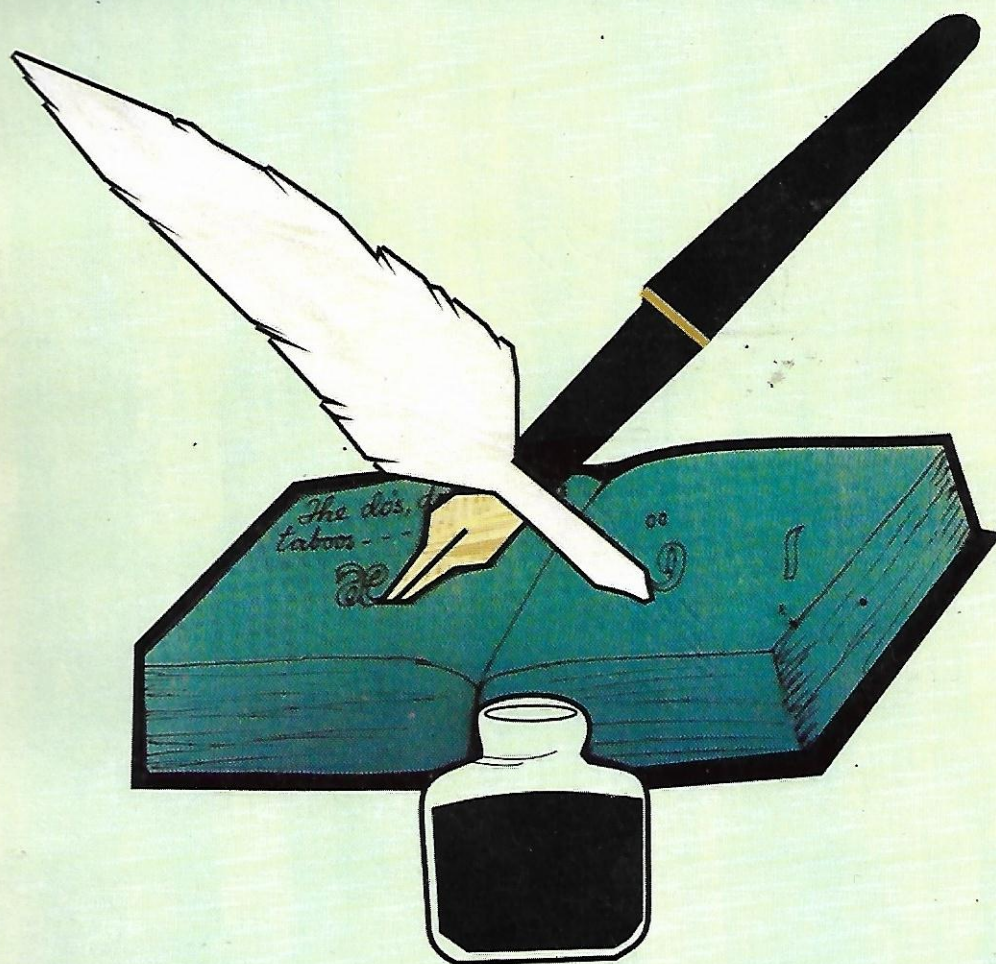




JOURNAL OF RESEARCH IN ARTS AND SOCIAL SCIENCE EDUCATION

**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA**



VOL. 8, No. 1: MAY, 2019

Editorial Board

Prof. Sadiq Mohammed
Chairman and Editor in Chief

Prof. Abdullahi Dalhatu
Member

Prof. F. S. M. Koya
Member

Prof. A. A. Ladan
Member

Rev. Fr. Prof. P. B. Tanko
Member

Prof. I. O. Bongotons
Member

Dr. M. Yahya
Member

Dr. A. M. Aminu
Member

Dr. A. Shittu
Member

Dr. Z. S. Gaya
Member

Professor (Mrs.) Ramlatu Jibir-Daura
Secretary

Dr. Emmanuel Gana
Desk Officer

LIST OF CONTRIBUTORS

MOHAMMED ABDUL SARKIN-FADA, Ph.D, Department of Arts and Social Science education, Ahmadu Bello University Zaria,

KOTSO JUSTINA ANJIODE, Department of Library and Information Science, Nasarawa State College of Education, Akwanga

EKELE ATTAH PHILIP Ph.D, Department of Religious Studies, Federal University Kashere, Gombe State

ABARE YUNUSA KALLAH, Department of Religious Studies, Federal University Kashere, Gombe State

LAWAL JOSEPH OWOLABI Ph.D, Department of Religious Studies, Federal University Kashere, Gombe State

DR. IBRAHIM MUHAMMAD BELLO, Zamfara State College of Education, Maru

SANUSI SULEIMAN, Waziri Umar Polytechnic, Birni Kebbi

DR. MURJANATU RILWAN MUHAMMAD, Institute of Education, Ahmadu Bello University, Zaria

MUHAMMAD NASA'I, Department of Arts and Social Science Education, Ahmadu Bello University, Zaria

MUHAMMED, ALIYU, Department of Social Studies, Zamfara State College of Education, Maru

AHMAD MUHAMMAD ATIKU, Department of Curriculum and Instruction, Federal College of Education, Zaria

REV. FR. ABASHIYA DANJUMA JOHN, PhD, Department of Arts and Social Science Education, Ahmadu Bello University, Zaria

IBRAHIM DANMARAYA, Department of History, Kaduna State University, Kaduna-Nigeria

INZE D. IBRAHIM, Kaduna State Ministry of Education, Kaduna

ABDULGANIYU SALMAN SEBUTU, Ph. D, Department of Arts Education, University of Ilorin, Nigeria

OJO OLUDARE DAVID, Ph.D, Department of Arts Education, University of Ilorin, Nigeria

BIBIRE ABDULKAREEM SANNI, State Universal Basic Education Board, Ilorin, Kwara State

**INFLUENCE OF IRREGULAR SALARY PAYMENT ON THE PERFORMANCE
AND PRODUCTIVITY OF PUBLIC PRIMARY SCHOOL TEACHERS IN ILORIN
SOUTH L.G.A., KWARA STATE, NIGERIA**

BY

ABDULGANIYU, SALMAN SEBUTU, (PhD)
Department of Arts Education,
University of Ilorin, Ilorin-Nigeria,

OJO, OLUDARE DAVID, (PhD)
Department of Arts Education,
University of Ilorin, Ilorin-Nigeria

&

BIBIRE, ABDULKAREEM SANNI
State Universal Basic Education Board, Ilorin, Kwara State

Abstract

The researcher is concern about the late payment of primary school teachers' salaries in Kwara state and the non-payment of their fringe benefits as it may have effect on their performance in the classroom. It may be observed that motivating teachers by regular payment of their salaries tend to make them active and effective in the delivery of their work or teaching. This study therefore, investigated the influence of irregular salary payment on the performance and productivity of public primary school teachers in Ilorin South L.G.A, Kwara State. A total number of 754 pupils, 63 head teachers and assistant head teachers were involved as sample for the study. Purposive sampling technique and Simple random sampling techniques were used to select the sample. A questionnaire was carefully designed for the purpose of gathering relevant information from the respondents. Three hypotheses were formulated for the study and data collected were tested using Pearson product- moment correlation statistics. The findings revealed that there was a significant relationship between the performance and productivity of public primary school teachers and academic performance of students in Ilorin South Local Government Area, Kwara State. Based on the findings, it is recommended that government should be fully committed to the prompt payment of teachers' salaries and other benefits so that their effectiveness could be enhanced. Fringe benefits such as housing scheme loans, car loans, health insurance scheme and a host of others should also be made available. This will encourage these teachers to be committed to their duties.

Key Words: *Influence, Irregular Salary payment, Performance, Productivity, Public Primary Schools*

Introduction

Teachers and other school workers tend to remain contented and

reasonably motivated as long as salaries are paid on time and they are promoted regularly (Kazeem, 1999). According to

Mbanefoh (1982), practicing teachers are particularly worried about the late payment of salaries and the non-payment of fringe benefits and other non-monetary incentives. School principals often complain about teachers not willing to work because of delays in payment of their salaries (Ayeni, 2005).

Akinwunmi (2000) found that teachers are typical low income earners. However, no consensus exists on the extent to which financial inducements are the real critical motivators. The social status of teachers has been identified as an important factor impacting on teachers' morale and motivation (Francis, 1998; Obanya, 1999; and Baike 2002). The attitude of inspectors towards teachers in supervising their work is another important work related to motivational factor. Bamisaye (1998) found that unfair administrative and supervisory practices tend to undermine teachers' morale.

The work environment is an important determining factor in teacher motivation. The teacher's work environment in Nigeria has been described as the most impoverished of all sectors of the labour force (NPEC, Nigeria 1998). Facilities in most schools are dilapidated and inadequate. Kazeem (1999) recommended that greater attention should be given to improving work-related conditions of teachers to improve the quality of education. In particular, there should be improvement in the supply of teaching and learning materials; and general classroom environment to improve students' learning.

Kazeem (1999) found that private school teachers appear more motivated

than teachers in public schools due to regular payment of salaries and much lower pupil-teacher ratios. According to Obanya (1999), this marked the beginning of the teacher motivation crisis in Nigeria, as the public began to look down on those teachers who remain in the classroom as second-string public servants. According to a punch newspapers publication of 4th of February, 2016, Kwara state teachers have suffered series of challenges ranging from delayed salary to deprivation of remuneration and fringe benefits

Similarly, Amadi (1983) stated that the irregular payment of salaries is one of the major problems facing the teaching profession in Nigeria. Any school that fails to compensate for the service of its teachers will discourage the teachers from being active on the job regardless of their love and passion for teaching. This is why government schools often lack teachers who are willing to work vigorously to disseminate knowledge to the students. For this reasons, many teachers resign at early stage of their career on the opportunity of just any alternative job.

Statement of the Problem

Pupils' poor academic performance and poor learning seem to be attributed to teachers poor work behavior. The poor work attitudes of teachers appears to be due to inadequate teaching and learning work environment of which irregular and non-payment of salaries seem to be the cause. Teachers in Ilorin south local government area seem to have been receiving their salaries not as when due. In most cases, salaries are received in arrears of four to five months.

Each time one month salary is paid usually at odd times, the following month salary would not be paid to make up for the number of arrears owed to the teachers. Sometimes, schools are compelled to ballot for salary payments. Schools that picked "yes" are paid one month salary while the rest of the schools who picked "no" are asked to go home and prepare for another balloting in the following month.

The implication of this problem is on both the teachers and students. To the teachers, the irregular payment of salaries will definitely result in low morale, and this may prevent teachers to meet his or her needs and that of the family. Also, teachers are most likely going to slack in their responsibility i.e teachers would attend classes less frequently and they will be less committed to their work. On the aspect of school students; they are reported to have been missing notes. They lacking behind on the curriculum and thus they will be less prepared for examination.

In addition, a few Kwara state teachers have been interviewed on the salary crisis in the state. Among a number of teachers who were interviewed said that were owed three months salary arrears (October 2015 to December 2015) by the government. Similarly a widow, who happened to be an English language teacher in a junior secondary school in the state is regretting her decision to settle for teaching rather than broadcasting, which she was also in love with.

Many studies have been carried out on influence of irregular payment of teachers' salary and academic performance of students in Nigerian schools among them is Amadi (1983)

who wrote on the dilemma of the Nigerian teachers and find that the irregular payment of salaries is one of the major problems facing the teaching profession in Nigeria. Any school that fails to compensate for the service of its teachers will discourage the teachers from being active on the job regardless of their love and passion for teaching. This is why government schools often lack teachers who are willing to work vigorously to disseminate knowledge to the students. For this reason, many teachers resign at early stage of their career on the opportunity of just any alternative job. To the best knowledge of the researcher, no study has been carried out on the influence of irregular salary payment on performance and productivity of public primary school teachers in Ilorin South Local Government Area, Kwara state, Nigeria. This is the gap, this study intends to fill.

Purpose of the Study

The purpose of this study is to examine the influence of irregular salary payment on performance and productivity of public primary school teachers in Ilorin South Local Government Area, Kwara state, Nigeria. Specifically it seeks to find out:

- (i) Teachers' punctuality in the face of irregular payment of salary and academic performance of pupils
- (ii) Teachers' class attendance in the prevalence of irregular payment of salary and academic performance of pupils
- (iii) Teachers' commitment in spite of irregular payment of salary and academic performance of pupils

Research Questions

This study intends to answer the following research questions:

1. Do teachers irregular payment of salary have effect on their punctuality and pupils' academic performance?
2. Do teachers experience of irregular payment of salary have effect on their class attendance and pupils' academic performance?
3. Do teachers suffering from irregular payment of salary have effect on their commitment and on pupils' academic performance?

Research Hypotheses

Ho₁ There is no significant relationship in teachers' punctuality in spite of irregular payment of salary and academic performance of pupils.

Ho₂ There is no significant relationship in teachers' class attendance with their experiencing irregular payment of salary and academic performance of pupils.

Ho₃ There is no significant relationship in teachers' commitment with the prevailing irregular payment of their salary and academic performance of pupils.

Methodology

This study is a descriptive survey research. This is considered apt as it affords the researcher the opportunity to generate data through a simple but effective means. Through this design, inference can be drawn from the variables without necessarily seeking any relationship between them for the purpose of this study. The population of this study

comprises head teachers, assistant head teachers and primary school pupils in forty eight (48) public primary schools in Ilorin south Local Government, Kwara State. Purposive sampling and simple random sampling techniques were used to select 754 out of (5935) five thousand nine hundred and thirty five pupils, sixty three out of one hundred and ninety two head teachers and assistant head teachers as participants for the study. The instrument used to collect data for the study was questionnaire. The questionnaire is in three sections. Section A items were used to test hypothesis 1; **Ho₁**. There is no significant relationship between teachers punctuality with irregular payment of salary and academic performance of pupils. Section B items were used to test hypothesis 2; **Ho₂**. There is no significant relationship in teachers' class attendance with their experiencing irregular payment of salary and academic performance of pupils. **Ho₃**. There is no significant relationship in teachers' commitment with the prevailing irregular payment of their salary and academic performance of pupils while section C items were used to test hypothesis 3; **Ho₃**. There is no significant relationship in teachers' commitment with the prevailing irregular payment of their salary and academic performance of pupils.

In order to validate the instrument, a sample of the questionnaire was presented to experts in Test and Measurement at the faculty of education, University of Ilorin for vetting. After the researcher had effected necessary corrections as suggested, final copies of the questionnaire was drafted for the pilot study. To ensure the reliability of the instrument, a pilot study was carried out

to observe how the respondents would react to the questionnaire. A total number of twenty (20) head teachers and assistant head teachers were randomly selected from upper Basic school which were not part of the main sample and a test-retest method was used. After the first test an interval of two weeks was given before the actual test was carried out. At the end of all these tests, the responses were collected, scored and computed using the Pearson Product-Moment-Correlation coefficient to establish the reliability of

the questionnaire. The result of the test showed that the instrument was reliable for the study.

Results

In order to answer this research hypothesis, responses of the teachers' punctuality with irregular payment of salary and academic performance of students were collated. The data collected from the study were analysed as shown in Table 1a, b and c.

Table 1a

Results of Multiple Regression of Irregular Payment of Teachers' Salary and Academic Performance of pupils on Teachers' Punctuality

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.884	.781	.742	45.53877

Source: Fieldwork, 2019

Table 1a presents the model summary of the regression analysis with R square value of .781. This implies that the independent variables (irregular salary and academic performance of students) explained at least 78.1% of the total variability of the dependent variable (teachers' punctuality). The high percentage of explained variability is an indication of model adequacy. This implies that irregular payment of salary and academic performance of pupils determines the level of teachers' punctuality in Ilorin South Local

Government Area primary schools. Implicit in this result is the fact that the two predictor variables accounted for 78.1% variation in teachers' punctuality. Further verification on the significance of the relationship of the two predictor variables and teachers' punctuality is $P < 0.05$.

Since P value is less than 0.05 significance level, the hypothesis is rejected. This means that there is no significant relationship in teachers' punctuality with irregular payment of salary and academic performance of pupils.

Table 1b
Regression Analysis of Irregular Payment of Salary and pupils' Academic Performance on Teachers' Punctuality

Model	Sum of Square	Df	Mean Square	F	Sig
1 Regression	1054.258	2	527.127	7.183	.003
Residual	95856.940	193	241.453		
Total	96911.198	195			

Source: Fieldwork, 2019

Table 1b indicates that the calculated F-value is 7.183 with a degree of freedom of 2/193 that is significant at 0.003. Since p value of 0.003 was less than 0.05 significance level, the

hypothesis was rejected. The implication of this was that there was significant relationship among teachers punctuality with irregular payment of salary and academic performance of pupils.

Table 1c
Model Coefficients

Model	B (Coefficient)	Std. Error	Beta	T	Sig
Constant	6.362	1.830		3.476	.001
Irregular Salary	.569	.302	.62	1.497	.000
pupils' Academic Performance	.048	.032	.043	1.465	.002

Source: Fieldwork, 2019

Table 1c shows the contribution of each of the independent variables to the model. It revealed that irregular payment of salary contributed Beta weight of 0.62 and the t-value of 1.496 while pupils' academic performance contributed weight Beta weight of 0.043 and the t-value of 1.465. Both variables contributed to the teachers' punctuality and were significant. Although irregular payment of salary is the variable that has strong influence on teachers' punctuality in

Ilorin South Local Government primary school pupils while pupils' academic performance has a moderate influence on teachers' punctuality.

In order to test this research hypothesis, responses of irregular payment of salary and students' academic performance on teachers class attendance were collated. The data collected from the study were analysed as shown in Tables 2a, b and c

Table 2a

Results of Multiple Regression of teachers' class attendance with Irregular Payment of Salary and pupils' Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.782	.636	.615	32.67698

Source: Fieldwork, 2019

Table 2a presents the model summary of the regression analysis with R square value of .782. This implies that the independent variables (Irregular payment of salary and pupils' academic performance) explained at least 63.6% of the total variability of the dependent variable (Teachers' class attendance). The high percentage of explained variability is an indication of model adequacy. This implies that irregular payment of salary and pupils' academic performance determine the level of teachers' class attendance in Ilorin South Local

Government Area primary schools. Implicit in this result is the fact that the two predictor variables accounted for 63.6% variation in teachers' class attendance. Further verification on the significance of the relationship of the two predictor variables and teachers' class attendance is $P < 0.05$.

Since P value is less than 0.05 significance level, the hypothesis is rejected. This means that there is a relationship between teachers class attendance with irregular payment of salary and pupils' academic performance.

Table 2b

Regression Analysis of Irregular Payment of teachers Salary and pupils' Academic Performance on Teachers' Class Attendance

Model	Sum of Square	Df	Mean Square	F	Sig
1 Regression	4.260	2	2.130	6.488	.000
Residual	35.290	193	.458		
Total	39.550	195			

Source: Fieldwork, 2019

Table 2b indicates that the calculated F-value is 6.488 with a degree of freedom of 2/193 that is significant at 0.000. Since p value of 0.000 was less than 0.05 significance level, the

hypothesis was rejected. The implication of this was that there was a relationship among teachers' class attendance with irregular payment of salary and pupils' academic performance.

Table 2c
Model Coefficients

Model	B (Coefficient)	Std. Error	Beta	T	Sig
Constant	1.577	.426		3.705	.000
Irregular Payment of Salary	.615	.425	.64	2.830	.002
Students' Academic Performance	.042	.028	.038	1.185	.000

Source: Fieldwork, 2019

Table 2c shows the contribution of each of the independent variables to the model. It reveals that teachers class attendance with irregular payment of salary contributed Beta weight of 0.64 and the t-value of 2.830 while pupils' academic performance contributed Beta weight of 0.038 and the t-value of 1.185. Both variables contributed to the teachers' class attendance and were significant. Although irregular payment of teachers salary is the variable that has strong influence on teachers' class

attendance in Ilorin South Local Government primary school pupils' while pupils' academic performance has a moderate influence on teachers' class attendance.

In order to answer this research hypothesis, responses of the irregular payment of salary and pupils' academic performance on teachers' commitment were collated. The data collected from the study were analysed as shown in Table 3a, b and c

Table 3a
Results of Multiple Regression of Irregular Payment of Salary and pupils' Academic performance on Teachers' Commitment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.512	.026	.021	.55658

Source: Fieldwork, 2019

Table 3a presents the model summary of the regression analysis with R square value of .026. This implies that the independent variables (Irregular payment of salary and pupils' academic performance) explained at least 26.2% of the total variability of the dependent variable (Teachers' commitment). The high percentage of explained variability is an indication of model adequacy. This implies that irregular payment of salary

and pupils' academic performance determines the level of teachers' commitment in Ilorin South Local Government Area primary schools. Implicit in this result is the fact that the two predictor variables accounted for 26.2% variation in teachers' commitment. Further verification on the significance of the relationship of the two predictor variables and teachers' commitment is $P < 0.05$.

Since P value is less than 0.05 significance level, the hypothesis is rejected. This means that there is a weak

relationship among teachers' commitment with irregular payment of salary and pupils' academic performance.

Table 3b

Regression Analysis of Irregular Payment of Salary and pupils' Academic Performance on Teachers' Commitment

Model	Sum of Square	Df	Mean Square	F	Sig
1 Regression	15.697	2	7.848	1.335	.004
Residual	23.853	193	.310		
Total	39.500	195			

Source: Fieldwork, 2019

Table 3b indicates that the calculated F-value is 6.488 with a degree of freedom of 2/95 that is significant at 0.000. Since p value of 0.004 was less than 0.05 significance level, the

hypothesis was rejected. The implication of this was that there was a relationship among teachers commitment with irregular payment of salary and pupils' academic performance.

Table 3c

Model Coefficients

Model	B (Coefficient)	Std. Error	Beta	T	Sig
Constant	1.120	1.298		3.756	.000
Irregular Payment of Salary	.031	.020	.026	1.652	.006
Students' Academic Performance	.032	.022	.027	1.376	.000

Source: Fieldwork, 2019

Table 3c shows the contribution of each of the independent variables to the model. It reveals that irregular payment of salary contributed Beta weight of 0.26 and the t-value of 1.652 while pupils' academic performance contributed Beta weight of 0.027 and the t-value of 1.376. Both variables contributed to the teachers' commitment and were significant. Although irregular payment of salary is the variable that has weak influence on teachers' commitment in Ilorin South Local Government secondary school while pupils' academic

performance also has a weak influence on teachers' commitment.

Discussion

The first findings shows that there was significant relationship of teachers' punctuality with irregular payment of salary and academic performance of pupils. This finding is similar to the findings of Amadi (1983) that irregular payment of salaries is one of the major problems facing the teaching profession in Nigeria with its serious adverse effect on the teachers' punctuality.

The second and third findings revealed among others that there was significant relationship in teachers' class attendance, and commitment with irregular payment of salary and academic performance of pupils. These findings confirmed the findings of Akinwumi (2000) that a significant relationship exists between irregular payment of salary of teachers and job performance. Another finding that supported this outcome is that of Kazeem (1999) who found that irregular payment of salary in any organisation would bring about poor attendance to their work because they are not motivated.

Conclusions

From the findings of this study, it can be concluded that unpaid teachers seek for other means of survival which affects their punctuality in school and teachers attend classes late when their salaries are being delayed which can affect students' performance. More so, delay in salary has a lot of implications on commitment to duty. Moreover, teacher that is not regularly paid is an hungry person and this makes him an angry man that can be aggressive on the students

Recommendations

From the findings and conclusions of this study, the following recommendations are made:

- (i) Government at all levels should motivate primary school teachers by being fully committed to prompt payment of their salaries and other benefits as at when due because of the sensitive nature of

the level of education they are handling

- (ii) Fringe benefits such as housing loans, car loans, health insurance scheme and a host of other benefits should be made available to teachers. This will serve as motivation that will make them committed to their duty.
- (iii) Government at all levels should adequately and regularly review the remuneration of primary school teachers so that it would not serve as a challenging factor in determining their effectiveness towards teaching the pupils.

References

- Abdulrahman, A. Akanbi, S., & Marry, A. Interviewees, Punch Newspapers December publication 4th February, 2016.
- Amuda, S. & Sule, S. Interviewees, Punch Newspapers July 23rd, 2016.
- Akinwumi, F.S. (2000). *Impact of motivation and supervision on teacher productivity in secondary schools in Oyo State Nigeria*. An Unpublished thesis submitted to The Faculty of Education, University of Ibadan Nigeria.
- Amadi, P. (1983). The dilemma of the Nigerian teacher; *The Fountain* Vol. 20 (14) pp.11416.
- Ayeni, A. J. (2005). *The effect of principals leadership styles on motivation of teachers for job performance in secondary schools in Akure South Local Government*. An M. A. Ed. An Unpublished Thesis submitted

- to the Department of Educational Administration and Planning. Obafemi Awolowo University, Ile-Ife.
- Bamisaye (Eds) (1998). *Education and productivity in Nigeria*. Publication of Nigerian Association for Education Administration and Planning
- Baike, A. (2002). *Recurrent issues in Nigeria education*. Tamaza publishing co. Ltd. Zaria.
- Francis, P. (1998). Hard lessons: Primary schools community and social capital in Nigeria. The World Bank, Washington D.C.
- Kazeem, S. O. (1999). Correlates of job motivation of workers in selected public and private secondary schools in Ife-Ijesa Zone, Osun State, Nigeria. Master of Arts in Education thesis. Department of Educational Foundations and Counselling, Faculty of Education. ObafemiAwolowo University, Ile-Ife, Nigeria.
- Mbanefoh, B. N. (1982). Factors responsible for teachers attrition in secondary schools. Dissertation Abstract International Volume 2 No. 1.
- Nigeria Primary Education Commission (1998)
- Obanya, P. A. (1999). Ten Questions Nigerians Want Answered About Universal Basic Education. Punch Newspaper December publication on 4th of February, 2016.
- Punch Newspapers July Publication on 23rd of July, 2016.