

## THE IMPACT OF WAGE DIFFERENCES ON TEACHERS' JOB PERFORMANCE IN NIGERIA

Ijeoma OGOROR

Department of Educational Management, Faculty of Education, Ignatius Ajuru University of Education, Nigeria

Uchenna UZOWARA

Department of Educational Management, Faculty of Education, Ignatius Ajuru University of Education, Nigeria

[uchennapretty@gmail.com](mailto:uchennapretty@gmail.com), [uchenna.uzowara@gmail.com](mailto:uchenna.uzowara@gmail.com)

<https://orcid.org/0009-0000-0831-4387>

**ABSTRACT:** The study examined the impact of wage differentials on teacher's job performance. Wage differentials refers to the disparities in salaries and benefits among teachers with similar qualification, grade levels, subject area allowances, years of service, and salary increment in steps. The study investigated how wage differentials affect teacher's motivation, job satisfaction, and overall performance. The findings suggest that wage differential can have both positive and negative effects on teacher's job performance with higher wages motivate teachers to perform better while wage differential can lead to demotivation, decrease performance and job dissatisfaction. The study concluded that fair compensation, performance based-pay, professional development opportunity, and a supportive work environment are essential for promoting teachers job satisfaction and performance. The study recommended that the Ministry of Education should as a matter of urgency, priorities teachers wages to ensure quality service delivery, the government should work towards teachers promotion and increase wages proper consideration to ensure teacher quality service delivery in schools.

**Keywords:** Wage Differential, Teachers, Job Performance, Public, Primary Schools, Rivers State.

Reference to this paper should be made as follows:

Ogonor, I., & Uzowara, U. (2025). The impact of wage differences on teachers' job performance in Nigeria. *International Journal of Strategic Leadership, Education and Social Sciences*, 1(2), 230-242.

Copyright © 2025 IJSLESS

## INTRODUCTION

In other to survive in life, continuously individuals are engaged in different jobs, it could be in private or government owned establishments. These jobs and services have a reward which is referred to as 'wage'. Wage differentials bear a direct relationship to the diversity in occupation and industries that exist in the economic sphere of activity in a country. A certain job requiring a certain skill is paid more or less than another job requiring a different skill either in the same or some other industry.

There is a need to understand the reasons for these differences as in many cases there is a constant adjustment taking place in order to maintain the existing disparity, for instance, between the skilled and unskilled or semiskilled workers; between the officers and the supervisory or clerical staff and so on. When there is a variation in workers' skills, i.e., highly skilled, skilled, semi-skilled and unskilled, their wage rates will differ. The variance is due to the complexity of

the skill acquired, its scarcity, and the time taken in training to acquire it. The unskilled category which requires none of these is relatively less well paid (Ololube, 2012).

There are certain jobs which involve physically heavy work, others which are strenuous but may not require very high degree of other skills, and yet again, there are certain jobs which require the workmen to work in unpleasant and dangerous conditions, like coal miners, who have to work underground with poor ventilation and safety hazards. Yet they may not get high rates. Salary differentials play pivotal role in a planned economy in the regulation of wages and development of national wage policy by allocating the skilled human force on priority basis. Development of new skills, knowledge etc., is an essential part of human resource development.

Shortage of technical and skilled personnel is not only a problem for industries but it creates bottlenecks, in the attainment of planned goals. Thus, wage differentials to certain extent, are desirable from the view point of national interest. As such, they probably become an essential part of national wage policy. Complete uniform national wage policy is impracticable and undesirable.

In this era of modern industrial organizations, wage differentials that show the differences in the rate of wages among workers working in the same unit, different units, different occupations, different regions and the like have emerged as a common feature of labour markets in various countries. It may be the difference in wages between workers with different skills working in the same industry or workers with similar skills working in different industries or regions (Ololube et al., 2012).

In simple term, wage can be said to be the money you earn, that is paid according to the amount in hours, days or weeks that you work. Teachers like all other workers, spend almost half of their lives at work, hence, their performance reflects in their wage. Wages across occupations has never been uniform. Different workers are paid different wages in their jobs or in their level of performance. Wage differential can be seen or occur in job risks, Qualification, experience and location. These are the causes of wage differential.

Economists have identified two types of wage differentials: The efficacy wage differential and the relative deprivation (Fajana, 2003). The efficiency wage refers to a situation where earning is greater than expectation. The relative deprivation occurs where earning is less than expectation. These differences over time take its toll on the performance level.

Performance can be accessed in terms of the objectives that have been achieved. However, performance in education is the measurement of the student's achievement across various subjects. Teachers' performance is measured in terms of Students Academic Performance. For example; if teachers are given bonus pay based on the population of the class, the effect is that class size will grow, but when a test is conducted it will be negative. This is because, if performance is measured only as an output, it can be counterproductive in education.

Recent research carried out by researchers (e.g., Ololube, 2024; Agbor et al., 2023) have regularly found out that teacher's performance is the most important component of a school as it affects students learning and there is a considerable dissimilarity in teachers' performance within and across schools. Teachers, significantly impact student's achievement, yet the variations in teacher performance is still cloudy because researchers are yet to measure the parameters that truly affect performance.

In getting or acquiring high performance, Rive and Byars in Tabotndip (2009) confirmed that good wage is the secret for high performance. In the school system, it is quite hard to identify the exact level of performance per teacher. In a working condition where incentives are

given in group and not individual, it is difficult to measure performance, due to the nature of education where team work and the effort and attitudes of other teachers are involved.

At the Primary school level an individual teacher is expected to teach all the subject in a particular class and performance is measured mainly by the academic performance of the pupils in internal and external examinations. In 2004, the Federal Government set objectives of the Primary education as it is in the National Policy on Education as Follows:

- The inculcation of permanent literacy numeracy and the ability to communicate effectively.
- The laying of a sound basis for scientific and reflective thinking.
- Citizenship education as a basis for effective participation in and contribution to the life of the society.
- Character and moral training and the development of sound attitude.
- Developing in the child the ability to adapt to his changing environment.
- Giving the child the opportunity for developing manipulative skills that will enable him function effectively in the society, within the limits of his capacity.
- Providing basic needs for further educational advancement including preparation for the trades and crafts of the locality.

The achievement of these objectives' rests solely on the teachers. The importance of teachers as key agents of an educational programme implementation was recognized by the National Policy on Education (FRN, 2014), which states that "teachers education will continue to be given a major emphasis in all our educational planning because, no education system can rise above the quality of teachers". This means that the quality of education depends to a large extent on the quality of teachers available. A school where the teachers teach in a conducive environment with all the learning aid available, good social environment and good incentives, teachers are bound to be motivated, this will be reflected in pupil's academic achievement and high teacher performance. Teacher performance is measured by how much the goals of education is being achieved through the performance on the job. The Performance may be high or low, it all depends on the input. Performance can be determined or ascertain through job evaluation and appraisal, to assess the extent to which the objectives of education has been achieved.

Linking wage differential between public primary school teachers in Rivers State, one can attest to the fact that the wage is not the same as it is contained in the Civil service structure. The average wage of an NCE holder is from ₦52,211.05 to ₦72,000.46 monthly depending on the Grade level and step. Based on this, the Study will establish link between an NCE, B.Ed. and M.Ed. teacher and their performance and different wages in Schools.

The increase in the demand of education has brought about the need for more teachers with different qualifications. The demand for different category of teachers has brought about differences in teachers wages and also the quality of education that is provided. It is also assumed that teachers with higher qualifications tend to be more productive and earn higher wages.

It is believed that a large wage will motivate effective teaching and learning. However, it is not certain that the difference in wage earnings of teachers in the school system will enhance performance. Therefore, the study wishes to know how wage differentials relate to performance of teachers with similar qualifications and how wage differentials and teachers' performance relate to teachers with highest qualifications in schools.

## CONCEPTUAL CLARIFICATION

This work is centred on wage differential and its effects on teacher's performance in Public Primary Schools, particularly at this time when wages appear to be the most important thing in every work. Setting the school inclusive.

The equity theory of motivation propounded by Adams (1995) in Wehrich and Kootnz (2005) is deemed appropriate for the study. This theory states that when people believe that they have been treated unfairly in comparison to others, they try to eliminate the discomfort and restore in perceived sense of equity to the situation. According to Wehrich and Koontz (2005), the essential aspect of theory may be expressed as follows: Outcome by a person-input by a person; Outcome by another person-input by another person. An important motivational Factor is whether individual perceived reward structure is being fair. If people feel they are inequitably rewarded, they may be dissatisfied, they may reduce the quantity or quality of output or they may even leave the Organization, if people feel the rewards are equitable, they probably will continue at the same level of output. If people feel that the reward is greater than what is considered equitable, they may work harder.

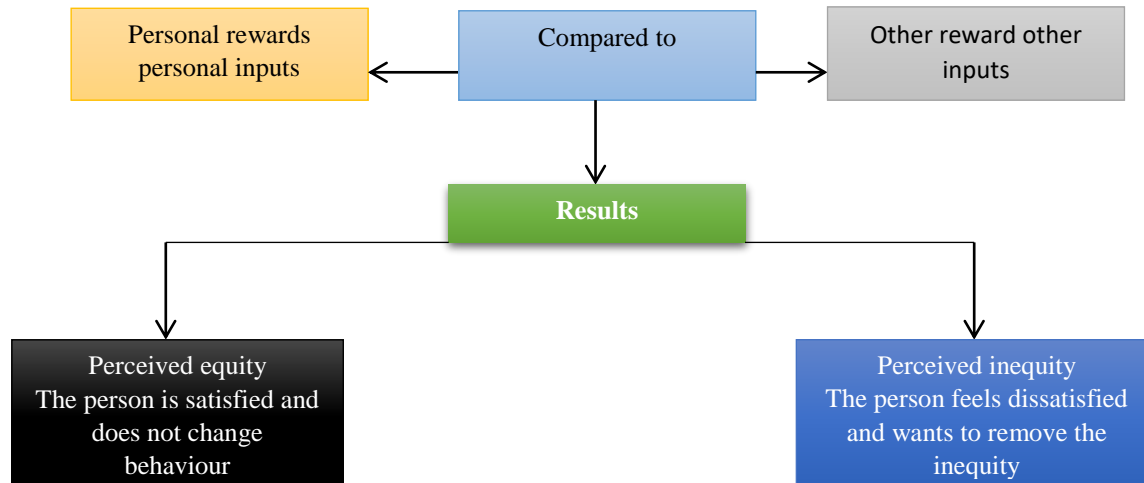


Figure 1: Equity theory and the role of social comparison. Source: McCluddy, (2004) in Babalola (2008): Motivational principles and Practice. London: John Wiley & Sons.

Another theory that was found to be appropriate to this study was Vrooms Expectancy theory (1964). The Theory holds that an individuals' performance on the job is greatly influenced by the persons perceptions and expectations. Two Fundamental assumptions are central to the expectancy theory. Firstly, individuals in an Organisation decide how to behave anticipating further events to access expected personal gains that would result from their actions and then, choose how to behave. Secondly, individuals values and attitudes interact with environmental components such as role expectation to influence behaviour.

The equity theory and the expectancy theory has influenced management practices by drawing attention of government agencies to the potential significance of the intrinsic characteristics of workers in developing strategies for improving performance and job performance. To narrow it down to what happens in primary schools in Rivers State, one way of analysing it, is that when teachers are satisfied with the job conditions, they respond to perceived negative inequity by changing work inputs and performance is lowered.

The justification for Vroom's theory is based on the fact that teachers would naturally tend to be more productive in anticipation of some sort of reward for their effort.

## **Wage Differentials**

Wage refers to all the payments made to the employee of an Organisation, parastatals, government agencies and departments, whether paid by hour, week or month (Ololube, 2017) These are monetary incentives/rewards paid to workers for performing certain duties over a period of time. The amount of payment is related to time and sometimes level of work done. Wages are important factor in workers satisfaction in considering the role of money and a reward for performance, it is important to state that money, has influencing roles on workers behaviour and performance.

Wage differential connotes disparity in the earnings of workers in an organisation, several important factors cause wage differentials in an organisation, such as qualification, experience, level of output (performance) etc. People with more education in terms of high Qualification, have higher average earnings than those with less education, the same is applicable to those with experience and level of output or performance on the job. A sound wage/salaries and best working conditions in an organisation cannot guarantee satisfied and contented worker, on the other hand, how wage/salary or poor wage policies will almost certainly produce labour unrest are to avoided. Mare and Andrew (1982, p. 52) Outlined three major factors affecting wage policy:

- Workers to object to how wage levels, they can even object more to inequalities in wage payment, the structure of wages in a firm must be consistent and just.
- When a number of workers are employed on the same job, the question arises. Whether they are all to be paid the same, obviously, some workers perform better than others and if management wants to recognize this difference and reward the better workers by higher wage payment, some systems must be devised for measuring performance and determining the amount of payment.
- Wages and salaries may be paid on the basis of time or on the basis of output. When time payment are used, the basis may be hours, days, weeks or months and the rate is set for the individual time unit. When output is considered, the worker is paid on a fixed income for unit of his production.

Wage differentials or variation in earnings is a situation whereby people who are employed in an organisation with the same qualification or level of experience are paid different wages and salaries. Variation in earnings is more obvious when comparing the educated and the uneducated (illiterates), the skilled and the unskilled, people with more education tend to have higher average earnings than the ones with less education, irrespective of the two groups being employed in the same occupation category" (Blaug in Ebong, 2006, p.116). Differentials occur due to promotion and productivity levels in an organisation. According to Mare and Andrew (1982), the degree of inequality in the distribution of wages in the civil service ranges from one grade level to another. The best thing is for government to decide on how to allocate and distribute salaries and wages equitably within the civil service by applying a justified and more impartial criterion policies on how wages should be allocated or formulated to ensure that the development of various components are geared towards achieving overall objectives of the

organisation. However, different sectors both public and private run different salary scale according to their employment policy or personal initiatives.

### ***Reasons for Wage Differential***

Ebong (2006, 118-119) outlined reasons why variations occur in worker's salary as:

- Level of education
- Age and years of experience
- Level of output (Productivity)
- Risk level of job
- Type of organisation or establishment
- Nationality or immigration status

### **Teachers Job Performance**

Teachers' job performance refers to the effectiveness and efficiency with which teachers carry out their professional responsibilities, including lesson planning, instruction delivery, classroom management, assessment of students, and engagement in school-wide activities. The performance of teachers is critical to the attainment of educational goals and has been consistently linked to students' academic achievement, school climate, and the overall success of educational systems (Stronge, 2018).

Key indicators of teachers' job performance include instructional competence, commitment to student learning, punctuality, discipline, creativity, and the ability to adapt teaching strategies to diverse learners. Teachers who perform well not only possess strong subject knowledge but also demonstrate pedagogical skills that facilitate meaningful learning experiences. According to Darling-Hammond (2020), effective teachers are reflective practitioners who continuously evaluate and improve their instructional methods, respond to students' needs, and contribute to collaborative learning environments.

Several factors influence teachers' job performance. These include the work environment, administrative support, availability of teaching resources, professional development opportunities, motivation, and job satisfaction. Organizational climate and leadership play a significant role in shaping teacher behavior. When school leaders provide supportive supervision, recognition, and a participatory decision-making culture, teachers are more likely to be motivated and perform optimally (Hoy & Miskel, 2013). Furthermore, motivation (both intrinsic and extrinsic) is a crucial driver. Intrinsic motivation such as personal passion for teaching and commitment to student success, alongside extrinsic incentives like salaries, promotions, and awards, affect how teachers engage with their duties (Ofojebe & Ezugoh, 2010).

Professional development is another essential factor. Teachers who participate in continuous training and in-service programs are more likely to demonstrate improved job performance due to the acquisition of new teaching strategies and updated knowledge in their subject areas (Guskey, 2002). Moreover, collaboration with peers and engagement in professional learning communities contribute to shared practices and enhanced teaching quality. Conversely, challenges such as overcrowded classrooms, lack of instructional materials, poor remuneration, and job insecurity can hinder teachers' effectiveness. These stressors often lead to

burnout, absenteeism, and low morale, which ultimately affect student outcomes and school performance (Skaalvik & Skaalvik, 2010). It is therefore imperative that policymakers and school administrators invest in teacher welfare, adequate facilities, and fair workload distribution to promote higher performance levels.

Teachers' job performance remains a cornerstone of successful education systems. Improving teacher performance requires a multidimensional approach that addresses motivation, support structures, training, and work conditions. When teachers are equipped, empowered, and valued, they are better positioned to drive positive student outcomes and achieve institutional goals.

### **Contextual Definition of Performance**

Teaching is generally recognised as one of the most important and challenging occupation in contemporary society. This Profession is responsible for their students' academic achievement as well as social and emotional development. Given the Heavy demand and expectation in terms of students' development, teachers' job performance, which is tied to student's outcome is of crucial concern for a variety of stakeholders including policy makers, principals, Parents and society at large. Ebong (2006) asserted that teacher's performance could be measured, to find out the extent to which educational objectives are attained. It deals with a number of inputs. Agabi (2002) stated that education as a production system is connected with input process quality output, management, cost effectiveness of the production which indicates the feedback from those who attained requirements from a from particular fields of endeavours. To measure the job performance of teachers, two things seen most plausible, student satisfaction and student achievement. However, Ebong (2006) viewed three basic indices which economists use to measure educational outputs which are academic index, length of schooling index and economic index.

Despite all these difficulties there still appears to be some indices of productivity. One of such is the student outcome through examinations. Assessment of the pupils via examination is part of the teaching-learning process. Hence, Teaching cannot be said to have succeeded until assessment proves so. Nwana (1979) posits that no matter how effective the teacher, how intelligent the pupil, if no provision is made for some evaluation of progress the leaving process may be completely invalidated. Other approaches include: classroom observation, parent rating, self-rating, competency test and other indirect measures.

In education, the ultimate concern is student learning. In view of this, Ebel (1980) maintain that evaluating of assessing teachers through student achievement data is the most legitimate procedure. This school of thought is however controversial as so far, show concern about the validity and reliability of students' achievement scores derived from standardized and teachers made test tend to provoke questions which bother on the following: are teachers in complete control of the teaching-learning situation in order to be considered the sole determinants of learning outcome? How about intervening variables such as IQ, interest, background, aptitude? Can one really be sure of what student score indicates or measures in terms of student knowledge, skills and affective outcomes? These are some of the concerns and issues expressed about using student scores solely for ascertaining teachers job performance.

Glassman and Pauline (1982) carried a study and found that teacher's receptivity to evaluation practices was dependent on their perceived control of the components being

evaluated. If teachers do not feel they have control over a part of their teaching such as student performance, then they do not want to be evaluated by such measures.

Commitment is an indication of teacher performance. Nakpodia (2000) observed that in any educational arrangement, the success lies in the commitment of the teachers. This is evident by punctuality, acting as in-loco parentis, covering the scheme of work for the term, taking up responsibilities within and outside the classroom.

## **Dimensions of Wages Differentials**

### **Teacher's Years of service and teachers job performance**

The relationship between a teacher's years of service (also referred to as teaching experience or length of service) and job performance has long been a subject of educational research and policy discussion. Teaching experience is generally considered a vital factor that shapes a teacher's pedagogical knowledge, classroom management skills, and overall effectiveness. However, the extent and nature of its impact on job performance can vary based on several contextual and individual factors.

Numerous studies suggest that teacher performance tends to improve with years of service, especially during the early years of a teacher's career. According to Rockoff (2004), teachers typically demonstrate significant gains in performance during their first three to five years, particularly in areas such as instructional delivery, student engagement, and classroom discipline. These initial years serve as a critical learning period, during which teachers refine their teaching techniques and gain practical insights into student behavior and curriculum management.

As teachers gain more years of service, their experience contributes to increased confidence, deeper subject matter knowledge, and greater familiarity with educational policies and practices. Experienced teachers are often better equipped to handle diverse classroom situations, apply differentiated instructional strategies, and mentor younger colleagues (Rivkin, Hanushek & Kain, 2005). Furthermore, they tend to develop stronger relationships with students and parents, which positively affects student learning and school-community engagement.

However, while early years of service are generally associated with growth in job performance, some research indicates that beyond a certain point, often after 15 to 20 years, the marginal returns of experience may plateau or even decline if teachers are not consistently engaged in professional development (Kini & Podolsky, 2016). Stagnation in teaching practices, resistance to innovation, or burnout can affect the performance of long-serving teachers, especially in systems where ongoing training and support are lacking.

Work environment and motivation also mediate the relationship between years of service and job performance. For instance, a supportive leadership style, opportunities for career progression, and recognition can sustain high performance throughout a teacher's career. Conversely, a toxic or demotivating work environment can diminish job satisfaction, regardless of experience level (Skaalvik & Skaalvik, 2015). Additionally, veteran teachers may be more resistant to adopting new technologies or modern pedagogical approaches unless there is institutional support and targeted training. Continuous professional development is therefore essential to ensure that long-serving teachers stay updated and remain effective in a rapidly changing educational landscape (OECD, 2019).

Teachers' years of service have a significant influence on job performance, especially during the early to mid-stages of a career. While experience enhances many aspects of teaching, maintaining high performance among long-serving teachers requires sustained motivation, professional growth opportunities, and adaptive institutional support.

### **Teacher Qualification and Performance**

It is a measure of how - employees and or teachers archive organizational goals through performance on the job. Teacher productivity can be determined through job evaluation and appraised by the extent to which the objective of education has been attained. On the other hand, qualification is the ability or quality needed in order to do a particular job. Therefore, teachers' qualification is a veritable tool in enhancing performance in the school system. The observable decadence in schools have been blamed on the employment of unqualified teachers. Ibukun (2003) stated that while full-scale education sector has not been carried out, observable indices point to the declining performance of the state of schools.

Qualified teachers are the school's best asserts. Ayodele (2000) has argued that no matter how efficient and effective administration is, success can only be achieved with the support of well qualified and dedicated staff. In the past, teachers' qualification was limited to educational attainment. More recently, more detailed information describing teacher qualification has been adopted by schools. These include teacher performance on certification examinations, identification of undergraduate and graduate colleges from which degrees were obtained and comparison of certification areas with current teaching assignment. These measures provide for a much richer description of the qualification of teachers. Developed nations, like the United States under the No Child Left Behind Act (NCLBA), have stated 3 requirements a qualified teacher must meet. These include:

- Having a bachelor's degree;
- Being certified or licensed by the state;
- Ability to demonstrate subject matter competence.

The first education ordinance in Nigeria which was promulgated in 1882 laid the foundation for the development of a professionally qualified teaching force by empowering inspectors to conduct entrance examinations for teachers. To further strengthen the quality of teachers, a recommendation in the National Policy on Education (FRN, 2014) was that the minimum qualifications for primary school teachers should be the National Certificate of Education (NCE). Hence the number of unqualified teachers in primary school is insignificant. The pie-chart captures percentage of teachers and their various qualifications. The reason behind this is that qualified teachers are considered most productive, thereby confining the human capital theory.

Corroborating this view, Hannushek (2002) stated that the measures of teachers (qualification, experience and the like) do little or nothing to ensure high quality. Hannushek argued that focus must be shifted from teacher qualification to teacher performance and productivity. Greenwald et al., (1996) in concordance stressed teacher content knowledge and verbal ability to produce high achieving students.

Irrespective of the intricate nature of the teaching/learning process, Ukeje (1990) who cited Rosecrans's speech during Bowling Green Conference at Ohio described the competencies of a good teacher as follows:

- The nature of human organism;
- How learning takes place, how to motivate behaviour;
- How to help become conscious of their own values and build for themselves one more satisfying to them and the society;
- How to help people think critically.

### **Subject Area Allowance and Teacher Job Performance**

The experience of Varkey Gems foundation in the survey study of 21 countries (Brazil, China, Czech Republic Egypt, Finland, France, Greece, Israel, Italy Japan, etc. showed that the better teacher are paid, the greater the students outcomes.

According to Schuler and Jackson (2009), and Siagian (2010) is principle, reward can be distinguished into two, namely extrinsic rewards and intrinsic rewards. The intrinsic rewards that the employees received in return for himself. This is paid to him after the completion of task gives to him.

Extrinsic rewards include companions either direct or indirect that a given to an employee. E.g. allowances, over time. Teacher in some subject areas are given allowance, for example teacher that teaches science related subject e.g. Basic Science, Technology, Agric, creativity etc. This allowances is given because the subject carry out practical, go for excursions, buy equipment that is to be used for practical's. The higher allowance received by the teachers of these subject areas the higher their performance because the aids needed for teaching and learning is available. Regular payment of subject area allowance enhances smooth delivery and increases the job performance of teacher.

### **Salary Increment and performance**

Salary increment, which refers to an increase in an employee's wage or compensation over time, is a powerful extrinsic motivator that can influence job satisfaction, morale, and performance. In the context of education, salary increments for teachers are often tied to years of service, qualifications, responsibilities, and sometimes performance evaluations. The link between salary increases and teachers' job performance is a key area of interest in educational management, especially in developing systems aiming to improve teacher effectiveness and retain talent.

Several studies suggest a positive correlation between salary increments and teachers' job performance. When teachers receive regular and fair salary increases, it tends to boost their morale, job satisfaction, and commitment to their roles. According to Herzberg's Two-Factor Theory, salary is a "hygiene factor" that, while not necessarily motivating in itself, can cause dissatisfaction when absent or perceived as unfair (Herzberg, 1966). In this light, regular salary increments serve as recognition of teachers' contributions, helping to reduce turnover and enhance engagement.

Research by Podgursky and Springer (2007) indicates that financial incentives, including salary increases, can improve teacher productivity and student outcomes, especially when tied to performance. Teachers who perceive a clear and fair link between effort and reward are more likely to put in extra effort, innovate in their teaching strategies, and take responsibility for student learning.

Moreover, salary increments can contribute to attracting and retaining qualified and competent teachers, which is essential for sustaining high educational standards. In systems where teacher salaries are stagnant or not competitive, job dissatisfaction and attrition rates are often high, negatively affecting overall school performance (Ingersoll & Smith, 2003). However, the impact of salary increment on job performance is not solely linear or automatic. While increments may initially lead to enhanced performance, the effect can diminish over time if not accompanied by other motivational factors such as recognition, opportunities for professional development, participatory decision-making, and a positive work environment. Bennell and Akyeampong (2007) pointed out that salary increases must be part of a broader teacher motivation strategy that addresses both financial and non-financial aspects of teacher welfare.

Additionally, performance-based pay systems have had mixed results. While they may motivate some teachers, others view them as unfair, especially when student achievement is often used as a performance metric is influenced by external factors beyond the teacher's control (Murnane & Cohen, 1986). Therefore, salary increment policies must be carefully designed to ensure equity, transparency, and alignment with teachers' professional values and responsibilities. Salary increments can significantly enhance teachers' job performance by improving morale, satisfaction, and commitment. However, their effectiveness is maximized when combined with other motivational strategies and supportive working conditions. Sustainable teacher performance requires a holistic approach that balances financial incentives with professional respect and growth opportunities.

## **CONCLUSION**

Wage differentials can significantly impact teachers' job performance, with both positive and negative effects. While higher wages can motivate teachers to perform better, wage disparities can lead to demotivation, job dissatisfaction, and decreased performance. To address these issues, policymakers and educators should consider implementing strategies such as:

### **Suggestions**

- The Ministry of education should as a matter of urgency prioritize teachers' wages to ensure quality service delivery in schools.
- The government should work towards teachers' promotion and increase wages to ensure effective teachers job performance in schools.
- Teachers' welfare packages should be given proper consideration to ensure teachers quality service delivery in schools.
- Ensure that teachers receive salaries and benefits that reflect their qualifications, experience, and performance.

## **REFERENCES**

- Agabi, O. G. (2002). Finance and economics of public education. International Centre for Educational Service.
- Agbor, N. C., Onnoghen, U. N., Etan, M. O., Edu, G. O., Omoogun, R. M., Monity, F. M., Undie, J. B., Ololube, N. P., & Obi, F. B. (2023). ICT facilities and students academic

- performance among undergraduate students of environmental education department, University of Calabar, Nigeria. *Revista de Education*, 400(4), 2-16.
- Ayodele, J. B. (2000). School size, class size and teacher quality as correlates with internal efficiency in primary schools in Ondo State, Nigeria. Unpublished Ph.D. Thesis, university of Ibadan.
- Babalola J. B. (2008). Motivational principles and practice In. J. B. Babalola & A. O. Ayeni (Eds). Educational management: Theory and tasks. Macmillan Publishing Limited.
- Babalola, J. B. (2008). Motivational principles and practices. In J. B. Babalola and A. O. Ayeni (Eds.) Educational management theories and tasks. Macmillan Publishers Ltd.
- Bennell, P., & Akyeampong, K. (2007). *Teacher motivation in sub-Saharan Africa and South Asia*. DFID Educational Paper No. 71.
- Darling-Hammond, L. (2020). *The right to learn: A blueprint for creating schools that work*. Jossey-Bass.
- Ebel, R. L. (1980). *Evaluation of students: Implication for effective teaching*. *Educational Evaluation and Policy Analysis*, 2(1), 47-51.
- Ebong, J. M. (2006). Understanding economics of education. Eagle lithograph press.
- Ejiogu, B. D. (2005). Emergent issues in Nigeria education, Longman.
- Federal Republic of Nigeria (FRN) (2014). *National Policy on Education*. NERDC Press.
- Fejana, F. O. (2003). *The evolution of skill wage differential in a developing economy: The Nigerian experience*. Unpublished Ph.D. thesis.
- Garret T. A. & Poole, W. (2005). Stop paying more for less: Ways to boost productivity in higher education. Federal Reserve Bank of St. Louis.
- Giacometti K. (2005). *Factors affecting job satisfaction and retention of beginning teacher*. Unpublished dissertation.
- Glassman, N. S. & Pauline, P. J. (1982). *Possible determinants of teachers receptivity to evaluation*. *The Journal of Educational Administration*. 20(2), 149-171.
- Greenwald R, Hedges, L.V. & Laine, R. D. (1996). *The effect of school resources on student achievement*. *Review of Educational Research*, 66, 361-396.
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching*, 8(3), 381-391.
- Hanushek, E. A. (2002). Teacher quality. In L. T. Izumi & W. M. Evers (eds.), *Teacher quality*, (pp. 1-12) Hoover Press.
- Herzberg, F. (1966). *Work and the nature of man*. World Publishing.
- Hoy, W. K., & Miskel, C. G. (2013). *Educational administration: Theory, research, and practice* (9th ed.). McGraw-Hill.
- Ibukun, W. O. (2003). Toward performance of teachers in Ondo State: Vision, Mission and Philosophy of Government on Education. In Taiwo E. A. and Fadipe, J. (Eds). Skill improvement programme for effective performance of teachers in Nigeria schools (1-13). NIEPA Printing Press.
- Ingersoll, R. M., & Smith, T. M. (2003). The wrong solution to the teacher shortage. *Educational Leadership*, 60(8), 30-33.
- Kini, T., & Podolsky, A. (2016). *Does teaching experience increase teacher effectiveness? A review of the research*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/brief-does-teaching-experience-increase-teacher-effectiveness>.

- Mare, U. W. and Andrew D. D. (1982). *Managing behaviour in organization*. South Foreland Gomperglever.
- Murnane, R. & Cohen, D. (1986). Merit pay and the evaluation problem: Why most merit pay plan fails and few survive. *Harvard Education Review*, 56, 1-17.
- Murnane, R. J., & Cohen, D. K. (1986). Merit pay and the evaluation problem: Why most merit pay plans fail and a few survive. *Harvard Educational Review*, 56(1), 1-17.
- Nakpodia, E. D. (2000). *Educational administration: A new approach*. Jonokase.
- Nwana, O. C. (1979). *Educational measurement for teaches*. Thomas Nelson (Nig.) Ltd.
- OECD. (2019). *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*. OECD Publishing.
- Ofojebe, W. N., & Ezugoh, T. C. (2010). Teachers' motivation and its influence on quality assurance in the Nigerian educational system. *African Research Review*, 4(2), 398-417.
- Ololube, N. P. (2006). Teachers job satisfaction and motivation for school effectiveness: an assessment, *Essays in Education*, 18, 1-19.
- Ololube, N. P. (2011). *Education and society: an interactive approach*. Springfield Publishers.
- Ololube, N. P. (2012). *Sociology of education and society: an interactive approach*. Springfield Publishers.
- Ololube, N. P. (2017). *Educational management, planning and supervision: model for effective implementation (2<sup>nd</sup> Edition)*. Pearl Publishers.
- Ololube, N. P. (2017). *Educational management, planning and supervision: model for effective implementation (2<sup>nd</sup> Edition)*. Pearl Publishers.
- Ololube, N. P., Ajayi, O. A., Kpolovie, P. J., & Usoro, A. (2012). Assessing the role and function of IT/IS training and development and policy implementation in a public sector organization. In A. Usoro, U. G. Majewski, P. Ifinedo, & I. Arikpo (Eds.), *Leveraging developing economies with the use of information technology: trends and tools* (pp. 80-96). Information Science Reference. DOI: 10.4018/978-1-4666-1637-0.ch006.
- Podgursky, M., & Springer, M. G. (2007). Teacher performance pay: A review. *Journal of Policy Analysis and Management*, 26(4), 909-949.
- Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417-458.
- Rockoff, J. E. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *American Economic Review*, 94(2), 247-252.
- Skaalvik, E. M., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education*, 26(4), 1059-1069.
- Skaalvik, E. M., & Skaalvik, S. (2015). Job satisfaction, stress and coping strategies in the teaching profession: What do teachers say? *International Education Studies*, 8(3), 181-192.
- Stronge, J. H. (2018). *Qualities of effective teachers* (3rd ed.). ASCD.
- Tabotndip, J. E. (2009). Human resources in educational management. In J. 3- Babalola and A. O. Ayeni (Eds) *Educational management theory and tasks*. McMillan Publishing Ltd.
- Ukeje, B. O. (1996). *Teacher education, an imperative for national development (Lassa et al ed)* Kaduna: NCCE, 26.
- Wehrich, H. and Koontz, H. (2005). *Management: A global perspective*. Tata McGraw-Hill Publishing Company.