

## **Relationship Between Incentive, Recognition and Teacher Job Performance in Senior Secondary Schools in Sokoto State, Nigeria**

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### **Abstract**

*This study examined the relationships between incentive, recognition and teacher job performance in senior secondary schools in Sokoto State. Correlational survey research design was employed in the study. The study population consists of 3457 teachers and 18247 SS2 students across 132 senior secondary schools in Sokoto State. A Stratified and proportionate sampling technique were used to select 24, senior secondary schools, 346 teachers and 378 SS2 students across six education zones in Sokoto State. Three validated researcher-developed instruments; (i) Incentive Rating Scale (IRS) (ii) Recognitions Rating Scale (RRS) (iii) Teacher Job Performance Rating Scale (TJPRS) were used for data collection. Test- retest method was used in establishing reliability of the instruments. The two tests were computed and run through Person Product Moment Correlation coefficient (PPMCC). The reliability indexes of 0.89, 0.74 and 0.85 were established for IRS, RRS and TJPS respectively. Data collected were analysed using Person Product Moment Correlation statistics. Finding revealed statistically significant relationship between incentives, recognition and teacher job performance in senior secondary schools (incentive  $r=.87$  and recognition  $r=.78$ ). Part of the recommendations stated that Government and School authorities should strengthen financial and non-financial reward systems that encourage teachers to stay committed to their job performance in senior secondary schools in Sokoto State.*

**Keywords:** Incentives, Recognitions and Teacher Job performance

## **Introduction**

Education is an instrument for sustaining the students' performance, an instrument of stability, sound in mind, body of knowledge and skill that will enable students to live a useful life and having a standard of conduct to be trusted as well as being a man of peace, courage and sound judgements (Oluyemi, 2020). Therefore, the students achieve the above-mentioned values and qualities, such a student need to be taught and trained by the teachers. A teacher is someone who has been exposed the student to a good measure of training in a teaching subject area as well as various profession in educational systems ( Sani, Uwaleke, & Chuks, 2023). The success and failure of educational activities at any level depends on the job performance of teachers (Isa & Hadijaya, 2024). Therefore, the performance of teachers is forceful for the sustaining of student performance at different field of education. Teachers are equally regarded as the most important element of the school system, more over the important the quality of equipment, materials and the level of financing teacher in educational systems(Sani et al., 2023).

Moreover, in teaching and learning process, teachers have to be encouraged in order to boost their productivity, effectiveness, efficiency and dedication in performing their professional duties, undoubtedly, enhance quality assurance, quality education and quality instructional delivery (Precious & Lucky, 2020). Building on this, the study aims to examine the relationship between incentives, recognition, and teacher job performance. Motivational theories such as reinforcement, equity, and self-determination explain how incentives and recognition enhance individual motivation and job performance (Malebe, Nyabisi, & Ochieng, 2023). Motivation in schools is multidimensional, as teachers are influenced by factors like incentives, recognition, job security, and professional development.

Teacher motivation relates to a purposive and goal-directed conduct, job performance and attitudes towards professional responsibilities. Teacher incentives are essential for attracting, retaining, and motivating educators. Traditionally framed as salaries or performance-based pay, incentives now encompass both financial and non-financial benefits. Financial incentives include timely salary payment, cash rewards, and allowances for extra responsibilities, while non-financial incentives cover recognition, housing, meals, gifts, training opportunities, and other welfare support. Together, these provisions improve teachers' well-being, foster commitment, and enhance job performance, ultimately leading to better student learning outcomes (Makruf et al., 2020; Oluyemi, 2020; Henry, 2024). Financial incentives can directly influence teachers' motivation by reinforcing their efforts toward achieving educational goals (Karoga & Hassan, 2020).

It is contended that if these needs are met in the educational institutions by granting teachers' needs like fringe benefits, promotion, retirement or pension schemes, insurance benefits, welfare benefits, free medical and health services, job security and safe working conditions the extent of teachers' job performance will definitely be intensified (Precious & Lucky, 2020). Furthermore when teachers know that their hard work can lead to tangible rewards, they may be more motivated to go above and beyond in their teaching practices (Makruf et al., 2020). Incentives shape teachers' attitudes, improving commitment, punctuality, and student supervision, and also promote teacher involvement in school management and discipline (Henry, 2024). The overall, both forms of incentives strongly enhance teacher motivation, teacher job performance, and student learning improvement, especially in secondary schools.

Teacher incentives significantly boost their performance schools, as a study conducted in Ogun State, Nigeria, has shown. Researchers used a survey to gather data from teachers in both private and public schools. The findings confirmed a strong positive link between incentives and job performance, underscoring the vital role of these benefits in motivating teachers. Based on these results, it's recommended that the government enhance teachers' welfare packages, working conditions, and other benefits to improve their overall performance (Oluyemi 2020). Furthermore, another study conducted, assessed the Influence of Incentives on Teachers' Performance in Public Secondary Schools in Longido District. Descriptive survey design, mixed methods

approach were adopted and data was analyzed using descriptive statistics. The study revealed that job promotion, housing facilities, traveling allowances, improved working environment, vacation/study leave and maternity leave are incentives offered to teacher in secondary schools. Some part of recommendation stated that school heads and stakeholders in education should initiate income generating activities in schools and community support to school management in order to create a reliable source for teachers' motivation (Mtesigwa & Otieno, 2022).

Recognition programs can nurture a culture of appreciation within organisation, where employees are celebrated for their contributions in the organisations, leading to increased morale and enhanced job performance ( Karwai, Malachy, Bashir & Nwidi, 2022). Teacher recognitions by the school administrators, school base management committee (SBMC), parent teacher association (PTA) and students significantly contribute to teachers' morale and commitment to their job performance in schools (Karwai et al., 2022). When teachers receive acknowledgment for their efforts and successes, it fosters a positive professional climate that encourages them to strive for excellence performance, and feel valued. Literature bound that teachers are more likely to create dynamic, engaging learning environments that benefit students in secondary schools ( Odhiambo, Murira, & Ogeno, 2023).

Recognition of teachers is vital in enhancing their effectiveness. It can take different forms, including verbal appreciation, tangible rewards, and constructive feedback, offered either privately or publicly. Such acknowledgment helps teachers feel respected and valued, which in turn motivates them and boosts their overall performance (Chukwuemeka Sarah, & Chukwumobi, 2021). Improved teacher performance is directly linked to better student learning outcomes, which ultimately impacts the broader educational background in Nigeria (Khaemba, Maiyo & Manini 2024). Today, teachers value not only financial rewards but also acknowledgment of their efforts. Acts of recognition, such as praise, certificates, awards, or public appreciation, function as simple yet highly effective motivators (Karwai et al., 2022; Karoga & Hassan, 2020). When schools acknowledged teachers' contributions, it strengthens morale, increases job satisfaction, and encourages desirable behaviors. As a non-monetary incentive, recognition promotes dedication, inspires excellence, and enhances overall job performance, contributing to a supportive and productive school environment (Ijaguwa, 2020).

Khaemba, Maiyo, and Manini (2024) examined the relationship between employee recognition practices and teacher performance. Descriptive survey design, mixed methods approach were adopted and data was analyzed using descriptive statistics and inferential statistics. The study found that there is a lack of a clear, systematic and comprehensive implementation approach to employee recognition in most schools and it is clear that recognition and rewards are critical factors towards the establishment of a quality culture that appreciates and values the contribution of teachers and their accomplishments in service delivery. The study found that there is a positive significant relationship between employee recognition and teacher performance. The study concluded that an improvement in employee recognition is likely to result in a corresponding improvement in teacher performance. T (Khaemba et al., 2024).

In relation to teacher job performance, Teachers in Sokoto State received inadequate salaries, lack of staff development programme and poor teacher recognitions which undermines their motivation to engage effectively in the teaching and learning activities in secondary schools in Sokoto State (Hussaini et al., 2023; Karoga & Hassan, 2020) Therefore, low salaries of secondary school teacher fail to cover basic monthly expenses such as food, clothing, and other necessities, which prompt teachers to seek additional employment opportunities, such as, motorcycle taxi services or part-time jobs and others business to support themselves and their families ( Karoga & Hassan 2020; Amaefule & Ossai, 2023). Subsequently, these created a poor performance of teachers. includes lack punctuality, irregular assessment and evaluation of students, unfulfilled the curriculum and weekly dairy, poor classroom management and lack teacher's participation in sports in senior secondary school in Sokoto State. Therefore, this study aims to examined relationships between incentives, recognition and teacher job performance in senior secondary schools in Sokoto State, thereby filling the research gap identified.

### **Statement of the Problems**

The performance of teachers is critical in the implementation of the curriculum and in enhancing the quality of education in senior secondary schools in Sokoto State. However, Inadequate pay, delayed salaries, a lack of recognition, and poor promotion prospects have created a cycle of demotivation that severely impacts the performance of teachers in Sokoto State's secondary schools (Hussaini et al., 2023; Karoga & Hassan, 2020)

Financial distress from poor and inconsistent pay prevents teachers from focusing on their professional duties, leading to disengagement and absenteeism. This is worsened by a lack of public acknowledgement and professional recognition, which erodes their intrinsic motivation and pride in their job performance in schools.

Today, teachers value not only financial rewards but also acknowledgment of their efforts. Acts of recognition, such as praise, certificates, awards, or public appreciation, function as simple yet highly effective motivators (Karwai et al., 2022; Karoga & Hassan, 2020). Furthermore, providing incentive and recognition will enhance overall job performance, contributing to a supportive and productive school environment. In line with these, various problems affected teacher job performance, in secondary school in Sokoto State. There is need for various motivation factors to address teacher needs and propel their performance to the maximum level in the process of teaching and learning throughout the senior secondary schools in Sokoto State. This phenomenon prompted the researchers to conduct a study to examine the relationship between incentives, recognition and teachers' job performance in senior secondary schools in Sokoto State, Nigeria.

### **Objectives of the Study**

The purpose of this study is to examine relationship between incentive, recognitions and teacher job performance in senior secondary schools in Sokoto State. Specific objectives are to find out:

1. The extent of relationship between incentive and teacher job performance in senior secondary schools in Sokoto State.
2. The extent of relationship between recognition and teacher job performance in senior secondary schools in Sokoto State.

### **Research Questions**

The following questions were raised to guide the study:

1. What is the extent of relationship between incentive and teacher job performance in senior secondary schools in Sokoto State.
2. What is the extent of relationship between recognition and teacher job performance in senior secondary schools in Sokoto State.

## Research Hypotheses

The following null hypotheses were formulated to guide the study at 0.05 level of significant

1. There is no significant relationship between incentive and teacher job performance in senior secondary schools in Sokoto State.
2. There is no significant relationship between recognition and teacher job performance in senior secondary schools in Sokoto State.

## Methodology

Descriptive survey of Correlational design was employed in the study. The study population consists of 3457 teachers and 18247 SS2 students across 132 senior secondary schools in Sokoto State. A Stratified and proportionate sampling technique were used to select 24, senior secondary schools, 346 teachers and 378 SS3 students across six education zones in Sokoto State. Three validated researcher-developed instruments; (i) Incentives Rating Scale (IRS), (ii) Recognition Rating Scale (RRS) (iii) Teacher Job Performance Rating Scale (TJPRS) were used for data collection. Test- retest method was used in establishing reliability of the instruments. The two tests were computed and run through Person Product Moment Correlation coefficient (PPMCC). The reliability indexes of 0.89 0.74 and 0.85 were established for IRS, RRS and TJPS respectively. Data collected were analysed using Mean, standard deviation and Person Product Moment Correlation statistics.

## Results

The hypotheses were tested using Pearson Product Moment Correlation (PPMC) with the basic assumption such as linearity, normality, homoscedasticity, independence and scale of measurement, were been taking into consideration for the analysis to ascertain the relationship between two variables at a .05 level of significance.

**H0<sub>2</sub>:** There is no significant relationship between incentive and teachers job performance in senior secondary school in Sokoto State.

**Table 1:** Relationship between Incentive and Teacher's Job Performance

Variables	N	Mean	S. Deviation	r-Cal	p-Value	Decision
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2. There is strong, positive and significant relationship between recognition and teacher's job performance in senior secondary school in Sokoto State.

## **Discussion**

The finding, found a strong and statistically significant positive relationship between incentive and teacher job performance in senior secondary school in Sokoto State. This indicates that teachers who receive adequate incentives, such as financial benefit e.g extra-allowance salaries, bonuses, and non-financial benefits e.g transport palliative and medical grand are more motivated and committed to their job performance in schools. The finding aligns with Oluyemi (2020) that there positive and significant relationship between teachers' incentive and teachers' performance in primary school. Teacher incentives serve as a powerful motivator in enhancing job performance by fostering job satisfaction and reducing workplace stress. The finding is inconsistent with Karoga and Hassan, (2020) that non-monetary incentive had greater contribution than monetary incentive on teachers' performance. The finding is inline with of Mtesigwa and Otieno, (2022) found that job promotion, housing facilities, traveling allowances, improved working environment, vacation/study leave and maternity leave are incentives offered to teacher in secondary schools. The strong correlation found in this finding indicates the availability structured incentive programs, such as performance-based bonuses, and housing allowances, were implemented. Furthermore enhance teachers' job performance, promote teacher behaviour and improve the overall quality of education in senior secondary school in Sokoto State.

The finding, found a strong positive and significant relationship between recognition and Teacher's Job Performance in Senior Secondary School in Sokoto State. This suggests that when teacher receive adequate recognition for their efforts, they are more likely to be motivated, committed, and effective in their teaching roles. Recognition, whether through verbal appreciation, awards, promotions, or professional acknowledgments, serves as a powerful tool in enhancing job satisfaction and encouraging teachers to put in their best efforts. The finding aligns with the work of Khaemba, Maiyo and Manini (2024) submission, that there is a strong, positive and significant relationship between employee recognition and teacher Performance. Recognition is essential in sustaining teachers' morale and motivation, ultimately leading to

improved teaching quality and student outcomes. Similarly, the study supports Karwai, Malachy, Bashir, and Nwidi (2022) submission that teacher recognitions have positive and significant influence on teacher contribution. The teacher recognitions play a significant role in increasing teachers' job performance by reinforcing positive behaviors and work ethics. Conversely, a lack of recognition can lead to job dissatisfaction, reduced motivation, and even high turnover rates. The study established a strong, positive correlation between recognition and job performance, in senior secondary school in Sokoto State. Furthermore, enhances teachers' motivation, lead to improved their job performance, and promote effective education system in the Sokoto State.

### **Conclusion**

The finding shows strong, positive, and significant relationship between incentives and teacher job performance This indicates that teachers receive adequate incentives, such as financial benefit e.g extra-allowance, bonuses, and non-financial benefits e.g transport palliative and medical grand that motivated and committed to their job performance in schools. The finding shows Strong positive and significant relationship between recognition and teacher job performance. Teacher recognition, through verbal appreciation, awards, promotions, or professional acknowledgments, serves as a powerful tool in enhancing teacher job performance. Conclusively from findings of the study found that incentive, recognitions have strong positive and statistical significant relationship with teacher job performance in senior secondary school in Sokoto State, Nigeria. These findings underscore the importance of maintaining and improve the identified determinant of incentives and recognitions to ensure sustained high performance among teachers.

### **Recommendations**

The findings of the study and conclusion presented the following recommendations. To ensure sustained high performance among senior secondary school teachers in Sokoto State, Nigeria, it is crucial for educational administrators and policymakers to focus on two key areas: incentives and recognition. Given that incentives strongly motivate teachers, schools should

not only maintain but also expand their current offerings. This involves a dual approach focusing on both financial and non-financial benefits:

1. **Financial Incentives:** Continue to provide and, where possible, increase financial rewards such as extra allowances and bonuses. These should be tied to specific performance metrics like improved student academic results, perfect attendance, or participation in professional development programs.
2. **Non-Financial Incentives:** Beyond monetary rewards, schools should prioritize and formalize non-financial benefits. This could include providing transportation subsidies, establishing comprehensive medical grants, and offering other tangible benefits that reduce the personal financial burden on teachers. These benefits demonstrate institutional care and commitment, which in turn fosters teacher loyalty and dedication.

Recognition is a powerful tool for validating teachers' hard work and boosting their morale. Schools should develop a systematic approach to acknowledging and rewarding teacher excellence.

1. **Formal Recognition:** Implement formal recognition programs such as "Teacher of the Month" or "Excellence in Teaching" awards. These can be accompanied by public ceremonies, certificates, and even small monetary prizes. Promotions should also be used as a key form of recognition for consistently high-performing teachers, providing a clear career path.
2. **Informal Recognition:** Encourage a culture of regular and immediate recognition. School principals and heads of departments should be trained to provide timely verbal appreciation and positive feedback to teachers. A simple "thank you" or a note of praise can significantly boost a teacher's spirits and reinforce their value.

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