

INFLUENCE OF ALLOWANCES ON TEACHERS' JOB PERFORMANCE IN PUBLIC POST BASIC SCHOOLS IN DALA EDUCATIONAL DIRECTORATE, KANO STATE, NIGERIA

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This research examined the Influence of providing allowances on teachers' job performance in public post basic schools of Dala Educational Directorate in Kano State. Teachers' performance was regarded as the dependent variable, while providing allowances was regarded as the independent variable. The population of the study is Vice Principals of Public Post Basic Schools of Dala Educational Zone with a total number of 54. Research Adviser (2006) was employed as a guide for the sample size of the study which is 43. The study adopted a Descriptive (Survey) research design with quantitative approach only. The Data Collection Instrument was a researcher developed questionnaire which was validated by the supervisor and an expert to develop content validity. Data was analyzed using Descriptive Statistics such as frequencies and percentages. Pearson Product Moment Correlation was employed to calculate manually the reliability coefficient $r=0.85$ of the instrument used. The findings of the study revealed that the provision of allowances for teachers in public post basic schools does not influence teachers' job performance. This is because the mean of the respondent that agreed with the construct of allowances is 5.75 which is far lower than the general mean of 14.3. Also the mean of agreed opinion on teachers' job performance is 28.8 which is greater than the general mean of 14.3. Hence provision of allowances doesn't influence teachers' job performance. The researcher recommended that education policy makers, implementers, school principals' should ensure that teachers are remunerated well to motivate them in their job. This can be achieved through offering incentives and rewarding the best teachers whose students perform better in their subjects. This will motivate them to improve on curriculum delivery. It is also recommended that principals, SMCs should pay teachers allowances for disciplinary committee work, guidance and counseling, staff meetings, lessons and marking tests. This will encourage Teachers to be more serious and attractive to the profession and also prepare them to remain on the profession till retirement without thinking of shifting to another profession.

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Introduction

This study is on the influence of providing allowances on job performance among Post Basic School teachers in public schools. Generally, in schools, the challenge for administrators is to develop highly motivated teachers who are actively engaged in teaching and learning, open to new ideas and approaches, committed to students, and change over the lifetime of their teaching careers. Providing allowances to teachers in public

schools may play an important role in motivating teaching and learning excellence.

It is presumed that motivated teachers are more likely to motivate students to learn in the classroom to ensure the implementation of educational reforms and feelings of satisfaction and fulfilment. While teacher motivation is fundamental to the teaching and learning process, several teachers in Nigeria are not highly motivated. Many challenges need to be addressed, especially the current naira

devaluation which gave rise to a high inflation rate in our commodities coupled with an increase in fuel price, all of which may lead teachers and other personnel to a terrible situation.

Providing allowances in teaching services makes teachers happy and more attractive in school settings. Providing allowances may have an effect on teachers' morale and motivation, and thus, their performance. The school environment is an interpretation of the allowances provided in this study. The key factors are allowances that commensurate with services, extra-curricular activities that attract allowances, and exams and other responsibility allowances that are paid promptly.

The observations given above should be taken seriously, and investigation is therefore necessary to achieve the educational goals of every learning institution in the Dala Education Directorate.

Methodology

Research design

This study adopted a descriptive survey research design. The data collected aimed to determine the extent to which different conditions could be obtained among the subjects. The design is concerned more with 'What' rather than 'How' or 'Why' something has happened in statistical form. The general mean for comparison was 14.33. The mean was the average opinion of respondents who agreed, disagreed, or were undecided. A total of 43 respondents were divided into three (3) to obtain the general mean or comparison mean for the study.

Population of the study

The population for this study comprised all public post-basic school vice-principals in the Dala Educational Zone. The study included a target population of forty three (43) public post-basic schools with 54 respondents. The study recognises relevant demographics, including academic qualifications, years of teaching experience, and years spent in the present school.

Table 4.1 Summary of the population

Education Zone	No. of Senior Secondary School	No. of respondents
Dala	43	54

Source: *Department of Planning, Research and Statistics (2017), Kano State*

Sample size

The sample size of the population was obtained using the Research Advisor (2006) table for sample size determination. Forty

three (43) respondents were selected out Of the 54 respondents within the Dala Educational Zone, 43 were selected to represent the study population.

Table 4.2 Summary of the sample

Educational Zone	No. of respondents	Sample size
Dala	54	43

Source: *Department of Planning, Research and Statistics (2017), Kano State*

Sampling Technique

According to Wiersma (1995), a sample is a small target population selected systematically from the study. The sampling technique is a research procedure used to select a given member of the subjects from a

target population. In this research, vice principals were chosen from each school to give the number of sample size for the research. Purposive sampling was adopted. According to Bernard (2002), purposive sampling is a nonrandom technique that does not require

underlying theories or a set number of participants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge and experience.

Data Collection Instrument

A questionnaire is a research instrument that collects data from a large sample (Kombo & Tromp, 2006). Questionnaires were developed by the researcher with the help of an expert to gather information and data from respondents (vice principals) from various schools. Questionnaires are widely used in education to obtain information about current conditions and practices and to quickly and precisely enquire about attitudes and opinions. The scale for the scoring procedure was presented and scored as Agreed=3, Disagreed=2, and Undecided=1.

Content validity was used to check the representation of research questions in the questionnaire. The instrument was pilot-tested using the test-retest method. Pearson product-moment correlation was employed to calculate the r-value ($r=0.85$), implying that the instrument is reliable.

Data Presentation and Analysis

Answering Research Question

The research question of this study is as follows:

Research Question

- To what extent do providing allowances influence teachers' job performance in public post-basic schools?

To answer this question, a questionnaire with four sub-constructs was designed and administered. The respondents were asked to indicate the extent of each perceived factor of providing allowances under Teacher Motivation. A summary of the findings of this study is presented in the table below. The mean from each objective was compared with the general mean to answer the research questions. Any mean found above the general mean is regarded as high extent, the mean found below the general mean is regarded as low extent, and the mean equal to the general mean is regarded as average.

In this section, a questionnaire with four sub-constructs is designed and administered. Respondents were asked to indicate the extent of each of the perceived factors of providing allowances under Teacher Motivation. A summary of the findings of this study is presented in the table below.

Table 4.6 Influence of providing Allowances on teachers' job Performance

Statement	A	%	D	%	U	%
i. Allowances that commensurate with services are provided	8	19	31	72	4	9
ii. Extra-curricular activities attract allowances	3	7	36	84	4	9
iii. Exams and other responsibility allowances are paid promptly	4	9	37	86	2	5
iv. Teachers are rewarded for their inputs	8	19	32	74	3	7
Mean	5.75	13.5	34	79	3.25	7.5

Source: *Researcher's field survey (2019)*

The above table reveals that 31/72% of the respondents disagreed with the first sub-construct which states allowances that

commensurate with services are provided, while 8/19% agreed. The majority of respondents were not in support of the first sub-

construct, implying that the majority of respondents believed that school management was not concerned about providing allowances that commensurate with services. Therefore, the status of the first subconstruct was unsatisfactory.

In the same table, 36/84% of the respondents disagreed that extra-curricular activities attract allowances, whereas 3/7% agreed. The majority of the respondents disagreed, implying that school management does not care to pay allowances for extra-curricular activities which could be a factor in demotivation towards job performance.

The third sub-construct revealed that 37/86% of the respondents disagreed, whereas 4/9% agreed. The majority of respondents disagreed that exams and other responsibility allowances are paid promptly, implying that the status of the third sub-construct is unsatisfactory.

The fourth sub-construct, that is, Teachers were rewarded for their inputs; 32/74% of the respondents disagreed, while 8/19% agreed. The majority of the respondents believed that school management did not compensate teachers or reward them for their input. From the findings recorded, provision of allowances could be rated to a low extent in public post basic schools of the Dala zone, since the mean of agreed 5.75 is much lower than the general mean of 14.3 even though the provision of allowances to teachers plays a vital role in motivating a teacher toward the efficient discharge of duties. Unfortunately, this is not the case for public schools in the Dala Zone. Therefore, poor provision of allowances may have a negative influence on teachers' job performance.

Summary of the Findings

The findings of the study revealed that poor provision of allowances for teachers in public post-basic schools may cause setbacks in teachers' job performance. This is because the mean of the respondents that agreed with the construct of allowances is 5.75 which is far

lower than the general mean of 14.3. In addition, the mean of disagreed opinion on the provision of allowances to teachers was 34 which is far greater than the general mean of 14.3. Hence, non-provision of allowances negatively influences teachers' job performance.

Discussions of Findings

The findings of the study show that there is a significant influence of non-provision of allowances on teachers' job performance in public post-basic schools in the Dala educational zone. This is evident from table 4.6. It was revealed that 72% of the respondents disagreed with the first sub-construct which states allowances that commensurate with services are provided, while 19% agreed. The majority of respondents are not in support of the first sub-construct above, implying that the majority of respondents believed that School management was not concerned about providing allowances that commensurate with services. Therefore the status of the first sub-construct is unsatisfactory.

As shown in Table 4.6, 84% of the respondents disagreed that extra-curricular activities attract allowances, whereas 7% agreed. The majority of respondents disagreed, implying that school management does not care to pay allowances for extra-curricular activities.

It was also revealed in Table 4.6, on the third sub-construct, that 86% of the respondents disagreed, while 9% agreed. The majority of respondents disagreed that exams and other responsibility allowances were paid promptly, implying that the status of the third sub-construct was unsatisfactory.

As regards the fourth sub-construct, i.e. Teachers were rewarded for their inputs; 74% of the respondents disagreed, while 19% agreed. The majority of the respondents believed that the school management doesn't compensate teachers, or reward them for their inputs. From the findings recorded, provision of allowances could be rated to a low extent in

public post basic schools in the Dala zone, since the mean of the respondents who agreed was 5.75 which is much lower than the general mean of 14.3 even though provision of allowances to teachers is believed to play a vital role in motivating teachers toward the efficient discharge of duties. Unfortunately, this was not the case for public schools in the Dala Zone. Therefore, poor allowance provision may negatively influence teachers' job performance. This finding contrasts with the findings of Mazaki (2017). He found that allowances had no statistically significant effect on teachers' performance in public primary schools in the Bugisu sub-region. This research finding is also in contrast with the study by Bello and Jakada (2017) on the relationship between monetary rewards and teachers' performance in selected public secondary schools in Kano. They concluded that monetary rewards (cash bonuses) do not affect employee performance. The findings are also in contrast with those of Uyanne, Badamas, and Balogun (2020) on the influence of motivation on teachers' effectiveness in Ilorin West local government, Kwara State. The findings revealed that teachers' effectiveness is low and there was no significant influence of motivation on teachers' effectiveness; therefore, according to the findings of the study, provision of allowances has little or no influence on teachers' job performance in public post-basic schools.

Conclusions and Recommendations

This study analyzes and discusses the influence of providing allowances on teachers' job performance in public post-basic schools of the Dala Zonal Education Directorate, Kano State. From the findings of this study, it can be concluded that poor provision of allowances to teachers in public post-basic schools may have a negative effect on their performance. This is supported by the data presented above. In this regard, the researcher provides some recommendations.

Teachers should be remunerated to motivate them to work. This can be achieved by offering incentives and rewarding the best teachers, whose students perform better in their subjects. This motivated them to improve their curriculum delivery. It is also recommended that principals and SMCs pay teachers allowances for disciplinary committee work, guidance and counselling, staff meetings, lessons, marking tests, etc.

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