teachers, with a final sample of 230 teachers chosen through simple random

sampling. Data was collected using the "Incentives Management and Teachers' Service Delivery Questionnaire (IMTSDQ)," divided into sections for demographic data and information on monetary and non-monetary incentives. The questionnaire's validity was confirmed by experts in test, measurement and evaluation from the faculty of educational foundation studies, University of Calabar, and its reliability, established through a trial test, yielded a Cronbach alpha coefficient of .82. Data collection involved distributing questionnaires with the help of two trained assistants, resulting in a 94% return rate. Data analysis was conducted using Pearson Product Moment Correlation and Multiple Regression Techniques with SPSS version 26.

Presentation of results

Hypothesis one

Financial incentive management does not significantly relate to service delivery among teachers in public secondary schools in Ogoja Education Zone, Nigeria. The two variables in this hypothesis are financial incentive management and teachers' service delivery. The result of the data analysis is presented in table 1. Table 1 showed the correlation coefficients between financial incentive management and service delivery among teachers. The correlation coefficients was statistically significant for service delivery among teachers ($r = .71$, $p < .05$). Since $p(.000)$ is less than $p(.05)$, hypothesis one is rejected in terms of service delivery among teachers. The result of the analysis revealed that there is a statistically significant positive relationship between financial incentive management and teachers' service delivery in Ogoja Education, Cross River State, Nigeria.

TABLE 1

Pearson product moment correlation analysis of the relationship between financial incentive management and service delivery among teachers' in Ogoja Education, Cross River State, Nigeria

(N = 230)

Variables	\bar{X}	S.D	R	Sig.
Financial incentive management	19.88	3.21		
Service delivery among teachers	19.19	3.17	.71*	.000

*Significant at $p < .05$ $df = 228$

Hypothesis two

Non-financial incentive management does not significantly relate to service delivery among teachers in public secondary schools in Ogoja Education Zone, Nigeria. The two variables in this hypothesis are non- financial incentive management and service delivery among teachers. The result of the data analysis is presented in table 2. Table 2 showed the correlation coefficients between non-financial incentive management and service delivery among teachers. The correlation coefficients was statistically significant for service delivery among teachers ($r = .82$, $p < .05$). Since $p(.000)$ is less than $p(.05)$, hypothesis one is rejected in terms of service delivery among teachers. The result of the

analysis revealed that there is a statistically significant relationship between non-financial incentive management and service delivery among teachers in Ogoja Education, Cross River State, Nigeria.

TABLE 2

Pearson product moment correlation analysis of the relationship between non-financial incentive management and service delivery among teachers' in Ogoja Education, Cross River State, Nigeria

(N = 230)

Variables	\bar{X}	S.D	R	Sig.
Non-financial incentive management	19.21	3.39		
Service delivery among teachers'	19.19	3.17	.82*	.000

*Significant at $p < .05$ $df = 228$

Hypothesis three

Financial incentive management and non-financial incentive management does not have any significant joint impact on service delivery among teachers' in public secondary schools in Ogoja Education Zone. The Predictor variables in this hypothesis are the sub-scales of incentive management (financial incentive management and non-financial incentive management), while the criterion variable is service delivery among teachers'. Multiple Regression analysis was used to test the hypothesis and the result of the analysis is presented in table 3. Table 3 showed that the analysis of variance in the regression output produced an F-ratio of 232.804, which is statistically significant .05 probability level. This indicated that the predictor variables of financial incentive management and non-financial incentive management are jointly significant in predicting the criterion variable of service delivery among teachers'. This implied that incentives management is significantly potent in explaining the variance in service delivery among teachers'.

The result also showed that a multiple regression coefficients (R) of .821 and a coefficient of determination (R^2) of .673 were obtained. The ($R^2 = .673$) imply that when the sub-variables of incentive management (financial incentive management and non-financial incentive management) are taken together, they contributed 67.3 % of the variance in service delivery among teachers'. This means that 32.7% of the variation in service delivery could be attributed to other extraneous variables to the study. By this result, the F-value of 232.804 ($p < .05$), R and R^2 of .821 and .673, indicated a high positive relationship between the predictor variables and the criterion variable. Therefore, hypothesis three was rejected. This means that financial incentive management and non-financial incentive management, have a statistically significant joint impact on service delivery among teachers' in secondary schools in Ogoja Education Zone of Cross River.

However, to find out the relative contribution of incentive management sub-variables, a test of regression was performed. The result is presented in table 4. The result showed that non- financial incentive management is the strongest predictor of the variance in service delivery among teachers' ($r = 11.102$). This is followed by financial incentive management ($r = 3.520$).

TABLE 3

Summary of multiple regression analysis for the contribution of financial incentive management and non-financial incentive management to service delivery among teachers' in secondary schools in Ogoja Education Zone of Cross River

Model	SS	Df	MS	F ratio	Sig.
Regression	1544.074	2	772.037	232.804	.000
Residual	749.472	228	3.316		
Total	2293.546	226			

*Significant $p < .05$; $R = .821$; $R^2 = .673$; Adj. $R^2 = .670$

- Criterion: service delivery among teachers'
- Predictors: financial incentive management and non-financial incentive management

TABLE 4

Test of regression weight of financial incentive management and non-financial incentive management sub-variables

Variables	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Rank
	B	Std. Error	Beta			
Constant	6.092	.758		8.042		
Financial incentive management	.204	.058	.207	3.520	.000	2 nd
Non-financial incentive management	.471	.042	.652	11.102	.000	1 st

Discussion of Findings

Hypothesis one

Hypothesis one which stated that, financial incentive management does not significantly relate to service delivery among teachers in public secondary schools in Ogoja Education Zone, Cross River State, was rejected while the alternate hypothesis was accepted. This showed that financial incentive management significantly relate to service delivery among teachers. The study finding agrees with the findings of Ayeeun (2021) examined the relationship that existed between monetary incentives and teachers' attitude to work in Akoko South-West Local Government Area of Ondo State, Nigeria. The findings revealed that there exists a significant relationship between monetary incentives and teachers' attitude to work.

Similarly, the findings align with Senninde's (2024) research on the impact of monetary

incentives on the academic performance of learners in selected Government-Aided Primary schools in Sembabule District. Senninde concluded that monetary incentives significantly improve the academic performance of students. This study's results are also consistent with Malebe et al. (2023), who investigated the effect of incentives provided by head teachers on teachers' work performance in public primary schools in Nakuru County, Kenya. Their study found that these incentives had a statistically significant positive impact on teachers' performance.

The positive outcome can be attributed to the motivational theory, which posits that financial rewards serve as powerful motivators. Monetary incentives, such as performance bonuses or salary increments, offer tangible recognition of teachers' efforts, encouraging them to improve their teaching practices and invest more in their students' success. This recognition boosts teachers' morale and job satisfaction, fostering a

competitive and results-oriented environment that leads to improved service delivery.

The implication of these results is clear: motivated teachers are more productive and have a more positive attitude toward their duties, making it more likely for them and their schools to achieve their goals compared to schools that provide little or no motivation for teachers. This emphasizes the importance of providing adequate monetary incentives to teachers, as motivated teachers tend to have a more positive approach to their work. Therefore, it is crucial for educational administrators to ensure that teachers receive the necessary financial incentives to cultivate a positive work attitude.

Hypothesis two

Hypothesis two which stated that, non-financial incentive management does not significantly relate to service delivery among teachers' in public secondary schools in Ogoja Education Zone, Cross River State, was rejected while the alternate hypothesis was accepted. This showed that non-financial incentive management significantly relate to service delivery among teachers'. The study finding harmonizes with the findings of McBeth (2012) who revealed that non-monetary rewards increase employees' motivation to work by raising their self-esteem and can satisfy employees professional ambitions and personal fulfillment.

Similarly, the findings align with those of Aliyyah et al. (2020), who studied the perception of teachers regarding the effects of motivation on job performance in Indonesian senior schools in Pekanbaru. Their results indicated a positive connection between incentives and teachers' job performance; higher levels of incentives correlated with increased job performance, while the absence of incentives led to a decrease in performance among teachers. This is also consistent with the findings of Ayeerun (2021), who investigated the relationship between non-monetary incentives and teachers' attitudes toward work in Akoko South-West Local Government Area of Ondo State, Nigeria. Ayeerun's study showed a significant relationship between non-monetary incentives and teachers' positive attitudes toward work.

The positive outcomes can be attributed to the intrinsic motivation these incentives foster. Non-monetary incentives, such as professional development opportunities, recognition and awards, supportive work environments, and career advancement prospects, fulfill teachers' psychological needs for growth, recognition, and belonging. These factors enhance job satisfaction, commitment, and a sense of purpose, motivating teachers to improve their performance.

This implies that intrinsically motivated teachers tend to have a more positive approach to work than those who are less motivated. By addressing these intrinsic motivators, schools can effectively enhance teachers' service delivery and overall educational quality. Therefore, it is crucial for educational administrators to provide teachers with the necessary non-monetary incentives to foster a positive attitude toward work.

Conclusion

The findings of the study revealed that: financial incentive management, non-financial incentive management has a statistically significant, positive relationship with service delivery among teachers. Premised on the findings of the study, it was concluded that incentive management significantly relates to service delivery among teachers in public secondary schools in Ogoja Education Zone, Cross River State, Nigeria.

Recommendations

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

- i. Principals should monitor teachers' attitudes to identify the incentive schemes that will encourage greater service delivery.
- ii. School administrators should evaluate and enhance the financial and non-financial incentive packages provided to teachers to help them manage the current economic conditions.
- iii. The government should ensure timely payment of teachers' salaries and provide additional financial bonuses to keep them motivated and improve their service delivery.

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