

Motivational Incentives and Teachers' Job Performance in Secondary Schools in Southwest, Nigeria

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ABSTRACT

The research investigated the correlation between motivating incentives and teacher performance in public secondary schools in Southwest Nigeria. A descriptive survey research design was employed for the investigation. The study population comprised 2,719 principals and 72,676 instructors from all public secondary schools in Southwest Nigeria. The study sample comprised 30 principals and 470 instructors. The study utilized the "Motivational Incentives Questionnaire (MIQ)" and the "Teachers' Job Performance Questionnaire (TJPQ)" to gather pertinent data. The study employed face and content validity, and the tools were verified by professionals. The study used the test-retest method of dependability. The instruments were administered to 26 respondents outside the studied area twice during a two-week gap. The two response sets were correlated and evaluated with Pearson's Product Moment Correlation. A coefficient of 0.70 was obtained for MIQ and 0.73 for TJPQ, respectively. The research issues were addressed utilizing descriptive statistics, including mean, frequency count, and percentage. The hypotheses were examined utilizing Pearson's Product Moment Correlation. All hypotheses were evaluated at a significance level of 0.05. The study's findings indicated that the degree of motivational incentives in public secondary schools in Southwest Nigeria was moderate. The research indicated that the job performance of teachers in public secondary schools in Southwest Nigeria was moderate. The study demonstrated that there was a substantial association between motivating incentives and instructors' job performance in public secondary schools in Southwest, Nigeria. The study revealed that motivating incentives considerably influence instructors' job effectiveness. The study's findings imply that secondary school principals should inspire instructors with timely incentives.

Keywords: Motivation, Incentives, Teacher, Job Performance, secondary, School.

INTRODUCTION

A functional secondary education is crucial for a developing nation like Nigeria regarding economic growth, poverty alleviation, social cohesion, and enhanced public health. The secondary school level serves as a transition between primary and tertiary education, thereby holding a significant role in the educational system. Secondary education constitutes the reservoir from which higher education institutions select their students. Secondary education provides the nation with the human capital essential for fostering national development. The significant emphasis on this level of education necessitates the provision of adequate human and material resources in both quantity and quality to enhance educational outcomes.

Among the human resources are teachers. The crucial role of teachers in achieving educational goals highlights the importance of keeping them motivated and satisfied in their jobs. Teachers are the backbone of any educational institution, not only utilizing and managing other resources but also determining the achievement of set objectives. The researcher noted that teachers have underperformed in their job responsibilities. The teacher's inadequate job performance is evident in the domains of composing lesson notes and subject matter expertise. Teachers in public secondary schools in Southwest Nigeria no longer compose class notes. Teachers frequently

approach instruction in an abstract manner, which may hinder their ability to adhere to essential pedagogical measures. However, if the procedures involved in instruction are not properly adhered to, the lesson's objectives may be undermined.

The researcher noted that students comprehended the lesson when instructed by a teacher who possesses a profound understanding of the subject and demonstrates efficiency and effectiveness in his duties. An educator proficient in the subject matter can design and execute curriculum effectively. Farland (2011) asserted that a teacher must possess a comprehensive understanding of the subject area to earn the respect of students. Teachers in public secondary schools in Nigeria currently exhibit a lack of expertise in the subject topic, indicating that an entirely uninformed teacher can cause significant detriment. The narrative seems analogous to public secondary schools in Southwest Nigeria, where certain educators exhibit a lack of topic expertise. This is seen in their teaching methods and the performance of their pupils in both internal and external examinations.

Motivation is a well-examined topic with origins in multiple academic disciplines, including psychology, sociology, education, political science, and economics. The Society for Human Resource Management (SHRM, 2010) defines motivation as the psychological forces that influence the direction, intensity, and persistence of an individual's efforts in the face of challenges. Bratton (2017) characterizes it as a cognitive decision-making process that affects the persistence and trajectory of goal-directed action.

Coker (2012) elucidates that incentives are ways by which employees are remunerated for their endeavors. An incentive plan, whether monetary or programmatic, is intended to acknowledge certain achievements. The potential for incentive payments aims to elicit preferred performance behaviors in employees. Incentive schemes are unique pay plans meant to reward excellent performance. These programs associate a segment of compensation with job performance, promoting increased productivity. Incentives must correspond with behaviors that facilitate the attainment of organizational objectives. They may be either individual or group-oriented. This study examines financial incentives aimed at motivating people to enhance performance, augment effort, and yield superior outcomes in profit, productivity, sales, cost reduction, excellent customer service, and timely delivery. Financial remuneration underscores equity, compensating individuals based on their efforts. Incentive programs seek to enhance productivity by linking remuneration to performance. They can diminish turnover among top performers and are economically efficient due to savings derived from enhanced production. Frank (2012) asserts that the primary objective of incentive systems is to enhance organizational productivity.

By linking remuneration to productivity, employers incentivize increased work output, thereby reducing production expenses. Ugwu (2012) delineates the objectives of incentives as enhancing motivation, correlating compensation with performance, and acknowledging variations in employee performance. Consequently, the research investigated motivational incentives and the job performance of teachers in public secondary schools in Southwest Nigeria.

Statement of the problem

Motivational incentives vary and they remain central in the teaching job performance. Measuring motivation for teachers is very complicated since there are many facets to motivation and different incentives to arouse motivation. Workers in other sectors are encouraged to work through certain incentives given to them thus leading to efficiency in their jobs. In the same vein, teachers should also be encouraged to work through certain incentives since they are the backbone of every society. They train, nurture, and develop the developers of other sectors. The absence of ongoing pupil evaluation, indifference towards professional responsibilities, teacher absenteeism, aversion to the teaching vocation, individual preferences for motivational incentives, irregular work attendance, and inadequate preparation of instructional materials have compelled the researchers to undertake a study aimed at identifying the diverse motivational incentives provided to secondary school teachers and their potential impact on job performance in public secondary schools in Southwest Nigeria.

Purpose of the Study

The primary aim of the study is to examine the relationship between motivational incentives and teachers' job performance in public secondary schools. Specifically, the study is set to:

1. examine the teachers' job performance level in public secondary schools in Southwest, Nigeria
2. determine the motivational incentives level in public secondary schools in Southwest, Nigeria
3. assess the influence of motivational incentives on teachers' job performance in secondary schools.
4. identify some measures that could be adopted to enhance the motivation of teachers in Southwest, Nigeria.

Research Questions

Some research questions were raised to guide the study

1. What is the teachers' job performance level in public secondary schools in Southwest, Nigeria?
2. What is the motivational incentives level in public secondary schools in Southwest, Nigeria?

Research Hypotheses

The following research hypotheses were formulated for the study

H₀₁: There is no significant correlation between the condition of service and teachers' job performance in public secondary schools in Southwest, Nigeria.

H₀₂: There is no significant correlation between authority–teachers' relationship and teachers' job performance in public secondary schools in Southwest, Nigeria.

H₀₃: There is no significant correlation between teachers' promotion and their job performance in public secondary schools in Southwest, Nigeria.

H₀₄: There is no significant correlation between teachers' recognition and their job performance in public secondary schools in Southwest, Nigeria.

H₀₅: Motivational incentives will not significantly contribute to teachers' job performance in public secondary schools in Southwest, Nigeria.

LITERATURE REVIEW

The Concept of Motivation

Numerous researchers have endeavored to describe motivation, a thoroughly examined domain with foundations in various academic disciplines, including psychology, sociology, education, political science, and economics. According to the Society for Human Resource Management (SHRM, 2010), motivation is defined as the psychological forces that influence the direction of an individual's effort and tenacity when confronted with challenges. Bratton et al. (2007) characterized it as a cognitive decision-making process that affects the persistence and trajectory of goal-directed behavior. Work motivation can be defined as the psychological forces within an individual that dictate the direction of that individual's behavior within an organization (George & Jones, 2008). The elements in the aforementioned definitions are: Effort refers to the intensity that optimizes employees' potential capacity to perform their job effectively; persistence denotes the sustained application of effort on work-related tasks over a designated timeframe; and direction highlights the necessity for sustained high levels of work-related effort to be directed in a manner that enhances the work environment.

Motivation, as defined by Bulkus and Green (2009), originates from the term "motivate," signifying a movement, impetus, or influence to pursue the fulfillment of a desire. Bartol and Martin (2008) characterize motivation as a force that enhances behavior, directs action, and initiates the inclination to persist (Farland, 2011). This argument indicates that to achieve certain objectives, individuals must be well-motivated and explicit about their intentions. According to Bedian (2003), it is an intrinsic motivation to fulfill an unmet need and the determination to achieve. Motivation is the advancement of facilitating and sustaining goal-oriented activity (Chowdhury, 2006). It is an intrinsic motivation that compels individuals to achieve personal organizational objectives (Reena, 2009). Motivation comprises a collection of factors that enhance performance and guide individuals toward

achieving specific objectives (Kalimulla, 2010).

Bartol and Martin (2008) define motivation as a force that enhances behaviors, directs actions, and initiates the inclination to persist. This argument indicates that to achieve certain objectives, individuals must be sufficiently motivated and explicit about their intentions. Rizwan (2010) posits that it is a convergence of several pathways that influence and articulate our actions to achieve specific objectives. An individual's motivation encompasses all the motivations that influence their choice to act in a specific manner. Motivation resides within an individual's mind and emotions (Fard, 2002).

Types of Motivation

Motivation, the impetus to fulfill a need and to inspire individuals to harness their intrinsic desire for excellence, originates internally within a person. Individuals are driven by several factors, which can be categorized as intrinsic or extrinsic motivation. Intrinsic motivation in work behavior originates from an individual's drive to engage in an activity, sometimes manifesting as self-initiated efforts; for instance, genuine interest in a project or favorable acknowledgment from peers exemplify intrinsic motivation. Boamah (2014) posits that intrinsic motivation encompasses actions undertaken by individuals without external incentives, including hunger, a sense of obligation, generosity, and the aspiration for appreciation. Boamah (2014) posits that intrinsically driven behaviors manifest when the only discernible reward is the activity itself. Boamah (2014) posited that elevated intrinsic motivation is characterized by intense interest and engagement in the task, alongside an optimal alignment of task complexity with skill level, resulting in a psychological "flow" where individuals feel a sense of unity with their activity.

Extrinsically driven behavior is conducted to obtain money or social benefits or to evade punishment. The origin of motivation is the outcome of the behavior, not the behavior itself. Boamah (2014) asserted that extrinsically motivated behaviors are characterized by overt controlling mechanisms and are typically performed under duress, leading to diminished self-esteem and heightened anxiety. Extrinsically motivated job behavior arises from tangible rewards, like salary, bonuses, and promotions, among others.

Individuals, whether intrinsically or extrinsically motivated, engage with organizations to achieve specific results. An outcome is something a person gets from a job or organization. Outcomes such as autonomy, responsibility, a sense of accomplishment, and the enjoyment derived from engaging in interesting or pleasurable work foster intrinsically motivated behavior. Additional factors such as compensation, employment stability, benefits, and vacation time lead to extrinsically driven behavior.

Concept of Motivational Incentives

Coker (2012) asserts that incentives are a method through which employees fulfill their obligations under the employment contract, specifically by compensating them for their efforts. An incentive plan is a remuneration mechanism devised to acknowledge a particular achievement by an employee. The anticipation of the incentive payment is supposed to elicit the desired performance behavior in the employee. Incentive systems, as delineated by Coker (2012), are specialized compensation programs intended to stimulate superior performance. Incentive schemes attempt to link at least a portion of pay to job performance to encourage higher productivity. Incentives should be aligned with behaviors that facilitate the attainment of organizational objectives or performance. Incentives can be categorized as either individual or collective (organization-wide). This study examines financial incentives aimed at motivating employees to enhance their performance by increasing effort and output, thereby achieving superior results in terms of profit objectives, productivity, sales turnover, cost reduction, quality customer service, and timely delivery. This financial remuneration offers additional funds for accomplishments related to contributions or performance. The focus of financial compensation is on equity, meaning remuneration is based on individuals' rightful merits.

Incentive programs associate remuneration with production. The basic objective of an incentive plan is to stimulate increased production among people and teams. Management typically assumes that monetary compensation alone may not effectively inspire employees. In establishing incentive schemes, output standards should be defined. The standard is a measure of work that an ordinary, well-trained employee, working at a

regular pace, should be able to achieve in a particular amount of time. In addition to inspiring employees to enhance their level of production, incentive schemes may reduce turnover among good performers or productive workers. Incentive schemes are also cost-effective because of savings that often come from productivity increases.

Concept of Performance

According to Aguinis (2009), performance is about behavior or what employees do, and not what employees produce or the outcomes of their work. Performance is the exertion of effort combined with the capacity to apply that effort, guided by organizational policies, to attain specific objectives. Aguinis (2009) characterizes performance as behavior; it is an action executed by the employee. This notion distinguishes performance from results. Outcomes stem from an individual's performance, but they are also influenced by external factors. Numerous elements influence performance. These variables may be categorized as overarching determinants of performance. For example, an individual's qualifications can significantly improve their performance. When one goes through education, growth, and training to attain a specific degree of qualification, it will boost his working capacity all other things being equal. Also, experience is a terrific advantage that can increase an employee's performance. The larger the number of years" of experience, the higher the level of performance all other things being equal. Again, quality and style of supervision are critical components.

The employment of democratic and autocratic forms of supervision would have various degrees of results given the diverse behaviors of employees; the working environment is another determinant that could represent a major threat to performance. For example, if the working environment is toxic, it could risk the lives of employees. The usage of protective gadgets and a clean working environment could lessen the threats people are exposed to at the workplace; the single most important factor of performance is the remuneration package. In the absence of compensation, performance levels would be very low compensation could be financial or non-financial and may have different levels of motivation and consequently its influence on performance; factors such as tools and equipment can enhance one's performance. Imagine the use of computers, combine harvesters, irrigation systems, and teaching aids in the production system. Technology has made it possible to have certain tools and equipment that enhance productive activities; other determinants of performance include support from other colleagues, production materials, health condition of employees, job security, retirement and other benefits, age, loyalty, or commitment (Aguinis, 2009).

Again, Aguinis (2009) has supplied their version of performance determinants to complement the general determinants. They suggested that individual differences in performance are a function of three main determinants: declarative knowledge, procedural knowledge, and motivation. Declarative knowledge relates to knowledge regarding facts, principles, and objects among others. It signifies the understanding of the prerequisites for a specific work. Procedural knowledge encompasses the skills required to understand what actions to take and the methods to execute them. The employee necessitates specific technological capabilities to execute a task. Procedural knowledge is also associated with an individual's intellectual quotient and physical capability. The third determinant of performance is motivation, the impetus behind all human endeavors.

Performance of Educators

Organizations typically concentrate the efforts of individual employees on achieving predetermined objectives. Effective planning is deemed an essential activity that provides a clear framework for achieving organizational success (Hart 2010). Gilmore (2006) noted that governmental organizations in Singapore that neglect to prioritize labor motivation inevitably fail to achieve productivity benchmarks. Such schools rarely keep their teaching staff if profitable possibilities arise.

Shalu (2009) examined staff productivity in private sector enterprises in developing countries, including India, and observed that numerous privately owned institutions and commercial ventures were performing relatively well, contributing over 60% to India's GDP. It was discovered that these organizations provided a conducive environment for employees to excel. Douglas (2004) found in his survey on factors affecting productivity in Brazil's education sector that productivity is linked to the aggregate performance of individual employees. The text asserts that because every instructor derives significant and sustainable living from

organizations, their efforts to fulfill assigned tasks are consistently aligned with the benefits received.

METHODOLOGY

This study employed a descriptive survey research design. The target population of the study comprised 2,719 administrators and 72,676 instructors from all public secondary schools in Southwest Nigeria, totaling 74,395 individuals. The sample size for this study included 30 principals and 470 teachers. A multi-step sampling approach was employed to select samples from both public and private secondary schools, allowing for the application of various sampling strategies at each stage. A simple random sample technique was employed to categorize states into strata. Three states among the six states in Southwest Nigeria were selected using a stratified random selection technique. The states are Ekiti State, Osun State, and Lagos State.

The instruments utilized for this study were two self-designed questionnaires: the "Motivational Incentives Questionnaire (MIQ)" and the "Teachers' Job Performance Questionnaire (TJPQ)," delivered to the principals and teachers, respectively. Descriptive and inferential statistics were employed to analyze the data gathered for the study. Descriptive statistics encompass percentage scores and frequency counts, whilst inferential statistics comprise Pearson's Product Moment Correlation and Multiple Regression Analysis. All hypotheses were tested at a significance level of 0.05 utilizing SPSS version 26.

RESULTS AND DISCUSSION

Descriptive Analysis

Question 1: What is the teachers' job performance level in public secondary schools in Southwest, Nigeria?

Table 1: Teachers' Job Performance Level in Public secondary schools in Southwest, Nigeria

Level of teachers' job performance	Frequency	Percent
Low (8.00 - 17.49)	31	6.2
Moderate (17.50 - 21.89)	411	82.2
High (21.90 - 32.00)	58	11.6
Total	500	100.0

Table 1 illustrates the extent of teachers' job performance in public secondary schools in Southwest Nigeria. The findings indicate that among 500 sampled secondary school teachers, 31 (6.2%) exhibited low levels of work performance. Individuals with moderate levels were 411 (82.2%), whilst those with high levels totaled 58 (11.6%). The data indicates that teachers' work performance in public secondary schools in Southwest Nigeria was moderate.

Question 2: What is the motivational incentives level in public secondary schools in Southwest, Nigeria?

Table 2: Motivational incentives level in Public secondary schools in Southwest, Nigeria

Level of motivational incentives	Frequency	Percent
Low (26.00-38.30)	32	6.4
Moderate (38.31-68.93)	300	60.0
High (68.94-104.0)	168	33.6
Total	500	100.0

Table 2 illustrates the degree of motivational incentives in public secondary schools in Southwest Nigeria. The

results indicate that among 500 sampled secondary school instructors, 32 (6.4%) had a low degree of motivational incentives. Those with intermediate levels numbered 300, constituting (60.0%), while those with high levels totaled 168, representing (33.6%) percent. This indicates that the degree of motivational incentives in public secondary schools in Southwest Nigeria was moderate.

Hypotheses Testing

Hypothesis 1: There is no significant correlation between the condition of service and teachers' job performance in public secondary schools in Southwest, Nigeria.

Table 3: Condition of service and teachers' job performance in public secondary schools

Variable	N	Mean (\bar{X})	SD	r	p
Conditions of service	500	17.04	8.76	0.680 [*]	0.000
Teachers' job performance	500	19.57	2.11		

***p<0.05**

Table 3 indicates that the calculated r-value (0.680) is significant at the $p<0.05$ threshold of significance. The null hypothesis was not upheld. This implies there is a substantial association between the conditions of service and the work performance of teachers in public secondary schools in Southwest Nigeria. The relationship between service conditions and teachers' work performance in public secondary schools in Southwest Nigeria is moderate and statistically significant, exhibiting a positive association.

Hypothesis 2: There is no significant correlation between authority–teachers' relationship and teachers' job performance in public secondary schools in Southwest, Nigeria.

Table 4: Authority–teachers' relationship and teachers' job performance in public secondary schools

Variable	N	Mean (\bar{X})	SD	r	p
Authority teacher correlation	500	12.62	8.39	0.411 [*]	0.000
Teachers' job performance	500	19.57	2.11		

***p<0.05**

Table 4 indicates that the calculated r-value (0.411) is significant at the $p<0.05$ level of significance. The null hypothesis was not upheld. This implies there is a substantial association between the authority-teacher relationship and teachers' job performance in public secondary schools in Southwest Nigeria. The association between authority and teachers' work performance in public secondary schools in Southwest Nigeria is moderately positive and statistically significant.

Hypothesis 3: There is no significant correlation between teachers' promotion and their job performance in public secondary schools in Southwest, Nigeria.

Table 5: Teachers' promotion and teachers' job performance in public secondary schools

Variable	N	Mean (\bar{X})	SD	r	p
Teachers' promotion	500	11.33	5.31	0.595 [*]	0.000
Teachers' job performance	500	19.57	2.11		

***p<0.05**

Table 5 indicates that the calculated r-value (0.595) is significant at the $p < 0.05$ threshold of significance. The null hypothesis was not upheld. This implies that there is a substantial association between teachers' promotion and their work performance in public secondary schools in Southwest Nigeria. The relationship between teacher advancement and job performance in public secondary schools in Southwest Nigeria is moderate and statistically significant, exhibiting a positive association.

Hypothesis 4: There is no significant correlation between teachers' recognition and their job performance in public secondary schools in Southwest, Nigeria.

Table 6: Teachers' recognition and teachers' job performance in public secondary schools

Variable	N	Mean (\bar{X})	SD	r	p
Teachers' recognition	500	14.24	9.57	0.291 [*]	0.000
Teachers' job performance	500	19.57	2.11		

^{*} $p < 0.05$

Table 6 indicates that the calculated r-value (0.291) is significant at the $p < 0.05$ threshold of significance. The null hypothesis was not upheld. This implies that there is a substantial association between teachers' recognition and their work performance in public secondary schools in Southwest Nigeria. The relationship between teachers' recognition and job performance in public secondary schools in Southwest Nigeria is low yet statistically significant and good.

Hypothesis 5: Motivational incentives will not significantly contribute to teachers' job performance in public secondary schools in Southwest, Nigeria.

Table 7: Contribution of motivational incentives to teachers' job performance in public secondary schools

Model	Unstandardized Coefficients		Standardized Coefficients	trz	Sig.
	B	Std. Error	Beta (β)		
(Constant)	2.134	.714		2.987	.003
Teachers' promotion	.025	.009	.098	2.856	.004
Conditions of service	.392	.045	.331	8.790	.000
Teachers' recognition	.142	.051	.227	2.809	.005
Authority teacher correlation	.632	.074	.747	8.587	.000
Multiple R = 0.776, Multiple R^2 = 0.602, Adjusted R^2 = 0.598, $F_{4,495}$ = 186.920					

^{*} $p < 0.05$

Table 7 indicates that motivating incentives considerably enhanced teachers' work performance in public secondary schools in Southwest Nigeria ($F_{4,495} = 186.920$, $p < 0.05$). The null hypothesis has been rejected. The table indicates a substantial positive multiple correlation between the predictor variables (teachers' promotion, conditions of service, teachers' recognition, and authority-teacher correlation) and teachers' job performance in public secondary schools in Southwest Nigeria ($R = 0.776$, $p < 0.05$). This indicates that all predictor variables are elements that potentially affect teachers' work performance in public secondary schools.

The coefficient of determination ($R^2 = 0.602$) signifies that the predictor variables collectively explained 60.2%

($R^2 \times 100$) of the total variance in teachers' job performance in public secondary schools, while the remaining 39.8% of the unexplained variance is primarily attributable to other variables not considered in the study that may influence teachers' job performance in public secondary schools.

The regression analysis indicates that the primary predictor variable contributing to the overall variance in teachers' job performance in public secondary schools in Southwest Nigeria is an authority-teacher correlation ($\beta = 0.747$). Conditions of service ($\beta = 0.331$) and teachers' recognition ($\beta = 0.227$) closely followed this. The factor with the minimal impact on teachers' job performance in public secondary schools was promotion ($\beta = 0.098$). The computed F-ratio (186.920) was significant at the 0.05 level of significance. This indicates that the predictor variables collectively offer a substantial explanation for the variance in teachers' job performance in public secondary schools in Southwest Nigeria.

DISCUSSION

The research indicated that the job performance level of teachers in public secondary schools in Southwest Nigeria was moderate. It indicates that the job performance of teachers in public secondary schools, encompassing their demonstration of subject matter expertise, instructional delivery, timely lesson preparation, punctuality, effective classroom management, regular student performance evaluation, self-discipline, professional discipline, commitment to duties during school hours, and superior classroom management skills, is prioritized. The responsible factors for this conclusion may include the concerted efforts of both the government and other stakeholders to promote teacher competency and performance to achieve school objectives. The research indicated that the degree of motivational incentives in public secondary schools in Southwest Nigeria was moderate. This indicates that the motivation of teaching staff on service conditions, authority-staff relationships, teacher promotion, and recognition is prioritized. This may stem from the recognition by government officials and school principals that teachers will fulfill their responsibilities effectively when adequately motivated.

The study demonstrated a substantial association between the conditions of service and teachers' work performance in public secondary schools in Southwest Nigeria. It is unequivocal that advantageous terms of service would boost teachers' job performance. This discovery may stem from the influence of earnings and salaries provided to workers, which are readily available to meet their demands, along with other fringe perks and a favorable work environment. The provision and maintenance of an optimal environment for teaching and learning significantly impact instructors' job effectiveness. Consequently, the job performance of secondary school teachers will be satisfactory when the availability of essential teaching resources in the school is adequate. The discovery corroborates the studies conducted by Frank (2012). The conducted research indicated that the primary objective of incentive programs is to enhance organizational productivity. The study demonstrated a substantial association between the authority-teacher relationship and teachers' work performance in public secondary schools in Southwest Nigeria. This implies that a friendly relationship between authority and teaching staff will boost instructors' job effectiveness. This conclusion may emerge from a positive link between teachers and secondary school administrators regarding effective communication and receptiveness to teachers' proposals. This finding aligns with Ololube's (2014) research, which consistently demonstrates that a contented worker is a productive worker, and motivation is a crucial element in augmenting productivity.

A substantial association was discovered between teachers' promotion and their work performance in public secondary schools in Southwest Nigeria. It suggests that promotion affects teachers' performance. Consequently, the promotion of teachers is crucial for the enhancement of their job performance. This conclusion emerged from the recognition by the government and school administration that timely promotions for teachers will improve their performance. The discovery corroborates Ugwu's (2012) research, which delineated the objectives of incentives as enhancing motivation, linking compensation to performance, and acknowledging variations in employee performance. This aligns with the research of George and Jones (2008), who contended that motivation substantially improves job satisfaction and teacher productivity, hence facilitating effective goal achievement.

The study demonstrated a substantial association between teachers' recognition and their job performance in public secondary schools in Southwest Nigeria. It suggests that the acknowledgment of educators significantly impacts their performance. Consequently, providing teachers with immediate and appropriate credit for their

commendable work will raise their performance. The finding corroborates Coker's (2012) research, which emphasized that an incentive scheme, whether monetary or programmatic, is intended to acknowledge specific achievements, stimulate desired job performance behaviors in employees, and promote enhanced productivity and the realization of organizational objectives.

It demonstrated that motivating rewards substantially enhanced teachers' work performance in public secondary schools in Southwest Nigeria. This indicates that motivational incentives collectively offer a substantial explanation for the disparities in teachers' job performance in public secondary schools. The most accurate predictor of teachers' job performance in public secondary schools in Southwest Nigeria was the association between authority and instructors. It suggests that the relationship between authorities and teachers affects their job effectiveness. This may be attributed to the recognition by the government and school principals that fostering a harmonious relationship between authority and the teaching staff will cultivate a conducive environment for the teaching-learning process and improve service delivery. The discovery corroborates Andrew's (2013) research, indicating that a well-motivated teacher, equipped with sufficient incentives, favorable working conditions, and equitable compensation, is more inclined to demonstrate dedication, thus promoting effective student learning.

CONCLUSION

This study concluded that motivational incentives and job performance among secondary school teachers were satisfactory. Motivational incentives, including service conditions, authority-teacher relationships, teacher promotions, and recognition, significantly impacted teachers' job performance in public secondary schools in Southwest Nigeria. The association between authority and teacher performance was the most significant predictor of teachers' job efficacy in public secondary schools in Southwest Nigeria.

RECOMMENDATIONS

Sequel to the findings of the study, the following recommendations were made:

1. The government and administration of secondary schools should increase current motivating incentives, including teacher promotions, service conditions, recognition, and authority-teacher relationships, to improve teachers' job performance.
2. The government should incentivize and support teachers across various categories by facilitating their participation in pertinent seminars and workshops, as well as financing their attendance at important conferences to improve job performance.
3. The government should improve teachers' working conditions by ensuring timely salary payments, providing suitable housing, granting leave bonuses, establishing a retirement age, and ensuring job security to enhance morale and subsequently improve job performance.
4. School management should promote effective interpersonal relationships between authorities and teachers by maintaining cohesion and collaboration to increase teachers' work performance.
5. The government should implement regular staff promotions based on explicit performance standards to enhance teachers' commitment and improve job performance.
6. Government and school administrators should promptly acknowledge teachers' efforts to achieve school objectives through commendation, symbolic benefits (such as self-esteem, accountability, and a sense of achievement), and full involvement in decision-making, among other measures. These will foster positive emotions, bolster confidence in their capabilities, diminish attrition in the teaching profession, augment their commitment and loyalty to the role, and improve teachers' job performance.

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