

## **Staff Training and Compensation Plan as Predictors of Teachers Job Performance in Public Secondary Schools, Lagos State**

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### **Abstract**

*This study assessed staff training and compensation plans as predictors of teachers' job performance in Public Secondary Schools, in Lagos State. A descriptive research design type using a correlation approach was used as the design type seeks to investigate existing relationships. Three research hypotheses were designed for this study as public secondary school teachers in Lagos state form the population of the study. A sample size of one hundred and twenty (120) participants from six secondary schools in Epe and Ikeja LGAs was selected for this study through purposive and simple random sampling techniques. A self-designed instrument, Staff Training and Compensation Plan as Predictors of Teachers Job Performance Questionnaire (STCPPTJPQ) was used to generate data. The instrument was validated and index values of 0.871 and 0.804 were obtained through Cronbach alpha, a form of reliability which shows that internal consistency was met. Pearson Product Moment Correlation (PPMC) and Linear regression analysis were used to analyse the data and tested at a 0.05 significant level. From the results, all the hypotheses were rejected therefore showing the existence of a positive relationship between the independent and dependent variables. Moving forward one can conclude that staff training contributes the most to the prediction. Among others, the study concluded that to ensure better and improved teacher performance in our schools and institutions emphasis must be directed towards staff training as it remains one pivotal condition that can drive positive productivity.*

**Keywords:** Staff training, Compensation plan, Teachers, Job Performance, Package

### **Introduction**

In any given organisation, investment in human capital remains a pivotal element in the drive for increased and quality productivity. As a result, Human resources personnel allocate a fragment of the organisations resources towards the training of her staff. In education, training culture is held in high esteem because of the numerous positives associated with it common among them is the acquisition of more professional skills, exposure to new knowledge, promotion of health competition, creativity, and innovations, drive for self-growth and development, improved productivity, and performance among others. Employers of labour can attest that teachers who embrace periodic pieces of training always are most likely to impact positively on the production and service chain, in school activities among others.

According to Tzivinikou (2015); Brock and Carter (2016), staff training is indispensable for teachers, especially those teaching in secondary schools. Staff training allows for the continuous acquisition of skills, knowledge, attitudes, and abilities to enforce productivity. In affirmation, Ismailova et al. (2020) stated that teachers need to be trained regularly and at intervals, especially for those taking time-bound subjects like ICT, Sciences, and technical/engineering base subjects to keep up with the increasing competitiveness and expectations of students, parents, teachers themselves and employer of labour respectively. Teacher training of between ten or more hours of training time in their specialized area will increase the probability that teachers will absorb new information to do their jobs better to meet output standards regarding students' learning.

Meanwhile, Mohamad and Jais (2016) are of the notion that teachers' job performance is characterized by involvement in the school's day-to-day operations. As identified by Imhangbe, Okecha, and Obozuwa (2019), teacher performance is dependent on knowledge earned through training by studying, practicing, and experimenting. Chidi and Victor (2017) postulated that constant exposure of teachers to training and compensation plans aids in the improvement of their job performance. This is also necessary to enhance their competencies in teaching students in this cognate subject area. According to Okoji (2015), teachers' performance has recently been a source of great concern for stakeholders in education as public secondary school student's academic performance keeps deteriorating. The study of Oguntimehin, Kuewumi, and Adeyemi (2018) shows that stakeholders have expressed their displeasure due to poor rate of students in certain cognate subjects and the quality of teaching and learning over the years. Oguntimehin et al (2018) suggested that adequate training and compensation of any kind should be provided by the government and education stakeholders for teachers to overcome these challenges and to improve their job performance.

In a swift twist, an institution's compensation plan has a direct relationship with teachers' performance. According to Akter and Moazzam (2016), in the age of global competition, it is very essential to identify and retain the efficient, competent and knowledgeable employees in organisation by developing and maintaining an effective compensation program for getting the best job performance from the employee. Meanwhile, Ardana (2012) perceived compensation plans to include everything received by employees as a reward for their contribution to the school, company, or organisation. Compensation is everything that employees receive as a reward for work

done. Compensation management requires integrating employees' processes and information with business processes and strategies to achieve optimal organisational goals and objectives (Adeniyi 2013). This can be attributed to the fact that compensation management is an essential tool to "integrate individual efforts with strategic business objectives by encouraging employees to do the right things with ever-improving efficiency. (Adeniyi, 2013). In recent years, the inclusion of non-financial measures has gained some popularity in compensation management, while some schools demonstrated positive effects of incorporating non- financial measures into the compensation management system empirically. Human resources model of compensation generally assume that higher performance requires greater effort on the part of workers.

According to Gupta and Shaw (2014), the design and implementation of compensation systems not only can affect employee motivation, but also can be harnessed to improve safety, quality, creativity, innovation and a myriad other outcome critical in a successful workplace. And that's exactly, what is needed from teachers to build a lasting educational foundation for students. By extension, what Gupta and Shaw mean to say is that any employee (teacher) who benefits from a properly designed compensation system is likely to give off their best to ensure a successful and effective performance. And it should not be overlooked that people look for jobs that not only suit their creativity and talents but compensate them in terms of salary and other benefits accordingly (Osibanjo, Adeniji, Falola & Heirsmac, 2014). Compensation plan can be direct and indirect. Direct compensation is usually limited to the direct cash benefits that the employees receive on monthly, bi-monthly, or weekly basis for the services they render as employees of a particular institution or organisation. Plans like fringe benefits, bonuses, arrears, retirement bonuses, pension plans, honorarium, and over-time pay among others are some of the compensation plans available in schools for absorption.

In a study carried out by Anyim, Ekwoaba, and Ideh (2012) they stated that having a functional compensation plan for teachers would go a long way toward determining their performance level. In any organisation, retirement benefits, dental and vision coverage, medical insurance, wellness benefits, educational incentives or continuous learning stipends, flexible spending accounts, bonuses, and volunteer opportunities among others are some of the notable compensation plans that teachers are expected to benefit from as compensation benefits. Anyim,

et al (2012) maintained that in a situation where these plans are made available and operational in a school system, teachers' performance is bound to improve significantly.

There has been a series of assertions that a nation's prosperity cannot be better than the quality of its teaching force. This is because training a professional teacher would mean giving up so many things both human and natural materials. Quality largely depends so much on the motivation and satisfaction of the teacher. Teachers are fundamental to the success of any nation, of which Nigeria is not an exception. It has also been indicated that the foundation upon which Nigeria's educational superstructure is built is at the higher level of education. Hence, there is a need to ensure that teachers at that level are kept motivated and satisfied to help build a proper educational foundation.

The issues of employee performance, compensation plans and staff training which are considered as core of any employment relations exchange and serves as a defining characteristic of any employment relationship seems not have received much emphasis, especially in educational institutions. Even those studies that touched on staff training and compensation are few; hence the plea for more research to be carried out on this all-important employees' performance. More interestingly, the few that have been conducted are found in contexts other than the Nigerian context and focused on industry rather than the educational sector. Furthermore, the few conducted on the sector emphasized teachers at the primary school level. Since most studies in the area laid much emphasis on primary schools, it is not very clear, the state of the Nigerian employee, (especially, at the tertiary school level), in respect of whether compensation plays a role in employees' performance. As a result, this study assesses how staff training and compensation plans predict teachers' job performance in Lagos State.

Compensation plans and training at the secondary level of education, in the Nigerian context, are out to determine the extent of contribution towards employees' performance. No doubt findings of this study will be of immense benefit to stakeholders like human resource managers, researchers, government, and teachers among others. The outcome of this study will be beneficial to human resource managers such that it would equip them with potential information on how training and compensation of staff if well managed would go a long way to predict teachers' performance. Teachers on their part would also find this study useful in that its outcome will inform them of the various dynamics that come with staff training and compensation plans which if well

implemented by employers can motivate them towards increased productivity. For the benefit of the government, the outcome of this work will guide them in the enforcement of staff development programmes noting that its effectiveness would help motivate staff towards quality productivity. For researchers, the outcome of this work will benefit them in that it will aid in update of literatures on current contemporary materials through empirical studies.

### **Purpose of the study**

This study is designed to ascertain if staff training, and compensation plans are good predictors of teachers' job performance in public secondary schools in Lagos State. The specific objective includes:

- i. Examine the degree to which staff training and compensation plans can determine teachers' performance in public secondary schools in Lagos State.
- ii. Explain how compensation plans determine teachers' job performance in public secondary schools in Lagos state.
- iii. To what extent does staff training, and compensation plan contribution predict teachers' job performance in public schools in Lagos state?

### **Research Hypotheses**

H0<sub>1</sub>: Staff training does not significantly determine teachers' job performance in Lagos State

H0<sub>2</sub>: Compensation plan does not significantly determine teachers' job performance in Lagos State

H0<sub>3</sub>: Staff training, and compensation plan does not contribute significantly to teachers' job performance in Lagos state.

### **Methodology**

Descriptive research design type using a correlation approach is used in this work. This design type seeks to investigate existing relationship or association between a stated dependent and independent variable. Staff training and compensation plan exists in this study as independent variables while teachers' performance, dependent variable. Public secondary school teachers formed population of the study. A sample of one hundred and twenty (120) participants was involved in this study. Two local governments (Epe and Ikeja) were identified as possible areas

due to the visibility of features identified in the study. These local governments in the state are known to always produce highfliers results in West African Examination Council for the past six years, winners in state academic competitions among others. The success of these students can no doubt be traced to the performance of teachers in those Local Government Areas. Through the purposive sampling technique, six secondary schools were selected for this study. Three from each of the two identified local government areas respectively. Furthermore, a simple random sampling technique was used to select respondents for this study. From the sampled secondary schools, twenty teachers were selected from each of the six schools to make a total of one hundred and twenty teachers.

A researcher-designed instrument, Staff Training and Compensation Plan as Predictor of Teachers Job Performance in Public Secondary School Questionnaire (STCPPTJPPSSQ) was used to generate data. This instrument contained 15 items on a 4-point Likert scale type of Strongly Agree, Agree, Disagree, and Strongly Disagree respectively. Two academics in the Department of Educational Measurement and Evaluation validated the instrument and claimed that the instrument meets content and face validity. Using Cronbach alpha, a form of reliability, an index of 0.871 and 0.804 which shows that internal consistency was met. Pearson Product Moment Correlation (PPMC) and Linear regression analysis was used to analyse the data and tested at 0.05 significant level.

## Results

**H<sub>01</sub>:** Staff training does not significantly determine teachers' Job performance in Public secondary schools in Lagos State

**Table 1: Correlation between staff training and teachers' job performance**

Variables	N	r	sig.(2-tailed)	Decision
Staff training				
	120	.716	.0058	Significant
Teachers Performance				

$\alpha = 0.05$

Table 1 above shows a total number of teachers used in this work as 120, r-value of .716 and a p-value of 0.0058. Meanwhile positive relationship exists between staff training and teachers' performance. Since the p-value is less than 0.05, the null hypothesis is rejected, as the alternative

hypothesis states that staff training significantly determines teachers’ Job performance in Public secondary schools in Lagos State.

**H<sub>02</sub>:** Compensation plan does not significantly determine teachers’ job performance in public secondary schools in Lagos State

**Table 2: Correlation between compensation plan and teachers’ job Performance**

Variables	N	r	sig.(2-tailed)	Decision
Compensation plan				
	120	.896	.0064	Significant
Teachers Performance				

$\alpha = 0.05$

Table 2 above shows the total number of teachers used in this work as 120, r-value of .896, and a *p*-value of 0.064. Meanwhile positive relationship exists between staff compensation plans and teachers’ performance. Since the *p*-value is less than 0.05, the null hypothesis is rejected while the alternative hypothesis which states that staff training does significantly determine teachers’ job performance in public secondary schools in Lagos State is retained.

**H<sub>03</sub>:** Staff training and compensation plan does not contribute significantly to teachers’ job performance in public secondary schools in Lagos State

**Table 3: Regression analysis showing staff training and compensation plan contribution to teachers’ job performance.**

Model Summary <sup>b</sup>										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	Durbin-Watson
						F	df1	df2		
1	.8159 <sup>a</sup>	.953	.871	.70699	.025	1.520	2	117	.223	1.043

a. Predictors: (Constant), compensation, training

b. Dependent Variable: performance

Table 3 above it shows that the r-value is .816 and *r*<sup>2</sup>- value is .953 respectively. The r value of .816 indicates that there is a positively strong correlation between the dependent variable (teachers’ performance) and the independent variable (Compensation plan and staff training). The *r*<sup>2</sup> value of

0.953 shows that 95.3% variation in the dependent variable (teachers’ performance) can be explained by staff training and compensation plan; Testing at the alpha level of 0.05, the *P*-*P*-value is higher than the alpha level, therefore, the null hypothesis which states that staff training and compensation plan does not contribute significantly to teachers’ performance is rejected while the alternative which states that staff training and compensation plan does contributes the most in teachers’ performance in Lagos State.

**Table 4: Showing the degree of contribution on the dependent variable**

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
1 (Constant)	2.971	.414			7.180	.000
Training	.529	.710	.861		1.304	.005
Compensation	.412	.697	.712		1.279	.002

a. Dependent Variable: Performance

From the regression analysis above, it shows the degree of contribution to the dependent variable. The table shows that the p-value is less than 0.05, which means that staff training, and compensation plans are good contributors and predictors of teachers’ job performance. Although staff training contributes the most to teachers’ job performance with 0.786 and closely followed by compensation plan with 0.712 respectively.

**Discussion of Findings**

From hypothesis one the result revealed that staff training does significantly determine teachers’ performance in Lagos State. The outcome of this finding is in line with that of Olusegun, Bankole, and Etim (2019) who claimed that exposing staff to training allows them to be exposed to new skills, sharpen existing skills, perform better, increase productivity, and become better leaders. Olusegun, et al (2019) noted that staff training gives employees a better understanding of their responsibilities, the nature of knowledge to be acquired, and the expected skills needed to execute the task before them. Teachers' Performance in secondary schools and any other related organisation would be better improved when staff training, and development is given preferences by employers of labours.

Moreso from hypothesis two, the compensation plan does significantly determine teachers’ performance in Lagos State. The findings from this study conform with those of Anyim, Ekwoaba & Ideh (2012) who stated that having a functional compensation plan for teachers would go a long way toward determining their performance level. In any organisation, retirement benefits, dental



and vision coverage, medical insurance, wellness benefits, educational incentives or continuous learning stipends, flexible spending accounts, bonuses, and volunteer opportunities among others are some of the notable compensation plans that teachers are expected to benefit as compensation benefits. Anyim, et al. (2012) maintained that in a situation where these plans are made available and operational in a school system, teachers' performance is bound to improve significantly.

### **Conclusion**

The researcher investigated staff training and compensation plans as predictors of teachers' performance in Lagos State. From the study, it was concluded that to ensure better and improved teacher performance in our schools and institutions emphasis must be directed towards staff training as it remains one pivotal condition that can drive positive productivity. Teachers' performance in Lagos State is predicated on the effective implementation of compensation plans to its employees. Staff who benefit from this compensation plan will naturally be conditioned to put in more effort towards improved performance. Staff training package contributes more towards improved teachers' performance than a compensation plan.

### **Recommendations**

From conclusion, the study among others recommends that:

- a. Teachers in the least cadre of service should be compulsorily exposed to at least two in-service training programmes in schools.
- b. Aside from yuletide periods or celebrations, teachers should partake in other forms of compensation plans at intervals say every third quarter of a year.
- c. Every institution must hybridise staff training, and compensation plans into its workplace and working conditions.
- d. Every staff must be exposed to one form of motivation the order to improve the quality-of-service delivery by teachers.

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