



The Reward System in Secondary Schools and Teachers Productivity in Lagos State, Nigeria

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Abstract. The need for employees in the workplace to be motivated is paramount for employees' commitment, and higher productivity. Teachers as in loco parentis need to be well rewarded for their job to yield maximum output. The study examined the relationship between reward system such as the use of awards, allowances and the productivity level of teachers in Lagos state secondary schools. The study employed the descriptive survey research design. The population consist the 1,737 teachers from the 41 public secondary schools in District 1, Lagos State. A multistage sampling technique was used to select 287 teachers. Three research questions and three hypotheses were raised for the study. The instrument face and content validated were done by colleagues in the field of Educational Management. A pilot study was conducted using 10 schools outside the population. The Crobach's Alfa Co-efficient test of reliability was applied for the data where an alpha level of 0.76 was got. The research questions were turned to hypotheses and tested using Pearson Product Moment Correlation Statistics at 0.05 Level of Significant. The findings of the study indicated that the reward system indices- rent, allowance, merit award and bonuses are related to productivity parameters of prompt completion of coursework, teachers' class attendance and teachers meeting of timeline. Recommendations such as enforcing policy of specific reward system and publicising the various reward for teachers were given to ensure continuous teachers motivation for higher productivity in Lagos state secondary schools.

Keywords: Reward system, productivity, secondary school, teachers, incentives, motivation,

1. Introduction

Employees in organisation such as the teachers in the school, more often than not need and deserve motivational tips to be committed to their job. Teachers are nurturers who impart not only knowledge but morals in their students. The task of teaching is so cumbersome, that the teachers deserve to be inspired to keep the job interesting and be satisfied (Wasiu & Adebayo, 2014). The special means of prompting teachers in their job is the reward system carved out by the school to ameliorate stress, challenges and tension in the job. Reward system is the carefully mapped out plans, activities drawn through the philosophy, policies of the school as incentives for teachers' sterling job performance. The reward system in most schools is usually promulgated by the school managers or school board in form of bonus, promotion, allowance, recognition award, merit award, loans, subsidy, study leave and lunch vouchers. The different reward schemes given to teachers are so vital that they tend to spur their productivity level (Eseyin, 2016). The need for employees to perform their duties optimally in order to be productive is very crucial as reward system help to boost their performance and productivity. Productivity in school is the degree to which the objectives of teaching / learning is achieved through periodic review. Teachers' productivity in Lagos state is usually achievable and measure through their diligence in duties at achieving goals of high student performance, interactive teaching, regular/ punctual class attendance, prompt completion of scheme and meeting deadlines. According to the Lagos State Ministry of Education (2010) teachers should be given tangible reward for productivity to be at an optimal stage.

In Lagos State, attention has been drawn regularly over teachers seemingly non -performance leading to

low productivity due to minimal reward mechanisms (Wasiu & Adebajo, 2014). Teachers in Lagos state secondary schools are often weighed down by large classes. This has resulted in work overload, too many class periods manifesting in stress with no incentive such as reward to boost morale (Abiodun-Oyebanji & Adijat, 2016). Teachers do not have rewards in forms of rent loans to help mitigate the effects of housing which has led to lateness and absenteeism from work. Oftentimes teachers on special assignments win laurels for school with no tangible recognition or bonus. Teachers according to (Bawalla & Nafiu (2018) feel they deserve recognition as part of their reward when they excel in certain task. Teacher recognition is so vital at spurring them to increase productivity as they put in their best to get the merited reward. In another vein, there is the need according to Igbogi (2018) for teachers to be given special tips like lunch vouchers, loans to ease their work life balance as they grapple with conflict of job exigencies. Teachers are not granted study leave which often lead to knowledge stalemate as most of them hardly have time to improve in their area of specialisation. When reward system given to teachers are lacking or below expectations, the students who are the main recipient in achieving productivity bear the brunt. The teachers that are somewhat belaboured with no motivational reward no longer give their best shot at imparting knowledge. In recent time, to keep their family work – life level balance intact, teachers engage in different extra work to make ends meet (Wasiu & Adebajo, 2014). We see teachers in school doubling as merchants as they sell products to colleagues and students. With the supplementary financial aid at balancing work, family and social needs, teachers in Lagos state can hardly seem to boast of high productivity. The major inputs in the school such as money, personnel salary, school building, and qualified teachers no longer produce the desired output of high performance in students' academics as teaching no longer seemed satisfactory for the teachers.

1.1 Statement of the Problem

Lagos state government acknowledged the persistent dwindling productivity of teachers, by bringing in some reward tips, as teachers have been accused of students' poor performance (Wasiu & Adebajo, 2014). The seeming cushioning mechanism was just a drop in the ocean according to NUT (2015). The secondary schools were only given periodic reward which do not cover up to 20% of the teachers in the state. This nonchalant act of the government in not according the teachers their due reward, plummeted the school teachers' morale. Teachers when not given their due

recognition tend to be dissatisfied in their job as class attendance, punctuality and meeting deadlines suffer. Being productive according to Vargese, Kalyanasundaran & Chandra (2015) builds a sense of accomplishment for the school and the teacher. Reward system is a motivational technique that should be used by school managers to induce teachers at putting in their best. The Maslow physiological needs of basic food, shelter and clothing must be rejuvenated through reward in the school for teachers to be productive. This is not the case in Lagos state, teachers are hardly rewarded, and when it is done it is often selected for merited few, which is insignificant (Wasiu & Adebajo, 2014). Most school managers persistently hampered on productivity but reward is not given to spur the teachers. Lagos state has continually coerced teachers to produce students with excellent results. This according to Tangen (2005) is impossible, the authored viewed productivity as a two-way system. Productivity should be induced by the government through appropriate reward system. When reward schemes are not in place as experienced in the state, the school managers no longer have the morale justification to penalise teachers on any default. Teachers will always want to be rewarded and given suitable deserve incentive, it is against this background that the study seeks to examine the reward system in Lagos state schools and how they impact on teachers' productivity.

1.2 Objectives of the Study

The study sought to examine the relationship between reward system (allowances, bonuses, merit/recognition awards) and teachers' productivity level (punctuality, scheme completion, meeting timeline, interactive teaching) in secondary schools. Specifically, the study sought to:

- Determine how rent allowance relate to teachers Prompt coursework completion
- Examine the relationship between merit awards and teachers class attendance
- Ascertain how bonuses relate to teachers meeting of timeline

1.3 Research Questions

The following research questions were raised for the study:

- To what extent does rent allowance relate to teachers' prompt completion of coursework?
- How do merit awards relate to teachers' class attendance?
- To what extent do bonuses relate to teachers meeting of timeline?

1.4 Hypotheses

The following hypotheses were drawn from the research questions:

- Rent allowance does not significantly relate to teachers' prompt completion of coursework.
- Merit awards do not significantly relate to teachers' class attendance.
- Bonuses do not significantly relate to teachers' meeting of timeline.

2. Literature Review

2.1 Concept of Reward System

Reward system is the collective action embarked upon by the organisation to compensate employees for their hard work. In the school, it involves the physical and non-physical incentives provided to teachers in order to incite them towards greater work accomplishment. Reward system according to Adelabu (2005) is a factor of motivation developed by the school management springing from its goals and objectives. Robert (2005) defines reward system as the process of developing and implementing strategies, policies and systems which help the organisation to achieve its objectives by keeping the personnel motivated thereby increasing Commitment. The major aims of reward system according to Ozoemena (2013) include and not limited to attracting, retaining and motivating employees towards the attainment of organisation's goals. There are two types of reward- the intrinsic and the extrinsic rewards. The intrinsic reward are non-financial incentive aimed at beefing up the psychological needs of the employees while the extrinsic are financial prizes provided to satisfy employees in form of cash, allowances and bonuses (Neckermann, & Kosfeld, 2008).

2.2 The Concept of Productivity

The need for personnel to perform optimally in an organization such as the school leads us to productivity. Productivity in the school is achievable according to Eseyin (2016) through periodic review of the entire teaching processes which involve teachers and student performance. Productivity is a relative and nebulous term. Productivity is measured mostly in terms of performance, it is not measured in terms of money alone, there are other variables used in measuring productivity in the organizational structure (UNESCO 2003). In the educational sector, productivity deals with the relationship between the total educational output and the input resources. It is

measured in quantity and quality terms. Thus, according to UNESCO (2003) productivity is measured using students' factors such as learning attitude, discipline, examination scores, vis a vis teachers' attitude to teaching. Productivity of teachers is often influenced through work relations, work life balance and reward indices. It can be measured according to (Vargese, Kalyanasundaran & Chandra (2015) through self-assessment, comparison with coworkers and assessment procedures.

For any organization such as the school to function effectively, teachers' job performance is very vital. Armstrong (2010) opined that one of the most important, responsibilities undertaken by managers is to ensure that employees achieve high level productivity in their duties. Consequently, school managers consider productivity so vital as teachers' poor performance such as lateness, absenteeism, non-completion of course work, adversely influence teaching quality, learning outcomes, and social development (Bennell & Akyeampong, 2007). Job performance organization in high productivity often involved motivation through reward system in any organization. For teachers to be productive, the working conditions of the school is very pertinent, when they perceived their working conditions as negative, commitment become low. In order for employees such as teachers to be productive, reward system in terms of incentives have to be put in place (Ogundele, 2006). Teachers' productivity bothers on commitment, quality and psychology. According to Vargese, Kalyanasundaran & Chandra (2015), it is often related with the psychological wellbeing of the teacher. The author further opined that, a motivated teacher with sound mind, produces high achieved student as it becomes a reciprocal venture.

2.3 Conceptual Framework

The study is hinged on Frederick Herzberg's Two-Factor Theory, also known as Motivation-Hygiene Theory or intrinsic vs. extrinsic motivation. The theory stated that there are certain factors in the workplace that can cause job satisfaction and a separate set of factors that can cause job dissatisfaction. According to the theorist, these factors are not in a linear relationship.

The first set known as the intrinsic motivators, are intrinsic to the job, they motivate people at work; they deal with the job content, their presence cause satisfaction. They include: achievement, recognition, the work itself, responsibility, advancement, and personal growth. These factors are the conditions that truly encourage employees to work harder such as the various reward system mechanisms in the school.

The next sets of factors are the hygiene/extrinsic factors, they are associated with the job context i.e. the work environment. They include: company policy, supervision, interpersonal relation with superiors, interpersonal relation with peers, interpersonal relation with subordinates, salary, personal life, status and job security. Herzberg posited that if the hygiene maintenance factors are present in the organisation, the worker will be motivated but the workers become dissatisfied when they are absent. Thus the intrinsic (satisfaction factors) motivators according to (Bello & Jakada, 2017) tend to inspire motivation when they are present, while extrinsic motivators (dissatisfaction /hygiene factors) reduce motivation when they are absent. The absence of satisfaction does not amount to dissatisfaction just as the absence of dissatisfaction does not amount to no satisfaction but result in no motivation. Thus, the absence of both brings the state to zero in the organisation.

The theory is vital to the study as the school managers being conversant with the two factors will try as much as possible to incorporate them in the reward system. Herzberg’s Theory can be applied by school managers to motivate employees. Managers should identify the hygiene factors in the teachers and try to provide them

thereby eliminating dissatisfaction among workers. This will result in conducive work environment and boost productivity (Johnson, Houmanfar & Smith, 2010). Also, school managers should be aware of motivators in work place such as improved job content through self- esteem and self-actualisation reward mechanism like promotion and training. This will motivate workers to put in their best in a convivial mood thereby enhancing performance and boosting productivity.

The school manager should as a matter of urgency integrate the two factors’ indices in the school policies, goals and objectives which will be realised in the reward system. This will include policy of reward such as promotion, merit award, bonuses, union involvement, loans, housing scheme, lunch vouchers, leave allowance, health care services and long service award. If these indices are part of the school policy found in the reward system, the teachers will be motivated to work harder leading to high productivity. The productivity of teachers will be expressed in prompt completion of scheme, commitment to duties, regular class attendance, interactive teaching, highly motivated students and excellent students’ results. The application is depicted in the model in Figure 1.

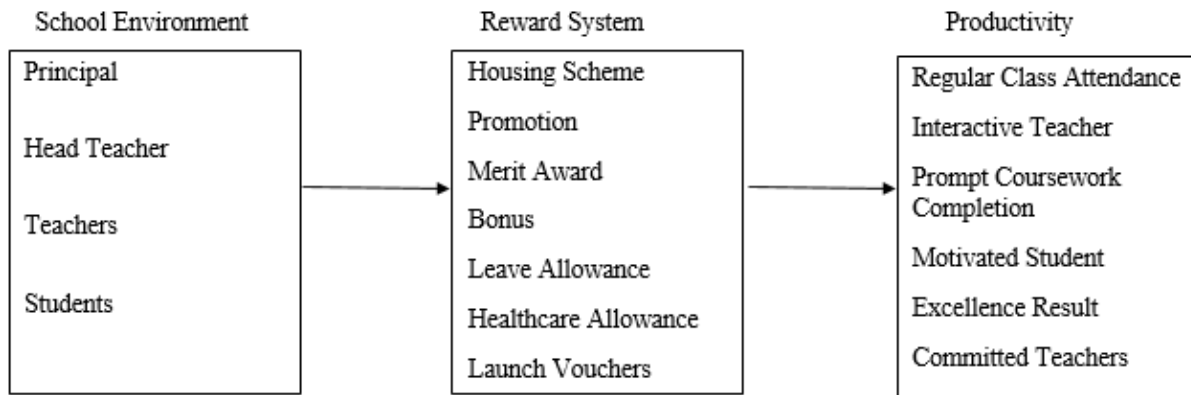


Fig 1: Productivity Hygiene Two - Factors Model

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3. Research Methodology

The study employed the descriptive survey design. The population of the study comprised the 1,737 teachers from the 41 public secondary schools in District 1, Lagos State. District 1 comprised three Local Government Area- Alimosho, Agege and Ifako-Ijaye. A multistage sampling technique was used to select participants for the study. Proportionate sampling technique was used to select eight schools from Alimosho and three schools each from Agege and Ifako-Ijaye respectively. Thereafter simple random sampling was used to select 166, 57 and 64 teachers respectively from the three Local Government Areas bringing the total sample to be 287 teachers. A researcher constructed questionnaire titled Reward System and Teacher' Productivity Questionnaire (RSTPQ) was drafted for the participants. The instrument construct was on a Likert type rating scale encompassing 35 items bothering on reward system and productivity indices. The instrument face and content validated was done by colleagues in the field of Educational Management. A pilot study using 10 schools outside the sample was used to ensure reliability of the instrument. The Cronbach's Alfa Co-efficient test of reliability was applied for the data where an alpha level of 0.76 was got. The results of the study were analysed using Pearson Product Moment Correlation Statistics to test the hypotheses. All the hypotheses were tested at 0.05 Level of Significant with the Statistical Package for Social Sciences (SPSS).

Table 1

Demographic Statistics of Participants			
Variables		Frequency	Percentage
Gender	Male	142	49.5
	Female	145	30.5
	Total	287	100
Age	25-30	34	11.8
	31-36	65	22.6
	37-42	71	24.7
	43-48	62	21.6
	49-54	30	10.5
	55 and above	25	8.7
Total		287	100
Educational Qualification	B.Sc./ B.Ed.	142	49.5
	M.Sc./M.Ed.	134	46.7
	Ph.D.	11	3.8
Total		287	100

Table 1 represents the demography data of the participants. The distribution by gender showed that 142 49.5% were males while 145(50.5%) were females. The age distribution indicated that the middle age participants were more with 71 (24.7%), followed by the 31-36 age bracket of 65(22%). The older participants of 55 years and above are the least with 25(8.7%). The educational qualification showed that participants with B.Sc. / B.Ed. were 142 (49.5%), those with M.Sc. / M.Ed. were 134(46.7%) while the highest degree Ph.D. holders being the least were 11 (3.8%).

4. Analysis of Data

Hypothesis 1: Rent allowance does not significantly relate to teachers’ prompt completion of Coursework.

Table 2:

Rent Allowance and Teachers’ Prompt Completion of Coursework						
Variable	N	Mean	SD	r	P	Remark
Rent Allowance		47.53	7.29			
	287			0.56	0.01	Ho rejected
Teachers ‘Scheme Prompt Completion		48.21	9.16			

Result significant @ 0.05 significance level

Table 2 presents the relationship between rent allowance and teachers prompt completion of coursework. The result shows that there is a positive significant relationship between rent allowance and teachers’ prompt completion of coursework ($r=0.56$, $p=0.01<0.05$). The null hypothesis is rejected and the alternative accepted. Thus, rent allowance given to teachers is related to their prompt coursework completion as an index of productivity.

Hypothesis 2: Merit awards do not significantly relate to teachers’ class attendance.

Table 3

Merit Awards and Teachers’ Class Attendance						
Variable	N	Mean	SD	r	P	remark
Merit Awards		30.05	7.29			
	287			0.51	0.01	Ho rejected
Teachers’ Class Attendance		48.01	9.16			Reject Ho

Result significant @ 0.05 significance level

Table 3 presents the relationship between merit award and teachers’ class attendance. The result shows that there is a positive significant relationship between merit award and teachers’ class attendance ($r=0.51$, $p=0.01<0.05$). The null hypothesis is rejected and the alternative accepted. Thus, merit award given to teachers as a form of reward is related to teachers’ class attendance as an index of productivity.

Hypothesis 3: Bonuses do not significantly relate to teachers meeting of timeline.

Table 4

Bonuses and Teachers' Deadline Meeting						
Variable	N	Mean	SD	r	P	remark
Bonuses		20.67	4.54			
Ho rejected	287			0.42	0.01	
Teachers' Deadline meeting		48.01	9.16			

Result significant @ 0.05 significance level

Table 4 presents the relationship between bonuses and teachers meeting of deadline. The result shows that there is a positive significant relationship between bonuses and teachers meeting of deadline. ($r=0.42$, $p=0.01<0.05$). The null hypothesis is rejected and the alternative accepted. Thus, bonuses given to teachers for their reward is related to teachers meeting of timeline as an index of productivity.

5. Discussion of Findings

The study found that rent allowance as a reward system is positively related to teachers' prompt completion of their course work being one of the parameters for measuring productivity in Lagos secondary schools. This finding is worthy of note as the whole essence of teachers' productivity through their job performance revolved round the teaching activity itself. Teachers according to Akiri & Ugborugbo (2009) must be steadfast in attempting all the topics in their scheme of work. The authors noted that the quality of students' performance is reflected in teachers' swift realisation of their goals. This prompt completion of coursework by teachers can only be attributed to incentives of reward system such as rent allowance. Lagos state, the scope of the study is metropolitan in nature, housing is not only scarce but expensive (Enisan, 2017). Rent allowance given to teachers must be such a veritable force in inciting teachers towards prompt completion of their scheme. The researcher is of the opinion that the rent allowance cushioned the effects of hardship faced by most teachers in scrambling to secure accommodation, hence its motivating influence to increase performance and productivity. Salman, Mohammed, Ogunlade, & Ayinla (2012) corroborated this finding in their study. The authors found that most teachers and students

agreed to the fact that payment of allowances in terms of salary advance and rent contribute to teachers' performance realised in high productivity.

The fact that personnel always loved to be recognised and acknowledged for higher performance was buttressed in hypothesis 2. The study found that merit award as a reward system given to teachers is positively related to their class attendance as a parameter for productivity in Lagos state. This finding is apt as it relates with Herzberg hygiene theory where intrinsic factors such as merit award, recognition propel employees to satisfaction and high productivity (Igbogi, 2018). The average employee such as the teachers have the need to be sought for, wanted and recognised as they perform their duty. Lagos State have as its reward system annual merit award given to deserving teachers which according to Thisdaylive (2020) is not sufficient to motivate them towards interactive regular class attendance. Class attendance wherein teachers actually teach and master their subject matter is the hallmark of a productive teacher (Oni, Nwajiuba & Nwosu, 2017). The authors in their study opined that reward system that brings out the sterling quality of the teacher such as merit award incite them towards improved class attendance which in turn reflect in high productivity through excellent students' results. When employees as in Lagos state secondary schools' teachers have negative perceptions of their working conditions anti productivity factors ensue in the school. This will be exhibited by the teachers through non-commitment, lateness to school, low morale and irregular class attendance.

The result of the study on hypothesis 3 stated that monetary bonuses such as extra and additional money in specific times relate to teachers meeting of timelines

in Lagos state. Bonuses as reward system to teachers like Christmas bonus, bonus on salary and on special conduct, inspire them toward meeting any timeline as deadline for duties. This result is in line with Neckermann & Kosfeld (2008) study that extrinsic reward such as monetary compensation, bonuses and insurance satisfy employees' physiological and self actualisation needs. When the teachers are satisfied through bonuses as the reward system, their performance in meeting up duties would be improved. Bonuses which are extra payment to teachers do not only satisfy teachers physically but psychologically towards stimulated high productivity (Ozoemena, 2013). The author noted that prizes and bonuses given to teachers act as stimulus towards developing knack for task completion as meeting deadlines. Monetary reward system more often than not serve as a time booster towards meeting set timeline. Teachers being morally and intellectually equipped would not default in timelines knowing it would reflect on their monetary reward and in turn build up their security, social and emotional needs.

6. Conclusion

Productivity is nebulous, it refers to the different factors in the organisation such as the personnel and the various duties performed according to the policies of the organisation. In the educational system, productivity denotes the ratio between the total educational outputs (the various teaching staff, their assigned duties) and the output (the results of the student, their moral and discipline tone). In Lagos state secondary schools, parameters for productivity include teachers' performance of duties, their attitude to work and student attitude to leaning vis a vis their academic performance. The reward system includes the different policies strategies employed by the school to compensate their teachers in different form. It is normally in form of salary increment, merit awards, bonuses, rent and housing allowances, loan and promotion. The study through its findings on the relationship between reward system (rent allowance, merit awards, bonuses) and productivity of teachers in terms of prompt completion of coursework, class attendance and meeting deadline, found a positive correlation between the variables. Reward system such as the allowance, merit award and bonuses acted as catalyst booster towards inducing teacher in Lagos state for higher productivity. This productivity is realised in teachers prompt completion of coursework, regular class attendance and meeting of deadlines of duties. Thus, productivity in Lagos state secondary schools which is attainable through intermittent review of the entire teaching process is greatly influenced through various reward system given to

teachers as laudable as this reward system is, in boosting productivity in the state, it is noteworthy that their usage is minimal or reduced to an annual ritual.

7. Recommendations

The following were given based on the findings for a favourable reward system policy in Lagos state secondary schools:

- The state government should as a matter of necessity liaise with the education state board directors to formulate policies detailing the various reward that should be given to teachers for improved productivity.
- Merit award in Lagos state secondary schools should be given to deserving staff all through the school calendar year to inspire the whole teaching staff towards striving to get the award.
- Housing being so vital to teachers for improved school and class attendance should be given to them through organised housing estate for teachers in the state.
- Teachers with outstanding performance through the productivity parameters in the schools should be publicly recognised with bonuses in monetary form serving as inspiration to others.
- Reward is a catalyst for improved productivity, it should not be restricted to an annual ritual, and it should be given to teachers on a regular basis to enable continuous improvement.

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