



Employees' Satisfaction and Service Delivery of Teachers of Public Primary Schools in Ikenne Local Government, Ogun State, Nigeria

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Abstract

In most educational institution teachers struggle to provide comprehensive learning experiences, leading to poor student outcomes, which reduced motivation and a lack of overall progress in the educational system in government schools. Some belief motivation has no role in the teachers' performance, others are of the view that teachers' performance depend on motivation. Due to this controversy this study investigates the extent at which incentive pay, recognition, and consistent promotion influence service delivery of teachers in selected public primary school of Ikenne local government, Ogun State, Nigeria. The study adopted a mixed method design. Head teachers were selected for one-one interview while 146 teachers of level 10 and above were selected from all public primary school in Ikenne local government to answer items on the questionnaire using Multistage sampling procedure. The result showed a positive insignificant effect $R=0.147$; $p\text{-value}=0.196>0.05$ of incentive pay on service delivery of teachers in Ikenne local government, a positive effect $R=0.180$; $p\text{-value}=0.030<0.05$ of Recognition and Rewards on service delivery of teachers in Ikenne local government and a positive significant effect $R=0.222$; $p\text{-value}=0.007<0.0$ of promotion on service delivery of teachers in Ikenne local government. Though promotions, incentive pay and recognition/rewards increases satisfaction and service delivery of teachers but heavy workload of teachers and give to take strategies of government remain a challenge which reduces the level of teachers' satisfaction and degrade the quality of their service delivery. Therefore, to enhance the quality-of-service delivery of teachers, government needs to recruit more qualified teachers, give transport allowance to teachers in rural setting and reduce tax rate to enhance the service delivery of public primary school teachers in Ikenne local government

Keywords: promotion, incentive pay, recognition, service delivery and satisfaction

Introduction

Globally, every organisation either commercial or otherwise including the school are established and sustained essentially to achieve certain assured goals through undefined process. In the education system, one of the vital mechanisms to be put in place towards achieving the goals of the school and ensuring quality service delivery to the society is accountability, which could be measure through service delivery. Education occupies a very unique position in the national development of any nation. It is acknowledged as the bedrock of socio-economic and political advancement of countries (National Bureau of Statistics-NBS, 2009). It is also an efficacious arena for social change, national integration, and overall development of any nation. According to Dangari, (2016) who found that education world over is seen as the corner stone of development. It forms the basis for literacy, skills acquisition, technological advancement as well as the ability to harness the natural resources of the environment for development. Similarly, Osabuohien and Efobi, (2012) discovered that education empowers people to take advantage of development opportunities. Thus, this implied that educated and healthy people have the abilities to contribute significantly to economic growth.

The quality of education provided, and the achievement of corporate goals rely heavily on the happiness of employees in their jobs. Employee performance and organizational commitment are closely linked, making job satisfaction an important research topic (Junaid et al., 2021). This depends on how "engaged" and "committed" educators are in their work, which in turn determines the competitiveness of the education sector. Strategic human resource management's most important goal is to figure out how to attract and keep top academic talent while also monitoring their performance (Van den Brink et al., 2013; Khan et al., 2021). The success of any organization largely depends on employees' level of satisfaction with their job. This is also true because teaching staff is a central point for measuring performance (Khan & Igbal, 2020). More so, It has been shown that employees who are happy in their jobs are more productive, which increases the productivity of the organization.

This system is laden with the social imperative to prepare younger generations in appropriate ways for the challenges and responsibilities. The extent to which these goals are achieved in any country depends largely on the quality of education provided for the citizenry. Education sector analysis report on monitoring of learning achievement studies conducted by the Federal Ministry of Education for primary and secondary school pupils clearly show poor achievement of children in business of numeracy, literacy, and life skills (NIEPA, 2011). Access to quality experience, good environmental working condition, positive alignment of employee skills and job need as well as incentive packages have a notable influence on job or service performance worldwide (Javed & Javed, 2013). Prior 2020 Nigeria has been aspired to be part of the top twenty global economies, regarding to this aspiration Nigeria had been asked with two crucial questions about the pre-requisite human resources to become one of the top 20 global economies and does it have any planning, investment on human development to produce capable workers to compete, and to meet the demands of the vibrant sectors in the global economy world in this century. This is inevitable as evidence had showed that human capital was a major factor to develop an economy. (Wang & Yao, 2003).

Statement of the Problem

Measuring effectiveness and employees' satisfaction to improve performance is significant, inspite of good learning atmosphere and qualified teachers in Ikenne local government many pupils learning outcomes in the public schools are still not encouraging. This might be as a result of poor employees' satisfaction. Therefore, for employees to harness their potentials effectively, motivation has to be a major concern. (Igbal, et al, 2012).

However, various factors such as inadequate training, lack of motivation, insufficient resources, poor working conditions, and low teacher morale, have distorted optimal teaching service delivery especially in government schools. In most educational institution teachers struggle to provide comprehensive learning experiences, leading to poor student outcomes, which reduced motivation and a lack of overall progress in the educational system in government schools. Therefore, this poor performance has been attributed to lack of motivation in the form of incentive pay, recognition and consistent promotion. Whilst some believe that motivation has no role in the teachers' performance,

others are of the view that teachers' performance depend on motivation (Okafor, et al, 2014).

Due to this controversy and backdrop this study will investigate the extent at which incentive pay, recognition, and consistent promotion can influence teachers' service delivery in selected public primary school of Ikenne local government, Ogun State, Nigeria.

Objectives of the Study

This study explored the influence of employees' satisfaction and service delivery of teachers of public primary schools in Ikenne Local Government, Ogun state, Nigeria

Specific objectives are to:

1. Investigate the common motivation type use by government to enhance service delivery;
2. Interrogate why teachers' motivation is paramount in service delivery
3. Assess the extent to which incentive pay will influence teachers service delivery;
4. Examine the extent to which teachers' recognition/rewards influence teachers;
5. Investigate the extent at which teachers' promotion influence teachers; and
6. Explore the level of employee satisfaction and service delivery of teachers in Ikenne local government

Conception Review

Service delivery

A great education system is built on a solid foundation of highly qualified academic professionals. Staffs in academic institutions reflect the country's values and the nation's builders (Stanovska et al., 2017). Educations are valuable resources in a nation and they play an important role in learning to achieve their goals. The quality of education provided, and the achievement of corporate goals rely heavily on the happiness of employees in their jobs. Employee performance and organizational commitment are closely linked, making job satisfaction an important research topic (Junaid et al., 2021). This depends on how "engaged" and "committed" educators are in their work, which in turn determines the competitiveness of the education sector. Strategic human resource management's most important goal is to figure out how to attract and keep top academic talent while also monitoring their performance (Khan et al., 2021). The success of any organization largely depends on employees' level of satisfaction with their job. This is also true in HEIs because teaching staff is a central point for measuring performance (Khan & Igbal, 2020a, 2020b). It has been shown that employees who are happy in their jobs are more productive, which increases the productivity of the organization. According to Lockwood (2007), heads of departments in HEIs are at the center of service production and therefore have a significant impact on their employees' morale.

In the education industry, competitiveness is measured by how happy and satisfied people are with their professions, or how "engaged" and committed they are to them. The major purpose of strategic human resource management is to recruit and retain academic personnel, particularly talented individuals, as well as track their performance (Khan, 2022)

A sense of fulfillment in one's work is essential for teachers since they act as intermediaries in information transfer. As a result, teachers will cultivate a positive self-image and be inspired to do an even better job in the future

Citizens are fast losing their blind faith in education as an instrument for achieving social awareness, political astuteness and economic prosperity (Eferakeya, 1988 cited bykhan, 2022). Parents and other benefactors of education are embittered with the outcome of the schools (especially government owned) to the extent that they now seek substitute for their children's education even in the face of free education programmes in some states. (Dangara, 2016). In the schools, administrators have been observed to neglect the essential task of grooming the future leaders for the hunt of other mundane activities for financial benefits rather than on their administrative functions. The effect of the neglect is manifested in the present-day wastages of education resources in the system. This system is laden with the social imperative to prepare younger generations in appropriate ways for the challenges and responsibilities. The extent to which these goals are achieved in any country depends largely on the quality of education provided for the citizenry. Education sector analysis report on monitoring of learning achievement studies conducted by the Federal Ministry of Education for primary and secondary school pupils clearly show poor achievement of children in business of numeracy, literacy, and life skills (NIEPA, 2011)

An evaluation using the quality assurance instrument for Basic and Secondary Education in Nigeria conducted in 102 secondary schools selected across the federation revealed that only 6 schools were rated good, 28 schools fair, 65 schools poor and 3 were rated very poor while the rating evaluation of leadership and management in the schools indicated that none of the schools was outstanding while 13 were rated good, 51 adjudged fair and 37 very poor. (Ugochi, 2011)

According to Federal Government of Nigeria, (2009) it was asserted that the conception of teacher quality transcends issues focusing on acquisition of knowledge, skill and attitude to accommodate focus on teachers' accomplishments. The hypotheses tested by the study further buttressed the point that a strong relationship exists between teacher educational programmes, teachers' professional development, the educational activities teachers engage themselves in and the quality of teachers' services delivery. The role of teachers in the schemes of quality service delivery was elaborated by when they point out that the teachers' role cannot be overemphasized as they can make or mar any educational programme especially primary education regardless of the quality of its design. Ignoring this and other factors would leave a yawning gap between the goals of quality teachers' service delivery and the continued search for effective implementers of curricula in our schools (Igwe, 2007).

Factors aiding positive teaching service delivery in local government

1. **Division of Labour:** This is the sharing of responsibilities among the staff of an organisation for easy and smooth running of the system. This aims at improving efficiency through reduction of waste and increased an implication of job training. This demands a specific sphere of competence.
2. **Unity of Command:** The concept refers to the hierarchy and levels of decision making and authority relationships in an organisation. It ensures proper coordination of functions among organisational units and that there is unity among the various sub-

heads in enforcing or implementing policy decisions. This enables every individual to know who to report to and who should report to him. The importance of unity of command is to enhance administrative efficiency and the attainment of objectives.

3. **Subordinate of Individuals Interest:** These are personal individual goals which are conflicting with the organisational goals. In order to ensure the smooth running of the school, the personal or group of interest should not come before that of the school. It is, however, important that the school should create chances for every individual to achieve their personal goals if it does not alter the actualisation of the school goal negatively.
4. **Remuneration:** The staff should be adequately compensated or paid regularly in the school. They should be motivated through the provision of incentive in order to achieve higher productivity in the school.

The Role of Teachers in Primary School Administration In all educational organizations, the school administrators perform a number of tasks and responsibilities. These tasks are performed for the attainment of educational goals and objectives.

The functional categories of administrative task areas of the school administrator in primary education. These are listed as follows:

a. Staff Personnel Services

- Selection and assignment of staff
- Communication of the objectives of the school progress to the staff
- Supervision of staff
- Offering help resolve the classroom problems of teachers

b. Pupil Services

- Provision of guidance and counselling services to the pupils
- Keeping of pupils' inventory and accounting
- Establishment of policy and procedures for dealing with pupils' irregularities

c. Community-School Relationship

- Develop and administer policies and procedures for parents and community participation in school matters
- Handle parental complaints
- Represent the school by participating in community organisation
- Help to develop and implement plans for the improvement of community life

Factors influencing service delivery

Qualification:

According to Okoro (2004), education personnel with higher qualification display more confidence in their workplace. In addition, they are more accessible to quality information and adapt to changing occupational conditions than their counterparts with lower qualification, who are usually indisposed and ill-equipped in adapting to modern changes.

International and Interstate Exchanges: It is suggested that deliberate and government-sponsored international and interstate exchange of administrator and experiences could boost the skills of supervisors. Countries with similar educational policies, such as Ghana,

Gambia, or Sierra Leone, could be involved in such exchange programme. The purpose is to ensure cross-fertilization of ideas and explore ways for tackling similar problems or challenges.

Disciplinary Action against Unprofessional or Unethical Conduct or Performance: In order to improve the skills of school administrators, appropriate sanctions should be leveled against any erring or deviant administrators who tend to undermine the expected standard. A situation whereby mediocrity is exalted and quality is thrown aside, while administrators who excel in their assignment should be rewarded accordingly, either in kind or cash. Sanctioning unacceptable performance could serve as a deterrent to others.

Reward for Performance: Even though reward of various kinds has a way of boosting the morale of workers, it also has the capacity of instigating increased performance and development of quality skills. Therefore, administrators with excellent performance should be rewarded accordingly in order to maintain, and, if possible, improve their skills.

Employee job satisfaction

The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance. Professional knowledge, skills and center competencies occur when one feels effective in one's behavior. In other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filak & Sheldon, 2003)

In addition, needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life. While almost every teacher works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job/teaching performance (Danladi & Cheche, 2022)

Employee Job satisfaction is an indication of how happy you are with your job. A person will feel confident and enthused about their work if they adhere to this value of job satisfaction. it is positively connected with employee development and wellbeing (Junaid et al, 2021). According to O'Leary et al. (2009), job satisfaction is the joy or fulfillment people get from their jobs. Job satisfaction is also an attitude that manifests itself at work as individual employee behavior and can have an influence on an organization's success. According to Ilham (2009), as cited by Hussin (2011), defines job satisfaction as a "Positive or negative aspects of employees' attitude towards their job or some features of the job." On the other hand, job satisfaction shows employees' emotional state of mind that reflects effective reaction to the job and work conditions (Hussin, 2011). This means employee's peace of mind and happiness is derived from his/ her job satisfaction as well as working conditions. Additionally, satisfaction can be defined as, when there is fulfillment of employee's conditions as a result of his/her job (Thorndike & Barnhart, 1979 cited by Myers Giacometti, 2005).

From these definitions, two major characteristics can be derived. First, there is either a positive or negative attitude from employees toward their jobs. A positive attitude increases employees' morale and motivation to higher job performance as a result of satisfaction. It is brought by what can be called "satisfiers". In contrast, a negative attitude lowers employees' morale, motivation, self-esteem and decreases job performance as a result of dissatisfaction. Negative attitude is brought by what can be called "dissatisfiers". Secondly, the attitude can be on the "whole" work or just part of it. This means that for employees to be satisfied, employers must, as much as possible, consider the general working environment of employees. Ignoring a single element can make employees satisfied or dissatisfied, thus impacting job performance. The attitude of employees towards work has an impact not only on job performance, but also on organizational effectiveness and achievements. For teachers, this attitude may have an impact in teaching performances as well as students' academic progress/achievements.

Employees who are pleased with their job are more likely to enhance their performance, commit to the company, minimize absenteeism, and be more enthusiastic about their jobs. Academics, scholars, policymakers, and primary school management board are always increasingly interested in the job satisfaction of primary school staff. Employee motivation and happiness have become pillars of modern human resource management, as only a strong incentive system can help businesses improve their competitiveness and value (Javeria et al., 2013).

Factors that contribute to employee job satisfaction change over time and cultural aspects are very important (Khan & Hussain, 2022). Herzberg (1958 cited by Khan, 2022) proposed that there are job-satisfiers (Motivators) linked to job content and job-dissatisfies (Hygiene Factors) linked to job context based on the feelings people have about their jobs (Falkenburg & Schyns, 2007). Achievement, recognition, the work itself, responsibility, and growth are all powerful motivators. When it comes to hygiene, it does not motivate or fulfill, but rather, it keeps people from becoming unhappy. Factors like firm policy, management, supervision, pay, and working conditions are all part of the setting (Herzberg et al., 1959).

Job satisfaction has three facets: intrinsic, extrinsic, and general reinforcement elements (Gunlu et al., 2009). If intrinsic job satisfaction is to be assessed, it must take into account such elements as success in the job and the ability to use one's abilities as well as self-defectiveness, authority, and activity (Gunlu et al., 2009). Advancement, business policy, supervisor-human, and supervisor-technical relations, salary, and recognition are all important in determining extrinsic satisfaction. Job satisfaction is produced by adding together intrinsic and extrinsic variables. The environment, capacity to practice teaching, chances to practice teaching as academic staff, prestige linked with the instructor's employment, and possibility for research work are all examples of satisfaction. (Khan, 2022)

Employees' Satisfaction and Service Delivery

Teachers are expected to render a very high service delivery, and the Ministry of Education is always curious regarding the job performance of its teachers especially in

Ogun State. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its primary education teachers (Ubom & Joshua, 2004 cited in Danladi, 2022). Similarly, the roles and contexts of educations' motivational methods and tools cannot be under emphasized because high motivation enhances high performance which is naturally in the interests of all educational systems (Ololube 2004 cited by Stankovska et al, 2017). The ultimate process of education could be simplified as a meaningful interaction between the teacher and the taught. The teacher-pupil relation is in the fore front and other relevant contributors are in the background. This fact emphasizes the role of the teacher in learning and educating. The teacher thus plays a direct and a crucial role in molding a pupil towards education

Danladi, 2022 found that majority of the 500 respondents representing 100% indicated which mean that the level of dissatisfaction is high on the issue of how promotions are administered in Directorate of Education in Katagum Local Government .Area (L.G.A) Teachers are not satisfied with how promotions are administered. There has been favoritism in selecting who to supervise regional, zonal and national exams, marking exams, attending in-service training as well as promotion. On the other hand, there is a delay in upgrading teachers' salary scales as part of promotion (khan, 2022). In his experience, he observed some teachers stay for long time in one scale, for example some graduate teachers in Directorate of Education in Katagum L.G.A. who were employed in mid-1999 to 2004 are still under salary scale of Grade Level 8 which is a scale for new employees. Sometimes when the promotion is done, changes in salary are delayed for a long period of time. This shows low satisfaction level of teachers towards promotion (Stankovska, 2017)

Nigerian teachers' dissatisfaction with pay and fringe benefits, material rewards and advancement, as well as better working conditions was associated with the intention to leave the teaching profession (Ernest, 2017). Teachers feel that they are cheated, underpaid and made to work in insecure conditions where the Nigerian government pays less attention to teachers' dignity and self- esteem. Teachers are human beings with various needs to be satisfied, and failure to have such needs satisfied leads to frustration, nonchalant attitude towards work and rebellion (Khan, 2021).

Furthermore, it is not only adequate salary, but teachers also complain on salary delay, that they are not receiving it on time (before/at the end of the month). Teachers' salary is the number one challenging factor to teachers work in government-owned schools. Generally, teachers argue that, salary is very low to enable them to sustain their lives in Katagum L.G.A. Most teachers have to do other income generating activities in order to supplement their income (Bennell & Mukyanuzi, 2005 cited by Dangara, 2016). Some teachers engage in agriculture or small businesses while those in urban areas have opted to teach in private schools, opening their education centers for tuitions, etc. Teachers, especially in Katagum L.G.A. areas have to travel a very long distance to receive their monthly salaries.

Factors influencing employee satisfaction and service delivery.

There are several factors found in literature that influences job satisfaction of employees. According to Amanda, (2021) this factor can be organized into major areas

called domains. Each domain is hypothesized as a driving force of job satisfaction. The selected factors are discussed, including the effect of the factor on teacher job satisfaction.

- **Reward:** Reward includes the wages and benefits paid to employees for the performance of their duties (Gritz et al, 1996 cited in Amanda, 2021). These wages and benefits include, but are not limited to, the following: base salary, retirement, medical insurance, scholarships, tuition reimbursement, and coupons from community organizations, relocation costs, and signing bonuses. Low teacher salaries are a major factor in the high exit rate for new teachers. It is clear that compensation has been a major factor in teacher turnover for some time, and remedies have not been forthcoming to do anything about it. Armstrong and Murlis (2004) outlined reward guiding principles concerned with specific matters such as; developing reward policies and practices that support the achievement of business goals; providing rewards that attract, retain and motivate staff and help to develop a high performance culture; maintaining competitive rates of pay; rewarding people according to their contribution; recognizing the value of all staff that are making an effective contribution, not just the exceptional performers; allowing a reasonable degree of flexibility in the operation of reward processes and in the choice of benefits by employees; and devolving more responsibility of reward decision to line managers.
- **Promotion:** This is an important ingredient of job satisfaction in the working environment. Works for Manzoor (2012) focused on identification of factors that affect employee motivation and examining the relationship between organizational performance and employee motivation. It was noted that recognition and empowerment have an indispensable part in enhancing employee motivation towards organizational tasks. When employees are appreciated at the work place and given leverage to participate in decision making, then it internally leads to job satisfaction, hence their enthusiasm and motivation towards task accomplishment increases. On the contrary, a study on the impact of the motivation level among employee performance with the mediating of the training needed in the Pakistani Secondary Schools suggested that the impact of the human resource need like promotion, motivation level of the employee, training and employee performance. Thus, motivation in the education sector leads to positive results in the performance as well as increasing employee performance. Therefore, if employee performance increases, more is realized in the organisation in terms of performance because motivation directly affects the rewards and promotion aspects (Asim, 2013). In Ghana the study done by Alugchaab (2011) reveals that the principal's affinity seeking strategies and cooperation with teachers improve the interpersonal relationships between principals and their teachers, and that teacher job satisfaction is strongly associated with teachers' perception of their principal's leadership styles and decision-making strategies. Motivation is a force that energizes behaviour and directs it towards the achievement of a given goal. Motivation is essential since it contributes to effective teaching and leads to positive impact on students' performance. Once staff training and other motivation packages are incorporated in offering training to teachers by management, then teachers are likely to perform their duties better. With increasing level of development, the working environment has also become more competitive. The employer now demands for more skilled, trained and qualified workforce since the institution's output depends on the employee's performances (Gresing, 2000). Training and development for employees are key in enhancing job performance as asserted by Dangara (2016) this will motivate employees

in order to give out their best. Human resource management is about effective management of people in organizations.

- **Incentive pay:** It has been argued by different scholars that pay has a bearing on job satisfaction. In this regard, a study was carried out to find out the relationship between the different factors (financial rewards, personal traits, high salary plans, job design and supervision) and employees' motivation. Findings indicated that the different variables have a positive impact on employee motivation and they contribute positively towards motivation. Thus, these factors had positive effect on employee motivation, which eventually leads to their satisfaction. According to Afful-Broni (2012) there was a relationship between motivation and job performance of staff at the University of Mines and Technology, Tarkwa and the leadership lessons to be derived. During this study, it was noted that there is a positive relationship between motivation and organizational performance. Low monthly salaries and the general lack of motivation were the major factors that reduce morale for high performance at the University. Thus, the needs to develop mechanisms to enable management provide adequate incentives and allowances for the staff of the University to enhance job satisfaction. The World Bank, 2001 notes that payment for teachers is an important aspect in transferring knowledge to students in schools and their pay should take the biggest portion in financing the education sector. In most developing and industrialized countries, teachers' salaries take between half and more of the recurrent expenditure. Pay for teachers at times rises to 90%. With these funds invested in the education sector, it's sensible to ascertain whether they are used as expected.
- **School culture:** According to (Cooper et al., 2001 cited by Stankovska (2017)) an organization's culture is its customary and traditional way of thinking and of doing things, which are shared to a greater or lesser degree by all its members, and which new members must learn, and at least partially accept, in order to be accepted into service in the firm. The culture of the firm consists of the means or techniques which lie at the disposal of the individual for handling his relationships, and on which he depends for making his way among, and with, other members of the group. Similarly, Alvesson (2002) viewed corporate culture as shared and learned world experiences, meanings, values and understandings which inform people, and are expressed, reproduced and communicated partly in symbolic form. Culture and the environment in school which teachers work have a significant impact on job satisfaction (khan et al, 2021). Kenny (2024) defined school culture as "the dominant philosophy of the organization, its values and visions, and the everyday experiences of the school community members". He also stated that it is clear that the shape of the teaching work force depends not only on the qualities and qualifications of individuals who enter, but also on how occupational and workplace factors affect teachers' decisions to enter, stay in, or leave the profession. Overall, a positive working environment for teachers is part of the school culture. Working conditions for teachers are directly impacted by the principal's leadership style and the power to create a favourable work environment for teachers. The environment that teachers work in influences a teacher's satisfaction level.
- **Leadership:** Leadership is a crucial factor in any organization as the management provides guidance as to what is expected of the employees' so as to achieve the firm's goals and objective. Supervision is essential to an organizations and firms since the supervisors have extensive knowledge of job requirements and also adequate opportunity to observe their employees. Normally, supervisors are the managers and they gain from the employees' high performance as well as lose from low performance. Managers are provided with the potential to be significantly more influential than might

otherwise be the case, as such; they are a vital ingredient in the process of translating organizational imperatives into strategic intentions and effective action (Inayatullah et al, 2012). Khan (2021) suggested that considerate supervision tends to improve job satisfaction of workers. The opportunity accorded to participate in decision-making process may lead to higher job satisfaction. Employee satisfaction from supervisory behaviour may; however, be more dependent upon the influence the supervisor exercises on his own leadership style. Other than the cultural harmony and communication between employees', inside social dimensions, there were other factors that are personal and it is up to the supervisor to work on them through finding out from the employees to improve their motivation. Work itself can't show employees that the work they are doing is important and that their tasks are meaningful. Under normal circumstances employees' may not find all their tasks interesting or rewarding, however managers should show the employees' how those tasks are essential to the overall processes that make the practice succeed.

- **Training:** In teaching training refers to the learning one is exposed to after accepting the role of being a teacher. Kenny (2024) defined in-service training as the “programs that formally socialize teachers into teaching” while Eberhard et al. (2000 cited by Danladi, 2022) defined in-service training as “facilitating a teacher’s progression toward effectiveness”. This knowledge can be obtained through a variety of methods for instance the teaching practice done by teacher trainee before completing their course. Helping a beginning teacher become effective in the classroom is the purpose of in-service training and this training should be designed to help newcomers stay in the profession Bradley, et al (2004) explained that creating on-going learning as well as training in workplace has a highly significant effect on job satisfaction, in addition their study indicated that training increases the probability of work being either completely or very well done hence enhance employee motivation and commitment. Khan (2021) found that approximately 50 percent of new teachers are involved in some form of in-service training that provides them with training that helps them become more effective in the classroom, since experience of real teaching cannot be taught at the university level. Support by the management through the first couple of years of the new teacher’s profession can positively impacting retention rates and job satisfaction levels.

Empirical Review

Employees’ Satisfaction

Khan and Hussain, (2022) evaluate employee job satisfaction in Higher educational institutes. This study adopted a descriptive research design, and conclusions were drawn using a theory-based approach. According to the findings, job satisfaction of academic staff can be improved by implementing theories of satisfaction and motivation in higher educational institutes. Job satisfaction of academic staff leads towards the delivery of quality education resulting in student satisfaction and better university performance.

Leonard et al (2022) investigated motivational strategies and teachers’ productivity in public secondary schools in Oye LGA of Ekiti state. The purpose of the study was to ascertain whether motivational strategies such as remuneration, promotion, involvement in school decision-making, and on-the-job training significantly related to teachers’ productivity in public secondary schools in Oye LGA of Ekiti state. Five research questions and four hypotheses guided the study at a 0.05 level of significance. A descriptive survey

design and a quantitative methodology were adopted for the study. A sample of 200 teachers was randomly selected for the study. Motivation and Teachers' Productivity Questionnaire" (MTPQ) served as an instrument for data collection. Data collected was analyzed using mean and standard deviation to answer research questions and Pearson moment correlation coefficient to answer hypotheses that guided the study at a 0.05 level of significance. It was revealed from the analysis that (1) teachers' productivity is significantly related to motivation. It was also revealed that teachers' productivity was significantly related to motivational strategies such as remuneration, promotion, teachers' involvement in decision-making and on-the-job training in public secondary schools in Oye LGA of Ekiti state.

Amafula et al (2019) focused on impact of principals' motivational strategies on teacher's job performance in public Senior Secondary Schools in Abuja Municipal Area Council. The study was guided by three research questions and three hypotheses. Survey research design was used for the study. Total population of the study consisted of 1888 (23 principals and 1865 teachers) obtained from all the 23 public senior secondary schools in Abuja Municipal Area Council. The sample size consisted of 318 respondents drawn from seven senior secondary schools in Abuja Municipal Area Council using a simple random sampling technique. Self-developed instrument called 'Impact of Principals' Motivational Strategies on Teacher Job Performance Questionnaire (IPMSTJPQ) was used for data collection. Descriptive statistics of mean and standard deviation were used to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that teachers' recognition by principals; teachers' welfare as well as principals' effective communication had significant impact on teacher's job performance in public Secondary Schools in Abuja Municipal Area Council

Teachers Service delivery

Dangara, 2016 examines the concept of accountability in education, its dimensions and relevance in the school system. Some factors hindering accountability in the education system and strategies for improving accountability in the School System like regular supervision of schools, visionary leadership, effective communication, education auditing and adequate funding of the education sector to ensure efficient management and improve quality service delivery by the schools in Nigeria are adduced

Igwe and Rufai (2011) evaluates teachers' service delivery in Lagos State and proffer strategies to make teachers' evaluation a regular exercise, for proficiency. A sample of 270 respondents made up of teachers and local education officers was employed. Questionnaires were sent to the respondents to seek their opinions on this issue. The data was analyzed using a combination of qualitative and quantitative method. Respondents are of the opinion that there are a lot of constraints with regards to teachers' service delivery in most of the schools in Lagos State. The authors suggest that effective evaluators need to be appointed for a regular check of teachers' activities in the schools

Adewusi (2016) examined the issues affecting public service delivery; and demonstrate how motivation can enhance ethical behaviours among public servants towards ensuring sustainable public service delivery. Secondary data-based research that utilized evidences from relevant literatures including Corruption Perception Index (CPI)

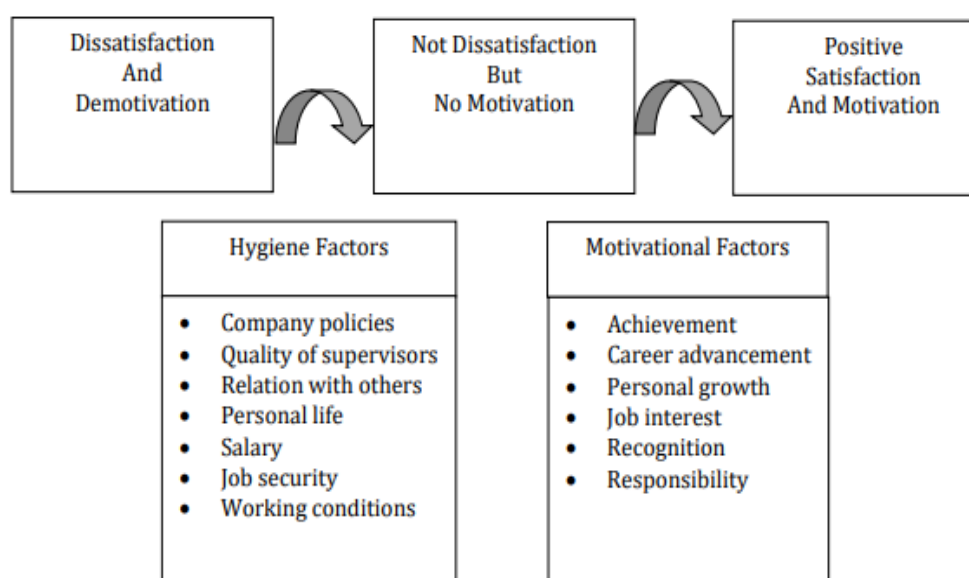
from year 2000 to 2014, thus analyzed through content analysis. The paper found out among other things that certain Human resource, political and institutional factors has led to the erosion of ethics by public servants. This adversely affects public service delivery in Nigeria. It is expected that in order for public servants to adhere to the code of conduct of their respective offices, there is need to motivate them and set up a body that rewards good behaviour and/or punish bad behavior

Theoretical Reviews

Authors such as Kebede and Demeke (2017) and Okoli (2018) have undertaken studies on motivation and job satisfaction in HEIs in Kenya, Nigeria, and Ethiopia. In Pakistan's higher education institutes, these theories are not widely known. Several theories, such as Maslow's and Herzberg's, can be utilized to discover the best elements for employee job satisfaction and their performance.

Two-Factor Theory by Herzberg

Motivator factors and hygiene elements are the focus of this theory, according to Mohd Norazmi et al. (2021). Herzberg (1959) asserted that high levels of motivator or stimulant variables lead to high levels of satisfaction. Even though hygiene variables are classified as either external or high work context, employees will not be happy if they are exposed to these conditions. This is because, according to Fauziyana et al. (2021), motivating factors such as work effectiveness, progress, and development affect a person's ability to perform well at work, while hygiene factors such as salary, working conditions, relationships with colleagues, and the role of the leader have an impact on job satisfaction. While the hygienic factor encourages workers to move around and do their jobs more efficiently to meet their goals, the motivating factor drives them to do so. According to Zaid et al. (2020), if hygiene elements are met, job satisfaction will follow, and discontent can be avoided. When the motivating element is met, it can work as a catalyst for employees to go above and beyond in their dedication to the company



Herzberg Two-Factor Theory
Source: (Herzberg, 1964)

Application to employees' satisfaction and service delivery

Teachers' job happiness and performance are determined by their motivation and the amount of influence they have. For HEIs, administrations and executives must focus on these two factors to ensure employees' job satisfaction. There are several things' leaders can do to make sure that the work in HEIs is in a positive state, such as striving to provide suitable rewards, giving teachers the space, they need to carry out their responsibilities, and treating them fairly. It is therefore possible to apply the above theory to guide educational industry in exercising their authority to ensure the well-being of teaching staff.

Relevance to the study

Hertzberg, (1968) theory argues that intrinsic "job satisfiers" include responsibility, achievement, recognition, and advancement. Specific job characteristics reported to influence satisfaction derives from an individual's intrinsic motivation to work and include: autonomy, job feedback, task identity, skill variety, and task significance. Hertzberg underpins the proposition that reward systems should provide for better financial and non-financial rewards and relating it to the study will find out the contribution of teachers' motivation on service delivery. This shows that if incentives is pay to teachers or teachers are well recognize via awards or reward , this theory revealed that there will be positive influence on the teachers commitment towards their service.

Methodology

A triangulational type of mixed method research design Triangulation Mixed method enables the researcher to use the strengths of both quantitative and qualitative designs to answer different parts of the research (Creswell, 2015) and to explain or buttress the quantitative findings (Gray *et al.*, 2017). The population of this study comprises all selected teachers and head masters/mistress from level 10 and above in public primary school in Ikenne local government, Ogun state, Nigeria which is 199. The major research instrument that will be used to collect quantitative data for this study is a questionnaire and a qualitative interview guide to complement the study. The instrument will also be pre-test in Wesley primary school in Sagamu, Sagamu local government, Ogun State among 15 teachers to ensure relevancy, reliability, appropriateness and adequacy of all items in the instrument.

The study was limited on all selected public primary schools' teachers in all five towns in Ikenne Local Government (Iperu, Ilisan, Ikenne, Ogere and Irolu). This local government was selected as area of choice in Remo due to her distinct favorable atmospheric environment suitable for academic and practical researches especially in the field of education and social science.

Level 10 and above Teachers total population was 199 from all public primary schools in Ikenne local government

The sample size was determined using Taro Yamane's formula of 1973

$$n = N / [1 + N (e^2)]$$

Wheren = sample size for the populace, N = total population, e = error margin (0.05²)

$$n = N / [1 + N (e^2)]$$

Wheren = sample size for the populace

N = total population

e = error margin (0.05²)
N=199

$$n = 199 / [1 + 199 (0.05^2)]$$

$$n = 199 / [1 + 0.4975]$$

$$n = 199 / 1.4975$$

$$n = 132.8 = 133$$

The Total sample size =133

Attrition rate of 10% of 133 will be added: 10% x 133 = 13 respondents

13+n=13+133= 146 participants/teachers

The Total sample size + attrition rate for the study =146

Therefore, 146 public primary school teachers from level 10 and above were liable to participant in the study.

Exclusion: below level 10

Inclusion: level 10 and above.

Results

Responses of respondents on Influence of incentive pay/salary on public primary education service delivery of teachers in Ikenne Local government

Items	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
Rate of salary scale	2[1.4%]	63[43.4%]	31[21.4%]	44[30.3%]	5[3.4%]
Time of salary pay	8[5.5%]	84[57.9%]	27[18.6%]	25[17.2%]	1[0.75]
Place of salary disbursement	7[4.8%]	95[65.5%]	21[14.5%]	22[15.2%]	

Influence of recognition/rewards on primary education service delivery of teachers

Items	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
Place and time for award disbursement	3[2.1%]	43[29.7%]	25[17.2%]	65[44.8%]	9[6.2%]
Quarterly sharing of materials gifts such as food stuff, ceiling fan, television, radio, laptop etc.	5[3.4%]	31[21.4%]	26[17.9%]	66[45.5%]	17[11.7%]
Award of recognition and values such as award plaques	2[1.4%]	33[22.8%]	39[26.9%]	53[36.6%]	18[12.4%]

Influence of promotion on primary educational service delivery of teachers in Ikenne local government

Items	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
Duration and Style of promotion	7[4.8%]	45[31%]	32[22.1%]	50[34.5%]	11[7.6%]
Contribution of promotion in your school	5[3.4%]	67[46.2%]	34[23.4%]	32[22.1%]	7[4.8%]
To what level are you satisfy when promotion gives you chance to participate in decision making in your school	7[4.8%]	76[52.4%]	30[20.7%]	31[21.4%]	1[0.7%]

Extent of satisfaction employee derive from service delivery of teachers in Ikenne Local government

Items	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
To what extent are you satisfy with the Functionality of the school administration	13[9%]	85[58.6%]	36[24.8%]	11[7.6%]	
To what extent are you satisfy with the school welfare structures for teachers in need	8[5.5%]	86[59.3%]	34[23.4%]	-	17[11.7%]
To what level are satisfy with the school opportunity for professional growth	17[11.7%]	69[47.6%]	23[15.9%]	31[21.4%]	5[3.4%]
Working environment condition	13[9%]	63[42.8%]	39[26.9%]	28[19.3%]	3[2.1%]
School culture like teaching forces, values and means of evaluation	12[8.3%]	81[55.9%]	25[17.2%]	24[16.6%]	3[2.1%]

Level of service delivery of teachers in Ikenne local government

Items	Strongly agree 3	Neutral 2	Disagree 1	Mean[±SD]
Appreciations from parent, leaders and government usually attract, retain and urge my morale to render my best in teaching service	97[66.9%]	12[8.3%]	36[24.8%]	2.4[0.86]
Sharing of material gifts add more innovations to my classroom management	83[57.2%]	26[17.9%]	36[24.8%]	2.3[0.84]
Award Recognition always renew and promote my inner strength for both class and administrative works	93[64.1%]	22[15.2%]	30[20.7%]	2.43[0.81]
Consistent Bonus and extra incentive pay would produce high quality of learning outcome to pupils	105[72.4%]	12[8.3%]	28[19.3%]	2.53[0.79]
Effective promotion would empower teachers for proper class preparation.	123[84.8%]	9[6.2%]	13[9%]	2.75[0.60]
Consistence promotion increases task accomplishment especially in class and to administrative works	122[84.1%]	8[5.5%]	15[10.3%]	2.73[0.63]
Good incentive pay increases morale of high performance and ensure pupils better learning outcome	126[86.9%]	12[8.3%]	7[4.8%]	2.82[0.49]

Discussion of Findings

What is the common motivation style use by government to enhance service delivery of teachers in public primary school?

This study discovered that government adopts multiple approaches to motivate public primary school teachers, such as bonuses, financial incentives, palliatives, promotions, reward systems, and timely payment of salaries. This result correlates with a finding led by Kenny [2022] who found that job satisfaction includes provision of recognition and praise, meeting employees' personal needs, helping or guiding employees and using leadership skills to meet unit needs and supporting the team. In the same vein Adewusi [2016] found that in order for public servants to adhere to the code of conduct of their respective offices, there is need to motivate them and set up a body that rewards good behaviour and/or punish bad behavior. This finding was found the same with the previous studies because most of the participants were experienced professionals in their diverse field of not less than eight to ten years. As these findings was limited to only level 10 and

above. Most of the previous were conducted among the experienced workers and this might claim the similarity of the studies.

Is satisfaction paramount among employees in public primary education service delivery?

This study discovered that most of the respondents were highly satisfied with the functionality of the school administration, school welfare, professional growth, working environment condition, and school culture. This result is in line with a study conducted by Junaid, et al (2021) who said a person will feel confident and enthused about their work if they adhere to this value of job satisfaction, it is positively connected with employee development and wellbeing. This result was supported by the study led by Adiele (2017) who discovered that motivation will significantly triggered the improvement of public primary schooling as it highly depends on the day-to-day performance of classroom teacher.

How has incentive pay to teachers' influence public primary education service delivery?

This finding realized that teachers were satisfied with style of their salary pay which influences their service delivery. This results was found consistent with a study led by Khan et al[2021] who demonstrated that a positive relationship exists between facets of job satisfaction like pay, promotion, job safety and its security, working conditions, job autonomy, relationship with co-workers, and relationship with supervisor, and nature of work and employee performance. This finding was found similar to the previous study due to the similarity in the age range of both participants

What extent has teachers' recognition/rewards influence primary education service delivery?

This study infers that most teachers' belief in award for recognition and motivation to encourage them render their best on the service delivered. This result relate with a finding conducted by Amafulé et al (2019) who revealed that teachers' recognition by principals; teachers' welfare as well as principals' effective communication had significant impact on teacher's job performance in public Schools

Do teachers' promotion influence primary educational service delivery in Ikenne local government?

This result showed that promotion will positively influence service delivery of teachers by committed to more engagement in the school activities such as decision making to promote good productivity to the pupils and to the school at large. This result corroborates with a study led by Leonard et al (2022) who discovered that teachers' productivity was significantly related to motivational strategies such as remuneration, promotion, teachers' involvement in decision-making and on-the-job training in public secondary schools. Therefore, this finding was found the same with the previous study because each study was conducted in public schools in southwest where same cultural belief is shared.

Conclusion

Measuring effectiveness and employees' satisfaction to improve performance is significant, inspite of good learning atmosphere and qualified teachers in Ikenne local government many pupils learning outcomes in the public schools are still not encouraging. Although, the study showed a high level of teachers satisfaction and service delivery of teachers in public primary school Ikenne local government via promotions, incentive pay and recognition/rewards but many of the teachers have not withdrawn their complain on heavy workload of teachers, insufficient resources, low teacher morale which had distorted optimal service delivery of teachers especially in primary public schools and the study uncovered diverse strategies for reducing this complain by increasing taxes as salary increase which reduces the level of teachers satisfaction and degrade the quality of their service delivery. Therefore, to enhance the quality-of-service delivery of teachers, government needs to recruit more qualified teachers, give transport allowance to teachers in rural setting and reduce tax rate to enhance the service delivery of public primary school teachers in Ikenne local government.

Recommendations

Based on the conclusion drawn from this study, the researcher recommended:

- **Provision of funds:** Government should provide adequate fund for primary education since it's the baseline of all other educations
- **Recruitment:** To deliver to the expectation, government should recruit more adequate staff
- **Satisfaction:** To satisfy teachers government should be prompt or faithful to their promises
- **Transport Allowance:** Government should add transport allowances to teachers in rural areas and deduce their tax rate
- **Effective Service Delivery:** A satisfied teaching workforce in public primary schools is crucial for effective service delivery
- **Performance:** School authorities, policy makers and society at large should ensure teachers satisfaction to the maximum possible extent to aid their teaching performance to its optimum

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