



Assessment of the Effects of Teachers' Welfare Programmes on their Productivity: A Study of Secondary Teachers in University Demonstration Schools in Rivers State

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ABSTRACT

This study assessed the effects of teachers' welfare programmes on their productivity: A study of secondary teachers in University demonstration schools in Rivers State. Two objectives, two research questions and two hypotheses guided the study. The study adopted a descriptive research survey design. The population of the study comprised 161 teachers from three university demonstration secondary schools in Rivers State. The entire population of the study served as the sample size. The instrument for data collection was a self-structured questionnaire titled: "Assessment of Effects of Teachers' Welfare Programmes on their Productivity Questionnaire which was face and content validated by two experts in the Departments of Educational Management and Measurement and Evaluation. Cronbach alpha was used to establish the reliability of the instrument which yielded a reliability indexes of 0.87 and 0.78. The research questions were answered using mean and standard deviation, while z-test was used to test the null hypotheses at 0.05 level of significance. Findings of the study revealed that regular promotions and financial incentive were all agreed to be sine-qua-non for improved teachers' productivity. Based on the findings it was recommended among others that there should be regular promotion of teachers, and some teachers be promoted based on their meritorious duty.

Keywords: Teachers, Welfare, Incentive, Productivity, Secondary School.

INTRODUCTION

Organizations strive to ensure job satisfaction of their workers because of its effect on performance and productivity. In schools, teachers can only give out their best to students if they are adequately motivated; this is to say that human work behaviour is largely a function of motivation (Ozoemena, 2013). Teacher motivation is an operational factor in the life of individuals with respect to their attitude to the life of work. Hill and McShane (2008) pointed out that motivation represents the forces within a person that affect his or her direction, intensity and persistent of voluntary behaviour. It is an inner drive or force within an individual that determines his attitude to issues and situations. Hill and McShane (2008) continued to argue that in the world of work that motivation is that driving force that initiates, directs and sustain workers' behaviour in the performance of some specific tasks.

Given the fact that teachers sustains educational system, they need to be motivated to give their best in their teaching of students to excel academically. One way to achieve this is for school administrators to make concerted efforts to put in place appropriate level of incentive strategies to ensure and enhance teachers' performance in the school system (World Bank, 2009). Therefore, teachers that impart the needed knowledge or that build or mould the character of students should be attended to and motivated adequately, knowing that their welfare is the key to performance and improvement. Hence, it is believed,

that a motivated teacher, who is provided with incentives, always complete the task set for him, even when such task is difficult or seem interesting.

Teacher incentives are intervention packages that are utilized to motivate a workforce like teachers to be encouraged and be more committed to their specific work tasks. Obasi (2013) refers to incentives simply as performance enhancer, and identifies three most common uses of incentive system in education as to attract and retain teachers in teaching; motivate teachers to make different professional decisions while they are actively engaged; and to motivate teachers to utilize teaching practices that are believed to represent better pedagogy. This means that incentives are meant to boost teacher motivation and effectiveness resulting in high productivity and increased students' performance.

Teacher incentives can be in form of direct financial remuneration or offering some extra cash to the teacher for extra efficiency; provision of welfare packages such as bus service, canteen services, participation in housing scheme of the school, and other non-monetary incentives such as promotion, which entails moving teachers to higher rank and offering opportunities for professional growth in form of attendance to seminars, conferences and workshops, where the teachers have to gain more knowledge and skills relevant to their job performance. With these training seminars, teachers acquire better skills that lead to greater students' learning.

Other incentive strategies for teachers may also include improved deployment practices, job security, special allowances and other work incentive that aid teacher performance standard (Orodho, 2013; Orodho, Waweru & Thinguri, 2013). The extent to which these factors are made available to teachers will provide the willingness and feeling of contentment to the teachers. The availability of these incentives constitute what Sadker and Sadker (2003, p. 18) refer to as 'sweetening the pot' for teachers. In addition, those incentives are also seen as the availability of resources and presence of conditions required for reasonable, comfortable, healthy and secure working environment for teachers.

Most research tends to examine workers' productivity in the civil service and in the industrial sectors. Also research in secondary school often focuses on student academic performance without examining how teachers' incentive and motivation could influence their productivity and the academic performance of students. To fill this gap is the need for this study. Thus this study sought to examine assessment of effects of teachers' welfare programmes on their productivity: a study of secondary teachers in University demonstration schools in Rivers State.

Statement of the Problem

It is very disheartening and unfortunate that in most schools in Nigeria in general and Rivers State in particular, it seems that teachers' welfare in terms of incentives are paid lip service. For years, teachers complain of absence of promotion; whereby these teachers remain in one level for years. Furthermore, welfare packages such as good life insurance, good health care scheme, good medical plans, travel insurance sick pay, and similar incentives that are desirable in the teaching profession, seem to be absent. In addition, irregular professional growth or training opportunities, which are needed for professional updating of skills and knowledge acquisition mar students' academic performance in schools. Finally, the question of financial remuneration is nothing to talk about. This is because under funding of education by the Nigerian government makes it difficult for teachers to receive financial incentive even when they are due to get one. Are these incentives are available, and are they offered to teachers in secondary schools in Rivers State, how has it affected the productivity of the teachers, and the question is how has these been applied in Rivers State teaching services particularly at the secondary school level. Every successful government in the state has different incentive package for teachers. To examine these issues is the problem of this study.

Purpose of the Study

The purpose of this study was to examine assessment of effects of teachers' welfare programmes on their productivity: a study of secondary teachers in University demonstration schools in Rivers State. Specifically, the study sought to:

1. examine the influence of regular promotion on teachers' productivity in university demonstration schools in Rivers State.

2. find out the influence of financial incentive on teachers' productivity in university demonstration schools in Rivers State.

Research Questions

1. What are the ways in which regular promotion influence teachers' productivity in university demonstration schools in Rivers State?
2. In what ways does financial incentive influence teachers' productivity in university demonstration schools in Rivers State?

Hypotheses

- Ho₁. There is no significant difference between the mean responses of male and female teachers on the ways regular promotion influence teachers' productivity in university demonstration schools in Rivers State.
- Ho₂. There is no significant difference between the mean responses of male and female teachers on the ways financial incentives influence teachers' productivity in university demonstration schools in Rivers State.

Theoretical Framework

This study is anchored on Frederick Herzberg Two-Factor Theory of Motivation. The theory was propounded by Frederick Herzberg in 1968. The two-factor theory is a concept that stemmed from Herzberg's motivator-hygiene theory, which proposed two sets of conditions of employees' response to job situations. The first is motivator factor, which is intrinsic in nature and is concerned with satisfiers. Motivators are necessary because they contribute to factors for improving work productivity and move the employees beyond the ambient of satisfaction to high level of productivity. The motivators are pleasure in performing the work, expansion of responsibility, recognition, respect, praise, opportunity for advancement and growth; as satisfiers. The second is hygiene or dissatisfaction factor, which is extrinsic and involves dissatisfaction. Herzberg listed the hygiene factors to include supervision, working conditions, salary, relationships with peers and subordinates, security, technical competence and organization's policy.

This theory relates to the current study in the sense that factors that influence job motivation include incentives such as promotion, financial incentives, opportunities for professional advancement and growth; these come from doing the work itself. Hygiene factors are factors leading to dissatisfaction and are external to the work environment; such as salary, working conditions, security, fringe benefits and other incentives such that, when not available, leads to dissatisfaction at work. According to Herzberg, hygiene factors do not promote motivation, but their absence can create employee dissatisfaction. Although at work, an individual may complain of inadequate hygiene factors, the presence of motivating factors become the critical issues affecting performance. If motivators are adequate, employees will still continue to work at high level but when the motivators are in short supply, even high quality hygiene factors are not likely to be enough to keep workers motivated.

Also, if motivators are lacking, even high hygiene factors are not likely to keep employees satisfied. Herzberg pointed out that hygiene factors alone do not motivate an employee but their absence can create dissatisfaction that leads to low productive work. So, school administrators must learn to provide hygiene factors properly to prevent dissatisfaction within the workplace. Besides, the benefits of Frederick Herzberg's theory to school administrators are numerous and are recommended at the school level as a workplace. For instance, teachers' work can be enhanced by incentives that will lead them to higher level of productivity in secondary schools.

Concept of Organizational Incentives

Incentives are regarded as the variable rewards granted to employees per variation in their performance. When the incentives are provided to all employees of the organization, it is called organizational incentives. So, organizational incentives are the rewards given to employees of organization in order to motivate them to work harder. These kinds of incentives are used to motivate employees at work for organizational effectiveness. Incentives make someone want to do something or work harder.

Incentives are external persuading factor that emerge the motive which positively directs the teachers into working harder, matching the required performance in the institution, as to get the incentive. Alfandi and Alkawsawneh (2014) defined incentives as methods used by organizations to encourage employees to work with high spirit, and also as concrete and moral methods of satisfying the individuals' moral and material desires. In the same line, Palmer (2012) defines incentives as the external temptations and encouraging factors that lead the individual to work harder; and these are given due to the individual's excellent performance since he will work harder and produce more effectively when he feels satisfied in the institution. In addition to this, incentives can also be defined as the consideration of excellent performance, assuming that the salary is enough to make the worker appreciate the value of the job that also satisfies his basic needs in life (Palmer, 2012).

The idea of incentives triggers much consideration especially from the beginning of looking for qualified employees who are able to efficiently achieve the institution's goals. This is because incentives play a major role in the employees' productivity. Incentives originate from the need for the employee to be recognized and appreciated for his or her efforts. Actually, appreciating people for their effects by giving them incentives is a very significant factor in satisfying the internal desires of an individual. The individual's own skills are not enough to let them work with high productivity unless there is an incentive system that encourages their internal motives and then leads to very hardworking efforts (Locke & Braver, 2008; Alfadi & Alkawsawneh, 2014).

Adequate incentives have been found to be one of the means through which organizations can adopt to motivate and increase their worker's performance. There are many studies in the literature which examine the monetary and non-monetary incentives and their effects on organizational variables (Al-Nsor, 2012; Olubusayo, Stephen & Maxwell, 2014). Incentive programmes are put in place by various organizations to compensate and reward performance of employees who perform more than expectation (Olubusayo, Stephen & Maxwell, 2014). Incentive packages are financial rewards offered to employees to compel them to exert more effort into any given task (National Commission on Productivity and Work, 2015).

Organizational incentives are the forces that cause employees to behave in certain ways and on any given day they may choose to work as hard as possible on the job; to work just hard enough to avoid reprimand or to do as little as possible (Griffin, 2012). Meanwhile, incentives are designed to get the maximum performance from the employees and help retain the most productive among them (Arnold, 2013). Organizations can consider a variety of ways to reward the employees for their work performance, but an organization need to consider using the best employee incentives to get the desired results. Incentives are instrumental drive towards employee motivation and performance and it has great benefits and high potentials to improve workers to put in their best in any given task (Olubusayo, Stephen & Maxwell, 2014).

Luthans (2018) divides incentive into monetary incentives and non-monetary incentives, which is also known as financial or non-financial incentive. Meanwhile, employees could be intrinsically or extrinsically motivated. Intrinsic motivation is an inward drive coming from within the person which makes him to work effectively and efficiently toward the realization of organizational productivity (Ryan, 2000). It arises from natural psychological needs such as need for competence and autonomy (Olubusayo, Stephen & Maxwell, 2014). It is a self-generated urge that comes from outside an employee and influences him or her to work harder. They are connected to job related social incentives such as opportunity to use one's ability, interesting work, recognition of a good performance, development opportunities, a sense of challenge and achievement, participation in decision making, and being treated in a caring and thoughtful manner. On the other hand, extrinsic motivation exists when behaviour is performed to attain externally administered incentives.

Extrinsic motivation is related to 'triangle' incentives such as wages and salaries, fringe benefits, bonuses, security, promotion, free dinner or movie tickets (Pattanayak, 2005). Intrinsic and extrinsic incentives are two important tools in ensuring motivation, commitment and satisfaction of employees in the world of work. It is therefore possible to state that non-monetary incentives are a motivational tool, which address both intrinsic and extrinsic motivation concepts. While monetary incentive may only be classified as a factor leading to extrinsic motivation. Therefore, for employees to remain efficient and highly productive

and competitive, school management needs to understand why individuals and groups behave the way they do, so that they can be satisfied, happy and highly productive (Olubusayo, Stephen & Maxwell, 2014).

Teacher Productivity

The term teacher productivity is often difficult to define and measure. Yet it remains the most anticipated and sole outcome of performance management. Fundamentally, according to Edoziem (2019), education and whatever happens in the school system is product-oriented. It is the anticipation of product of education that necessitate the employment and engagement of teachers in the school system. Therefore, the role of the school administrator in the name of the principal is to ensure that school teachers in their schools are productive at all times. This can only be achieved through a careful placement of teachers based on their qualifications, efficient harnessing of teachers' skills and abilities, constant monitoring, and review of their output. The success or failure of any organization depends on employee productivity.

Furthermore, in educational system, productivity refers to the ratio between the total educational output and the resources invested and utilized in the production process (Anyanwu, 1983). Measurement of productivity is done using either students' achievement scores in internal or external examinations, attitude of students to learning, the discipline of students, the teachers' attitude toward work etc. Productivity is also increasingly linked with quality of output, input and the process itself. The process model assumes effectiveness if internal functioning of a school is smooth and healthy. Longe (1999) view the internal organizational activities and practices in school as important criteria for effectiveness.

Teacher productivity in many studies has been associated with output or end-result of the school academic goals like end of term result, school mock examination, WACE results or a combination of these (Okoro, 1998). Furthermore, teacher productivity will be measured against the attitudes of students, their achievement, their inter-personal relationship which directly or indirectly affect teacher's attitude to work (effective learning) and enable teachers to concentrate on their professional tasks (UNESCO, 2003). Ibok (2020) noted that regular promotion of teachers influence teachers productivity. In the same line, Igbogi (2018) noted that effective organization/management, regular promotion and good financial incentives influence teachers' productivity.

Although there are many factors that are attributed to teacher productivity; students' performance in examinations is the mostly yard-stick to measure teacher productivity. However, Mohamud, Ibrahim, and Hussein (2017) blame teachers for students' repeated poor performance and failures in schools. At the same time, teacher productivity depends on the extent to which the school principal enhances performance. But since nature and nurture are the factors that help shape a person's intelligence and behaviour, beefing up staff participation, staff supervision, staff mentoring, staff capacity building, staff motivation and staff performance will definitely and positively impact on students' character and learning, and by extension produce good grades in internal and external examinations. This is why the teacher will ever be considered a key player in students' overall performance in their studies (Edoziem, 2019).

The level of productivity of a teacher is usually determined by how they have been able to assist in the actualization of the educational aspirations of stakeholders of education. However, most educational stakeholders have given more attention to the educational performance of students as the most recognized indicator of a teacher's level of productivity. Harris and Sass (2012) point out that student evaluation, observation of classroom practice by trained evaluators, and achievement tests are indicators of how productive a teacher is. Teachers who are able to inculcate into the students the right skills, knowledge and aptitude needed for them to compete favourably in the society are classified as being productive.

For McGiveney and Foda (2018), the productivity of the teacher may be determined on the amount of time expended on the students. The amount of time, money, and superior intellect a teacher expends on the students is used as the right indicator of a teacher's level of productivity. These assertions have indicated that a teacher's level of productivity is determined from a student's performance angle. This is to say that teachers who are able to bring out the best in their students either in terms of their morals, skills or intellectual ability such that these students can compete with others around the world can be classified among productive teachers.

Teacher productivity can also be linked to the amount of training programmes a teacher has been able to embark on. Training, in terms of in-service training programmes can arm teachers with the necessary knowledge and skills to perform their teaching task well. As Hoyle (1980) pointed out, the general philosophy behind human capital development programmes in schools has become a part of an overall effort to achieve cost effective and firm and individual performance. For Suleiman (2016), human capital is seen as a framework for helping employees develop their personal and organizational skills, knowledge, and ability; these competences, when they are possessed by the teacher, will enhance their productivity at work.

Similarly, productivity is increased output and decreased cost of production. It is a reflection of the relationship between total output of goods and services and the total input. So, teacher productivity in this context has to do with input-output ratio a teacher had made within a time period with due consideration of quality (Wehrich & Koontz, 1999). In another contribution, Wehrich and Koontz (1999) stress that teacher productivity is doing the right things the right way, getting more output with less input, getting more output with the same input, punctuality and promptness, elimination of waste in all forms that justify the teacher's pay. It is therefore, admissible that effort should be expended by school authorities to improve the capability of teachers towards higher productivity for sustained organizational effectiveness; in this case, for teachers to work for the attainment of set goals and objectives of the school system.

There are some attributes that make a teacher productive. According to Derrick (2014), a productive teacher loves to teach. The single most important quality that every teacher should possess is a love and passion for teaching young people. Unfortunately, there are teachers who do not love what they do. This single factor can destroy a teacher's effectiveness quicker than anything else. Teachers who do not enjoy their work cannot possibly be productive. Derrick (2014) enumerates other qualities a teacher who calls him or herself productive should possess; such characteristics include demonstration of caring attitude, thinking outside the box, being an excellent communicator, being proactive rather than reactive, striving to be better; that is looking for new and better teaching strategies, challenging the students as well as understanding the content of what he or she teaches, and knows how to explain that content in a manner that students understand.

METHODOLOGY

This study adopted a descriptive survey design. The population of this study was 161 teachers from three (3) universities demonstration schools in Rivers State (University of Port Harcourt, Rivers State University, and Ignatius Ajuru University of Education). Because the population of the study was small, all the 161 teachers in the three universities were used as the sample. The instrument for the study was a fourteen (14) self-developed questionnaire titled: "Assessment of Effects of Teachers' Welfare Programmes on their Productivity Questionnaire (AETWPQ)" which was face and content validated by two experts in the Departments of Measurement and Evaluation and Educational Management. The response scale was structured on a 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with values 4, 3, 2 and 1 respectively. Cronbach Alpha was used to determine and obtain reliability indexes of 0.87 and 0.78. Mean and standard deviation were used to answer the research questions with a criterion mean of 2.50. Questionnaire items with ratings below 2.50 denoted 'Disagree' while 2.50 and above signified 'Agree'. The hypotheses was tested using z-test statistics at 0.05 level of significance. Analyzed data therefore with calculated z-value above the z-critical value of ± 1.96 was rejected and below was accepted.

RESULTS

Research Question 1: *What are the ways regular promotion influence teachers' productivity in university secondary schools in Rivers State?*

Table 1: Mean Responses and Standard Deviation of Male and Female Teachers on the Ways Regular Promotion Influence Teachers' Productivity in University Demonstration Schools in Rivers State.

S/N	Items	Male Teachers (n = 72)		Female Teachers (n = 89)			Remark
		\bar{x}	SD	\bar{x}	SD	$\bar{x}\bar{x}$	
1.	Promoted teachers increase their effort in making sure students succeed in their studies	3.3 9	0.79	3.5 6	0.60	3.48	Agree
2.	A promoted teacher has a passion for the subjects to teach; thereby helping students excel in studies.	3.0 3	0.68	3.1 8	0.59	3.11	Agree
3.	Promoted teachers have genuine care for the students they teach.	3.1 4	0.63	3.1 1	0.73	3.13	Agree
4.	Promoted teachers have enriching effect on the academic life of students.	2.8 8	0.73	2.9 9	0.63	2.94	Agree
5.	Teachers are committed in enhancing student learning.	2.6 9	0.75	2.7 6	0.71	2.73	Agree
6.	Promoted teachers reinforce students' learning due to their job satisfaction	3.3 9	0.52	3.4 1	0.56	3.40	Agree
7.	Promoted teachers are ready to guide students on how to perform better.	3.3 9	0.79	3.4 7	0.62	3.43	Agree
8.	Promoted teacher is encouraged to work harder for student academic achievement.	3.3 9	0.79	3.3 0	0.57	3.35	Agree
Aggregate Mean/Standard Deviation		3.16	1.00	3.22		3.19	Agree

Source: Field Survey 2021

Data on Table 1 shows the mean responses and standard deviation of male and female teachers on the ways regular promotion influence teachers' productivity in university demonstration school in Rivers State. The Table shows that both male and female teachers agreed to items 1, 2, 3, 4, 5, 6, 7 and 8 with mean scores 3.16 and 3.22 which are above the criterion mean of 2.50.

Research Question 2: *In what ways does financial incentive influence teachers' productivity in university demonstration schools in Rivers State?*

Table 2: Mean Responses and Standard Deviation of Male and Female Teachers on the Ways Financial Incentive Influence Teachers' Productivity in University Demonstration Schools in Rivers State

/N	Items	Male Teachers (n = 72)		Female Teachers (n = 89)		\bar{x}	Remark
		\bar{x}	SD	\bar{x}	SD		
9	Financial incentive brings extra cash for extra efficiency in teaching students	3.35	0.51	3.22	0.62	3.29	Agree
10	Financial incentive offers teachers increased productivity in teaching the students.	3.44	0.60	3.36	0.59	3.40	Agree
11	Financial incentive serves as a force that keeping teachers to continue teaching the students for them to excel in their studies.	3.39	0.79	3.56	0.60	3.48	Agree
12	Encourages teachers to be committed in teaching the students.	3.39	0.79	3.56	0.60	3.48	Agree
13	Financial incentive builds up job satisfaction that leads to increased teaching of students	2.91	0.76	2.64	0.84	2.77	Agree
14	It makes teachers work effectively and harder for the benefit of the students' learning.	3.25	0.67	3.11	0.73	3.18	Agree
Aggregate Mean/Standard Deviation		3.29	0.69	2.64	0.66	3.27	Agree

Source: Field Survey 2021

Data on Table 2 shows the mean responses and standard deviation of male and female teachers on the ways financial incentive influence teachers' productivity in university demonstration schools in Rivers State. The Table shows that both male and female teachers agreed to items 9, 10, 11, 12, 13 and 14 with mean scores 3.29 and 2.64 which are above the criterion mean of 2.50.

Ho₁. There is no significant difference between the mean responses of male and female teachers on the ways regular promotion influence teachers' productivity in university demonstration schools in Rivers State.

Table 3: z-test Analysis of Difference in the Mean Responses of Male and Female Teachers on the Ways Regular Promotion Influence Teachers' Productivity in University Demonstration Schools in Rivers State.

Respondents	N	\bar{X}	SD	Df	SL	z-cal.	z-crit.	Decision
Male	72	3.16	0.50	159	0.05	-0.93	±1.96	Failed to Reject No Significant Difference
Female	89	3.20	0.37					
Total	161							

Level of significance = 0.05

Data on Table 3 above revealed z-test analysis of difference in the mean mean responses of male and female teachers on the ways regular promotion influence teachers' productivity in university demonstration schools in Rivers State. At 0.05 level of significance and 159 degree of freedom, the z-calculated value of -0.93 was less than the z-critical value of ± 1.96 ; therefore the null hypothesis was accepted which states that there is no significant difference between the mean responses of male and female teachers on the ways regular promotion influence teachers' productivity in university demonstration schools in Rivers State.

Ho₂. There is no significant difference between the mean responses of male and female teachers on the ways financial incentives influence teachers' productivity in university demonstration schools in Rivers State.

Table 4: z-test Analysis of Difference in the Mean Responses of Male and Female Teachers on the Ways Financial Incentives Influence Teachers' Productivity in University Demonstration Schools in Rivers State

Respondents	N	\bar{X}	SD	Df	SL	z-cal.	z-crit.	Decision
Male	72	3.29	0.39	159	0.05	0.82	± 1.96	Failed to Reject No Significant Difference
Female	89	3.24	0.32					
Total	161							

Level of significance = 0.05

Data on Table 4 above revealed z-test analysis of difference in the mean mean responses of male and female teachers on the ways financial incentives influence teachers' productivity in university demonstration schools in Rivers State. At 0.05 level of significance and 159 degree of freedom, the z-calculated value of 0.82 was less than the z-critical value of ± 1.96 ; therefore the null hypothesis was accepted which states that there is no significant difference between the mean responses of male and female teachers on the ways financial incentives influence teachers' productivity in university demonstration schools in Rivers State.

DISCUSSION OF FINDINGS

Findings on research question 1 on Table 1 revealed that t male and female teachers agreed on the ways regular promotion influence teachers' productivity in university demonstration school in Rivers State with grand mean scores of 3.16 and 3.22. Hypothesis 1 on Table 3 revealed that there was no significant difference between the mean responses of male and female teachers on the ways regular promotion influence teachers' productivity in university demonstration schools in Rivers State with z-calculated value of -0.93 which was less than the z-critical value of ± 1.96 . This finding agree with Ibok (2020) who noted that regular promotion of teachers influence teachers productivity. Also in agreement, Igbogi (2018) who noted that effective organization/management, regular promotion influence productivity.

Findings on research question 2 on Table 2 revealed that t male and female teachers agreed on the ways financial incentives influence teachers' productivity in university demonstration school in Rivers State with grand mean scores of 3.29 and 3.24. Hypothesis 2 on Table 4 revealed that there was no significant difference between the mean responses of male and female teachers on the ways financial incentives influence teachers' productivity in university demonstration schools in Rivers State with z-calculated value of 0.82 which was less than the z-critical value of ± 1.96 . Igbogi (2018) revealed that effective organization/management, regular promotion and good financial incentives influence productivity.

CONCLUSION

Based on the findings of this study it was concluded that regular promotion and financial benefits have significant influence on teachers' productivity in university demonstration schools in Rivers State. The strategies for improving teachers' welfare package for productivity in university secondary schools in Rivers State include: provision of a well thought out and systematic welfare packages for teachers,

provision of duty post allowance for teachers, provision of housing allowance to teachers and timely payment of salaries to teachers.

RECOMMENDATIONS

Based on the findings of this study and conclusion, the following recommendations are made:

1. There should be regular promotion of teachers, and some teachers be promoted based on their meritorious duty.
2. Teachers be regularly paid duty post allowance such as science teachers allowance, house master allowance, hazard allowance.

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