

MONETARY AND NON-MONETARY INCENTIVES AS CORRELATES OF TEACHER EDUCATORS' JOB PERFORMANCE IN COLLEGES OF EDUCATION IN OYO STATE OF NIGERIA

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Abstract

The issue of incessant strike by academic staff of Nigerian colleges of education in recent times is alarming. This is not unconnected with their salaries and other remunerations which perhaps cannot sustain them with the present economic condition. As a result, this study examined monetary and non-monetary incentives as correlates of teacher educators' job performance in colleges of education in Oyo State. The study was guided by three research questions, and descriptive survey design of the correlational type was used. 200 teacher educators purposively selected from the two-colleges of education owned by Oyo State Government constituted the sample. Incentives and Teacher Educators' Job Performance Questionnaire (ITEJPQ) with a reliability coefficient of 0.88 was used for data collection. Descriptive statistics of frequency count, percentages and inferential statistics of multiple regression analysis were used for data analysis. The study found out that salary package and promotion with a percentage of 52.5 and 55.0 respectively were rated highest as the monetary and non monetary incentives which boost teacher educators' job performance. Also, the result indicated a significant joint contribution of the incentives with a percentage of 88.2 to teacher educators' job performance ($R = 0.945$, $P < 0.05$). Significant relative contributions to the criterion measure were also recorded for salary package, allowances / arrears, fringe benefits, professional development support, promotion, working environmental condition and award / commendation. Based on these findings, regular welfare system and incentive schemes as well as adequate budget allocation for education were among the recommendations suggested to enhance teacher educators' job performance and improve their standard of living.

Key words: Incentives, Job Performance, Teacher Educators,

Word count: 259

Introduction

Colleges of education in Nigeria are avenues established to equip prospective teachers otherwise referred to as pre-service teachers with professional knowledge, attitudes and skills in the course of their training to meet the manpower needs of secondary education. Through its human and non-human resources, Nigerian colleges of education thrive within tertiary education sub-sector to produce highly motivated, conscientious and efficient classroom teachers for the education sector. The process by which teachers are educated and trained is thus referred to as "teacher education while the" academic staff involved in the implementation process of colleges of education programmes of learning are otherwise tagged "Teacher educators". Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community (Akinpelu & Arewa, 2017).

Meanwhile, since the role of teacher educator in teacher preparation process is so critical, it demands that teacher educators are adequately motivated to boost their job performance and meet the challenges of quality education. It implies that the worker, in this case, teacher educator can be motivated to achieve better result, and that such motivation can result from incentive (Akinade, 2017). Indeed the relevance of teacher educators' job performance and incentives are very crucial to the long term growth and sustainable development of any educational system around the world, and arguably, there is a general belief that each teacher educator goes to work with a variety of needs to be satisfied. Once the needs are not attended to, there is bound to be frustration and job dissatisfaction which would ultimately lead to a decline in job performance and productively. It therefore becomes

needful to examine the parameters which could influence job performance of teacher educators and subsequently enhance the actualization of teacher education objectives in Nigerian colleges of education.

Review of Related Literature

The job performance of any teacher education is usually determined by the social and economic conditions at hand. Chaithra and Uma (2018) observed that the success and failure of educational activities depend on teacher job performance. As teacher educators perform their duties, Mustafa and Othman (2010) in Akinade (2017) in their examination of the performance of high school teachers, found that there is a positive relationship between motivation and working performance of teachers. That is, the greater the level of motivation, the higher will be the teachers' job performance. The job performance of teacher educators is their outcome in achieving the objectives of colleges of education where they work. Ajayi, Waliu, Ajayi, Olodude and Olowoporoku (2017) described job performance as the duties performed by a teacher at a particular period in the school system in achieving organisational goals. The personal attributes of a teacher educator and the institutional environment which he finds himself culminate to job performance in the educational process.

A lot of factors which are incentives go with teacher educators' job performance either positively or negatively. Poor incentives packages have been a major factor affecting employees' commitment and productivity (Dixit & Bhati, 2012 cited in Falola, 2014). Palmer (2012) refers to incentives as the external temptations and encouraging factors that lead the individual to work harder. Every employee wishes that he should be recognized and compensated for his or her efforts and the progress made towards institutional productivity. Perhaps that is why Locke and Braver (2015) asserted that the individuals own skills are not enough to let them work with thigh productivity unless there is an incentive system that encourages their internal motives and then leads to very hardworking efforts.

Evidences from other available literature have also identified various categories, types and indicators of incentives for a continuous job performance. Among such categories of incentives include non-financial incentives such as recognition of the work done and feeling of participation; financial incentive variables which include equitable salary structure, pension and profit sharing, salary increase and so on (Emeya & Antiaobong, 2016). Banjoko (2013) asserted that performance incentives are payments made to an employee or a group of employees. When incentive scheme is installed, there is likely to be positive change in performance because the job becomes more interesting and the teacher educators are motivated towards higher target.

Akinade (2017) examined the place of supervision and incentives in job performance of science teachers in Nigeria. Salary and allowances that teachers receive for their work are regarded as direct monetary incentives. Allowances are cash incentives, but tied to the specific action that education stakeholders are trying to encourage in the system. Indirect monetary incentives identified and examined include other financial resources offered for supervision, personal support such as free and or subsidized housing, food and transportation. Recognition is identified as non-monetary benefit that still has sufficient incentive value that can enhance teacher educators' performance.

Igbogi (2018) investigated Teachers' Welfare and Commitment as determinants of productivity in secondary schools in Bayelsa State. It was found out that teacher welfare packages enhance productivity. That effective organization, staff training, good financial benefits and regular promotion influence productivity. The results of the different types of incentives considered by Adebajo (2018) revealed that monetary incentives have no significant effect on effort while non-monetary incentives have a significant negative effect on the effort of teachers in the secondary schools surveyed. The significant relationship of work incentive scheme with job performance of secondary school teachers in Degema Local Government Area of Rivers State in Nigeria was examined by Okendu (2016). The findings showed that work incentives have a significant relationship with job performance. A significant relationship was recorded between teachers' job performance and motivation in ensuring quality education in secondary schools selected in Ikenne Local Government Area of Ogun State (Nwosu, 2016).

The empirical study of Obadara (2015) on teacher performance incentives as means of improving Nigerian secondary school teachers' productivity revealed significant relationship between teachers' performance, incentives and increased teacher effort, teacher behaviour in the classroom, teacher attendance, teaching methods teacher retention, and students learning outcomes respectively. Ozoemena (2013) in his appraisal of the incentives systems and packages in the Nigerian school system reiterated the need to review the incentive packages such as salaries and fringe benefits among others in the school system. The findings of Akpan (2013) on the influence of motivation of teachers and their incentives on students' academic performance in Biology in Ikot Epene Local Government Area of Akwa-Ibom State in Nigeria showed that the teachers that were motivated teach effectively in classroom than those teachers that were not motivated. In the study of Falola, Ibidunni and Olokundun (2014) on incentive packages and employees' attitudes to work with particular attention to government parastatals in Ogun State of Nigeria, the

monetary incentives packages examined are salary, attractive benefits, fringe benefit, profit sharing and prompt payment of allowances. While the non-monetary packages in the study covered good working conditions, training and development, job security, promotion and award/recognition. The study found out that the incentives examined indeed have significant impact on employees' productivity. Falola et al (2014) had earlier noted that monetary incentives can be in form of basic salary, compensation, insurance, overtime pay, attendance incentives, profit sharing and retirement shares, etc while intangible or non-monetary incentives could be in form of participation in the management, holidays, promotion, written recognition, plagues, parties, gifts, better working environment, etc.

Most of the studies available in literature delved into a good number of incentives which could serve as motivators to boost teachers' performance at the secondary school level in Nigeria. With the myriads of job incentives that are available, specificity exists on the incentive systems/packages needed at each level of education and units in the education sector. While similarities may exist on some of the incentives needed by working staff in educational institutions and various ministries of governance, peculiarities in the form or type of the incentives needed at higher level of education is a gap to be catered for by this study.

As a result, it becomes needful to examine the incentives which could be useful to attract and retain teacher educators in colleges of education; motivate teacher educators to make more impact in teacher preparation programme; and motivate teacher educators' in order to boost their productivity, effectiveness and dedication in performing their task. These are significant gaps that the findings of this study by implications are expected to be filled in contemporary teacher education programme.

Theoretical Framework

The focus of this study finds basis in the theories of motivation. Fundamentally, Peretomode (1991) sees motivation as the process of influencing or stimulating a person to take action that will accomplish desired goals. Such desires are either driven by inner urge and wishes, but in another case, behaviours or actions put on towards an activity are driven by one's desire for any form of external rewards or gains. Of relevance to this study is the incentive theory of motivation which began to emerge during the 1940s and 1950s, building on the earlier drive theories established by psychologists such as Clark Hull (Cherry, 2020). In the illustration given by Bee Veerywell in Cherry (2020), the incentive theory implies that "rather than focusing on more intrinsic forces behind motivation, the incentive theory proposes that people are pulled toward behaviours that lead to rewards and pushed away from actions that might lead to negative consequences." It thus becomes a problem in educational institutions when there is lack of adequate motivation which might be responsible for the skeletal and poor job performance of staff.

When teacher educators are not adequately motivated and where they are owed salary arrears for several months, it affects job performance. Although, intrinsic motivation (internal drives) is an inward drive coming from within a teacher educator which makes him to work effectively and efficiently towards the actualization of the college objectives, the extrinsic motivation does not necessarily arise from natural psychological needs. Instead, it is incentive-oriented which suggests that teacher educators are pulled better into the action of curriculum instructional practices by outside incentives. In a situation where teacher educators are allowed to toil years in and years out without corresponding monetary and non-monetary incentives, one therefore need not expect such teacher educators to perform extraordinarily, and hence poor teacher preparation services may be experienced. In education, teachers should be motivated in order to boost their productivity, effectiveness, efficiency and dedication in performing their task which will enhance quality instructional delivery in the education system (Akinade, 2017)

Statement of the Problem

There is no disputing the fact that while no nation can rise above its education system, by the same token, no teacher education programme implementation status among other reasons, can rise above the motivational reward system made available to the teacher educators who are the teaching force. If their job performance is not fueled by a desire for incentives to be received, we should not expect anything better from the college system. Since the teacher holds the key to the door of modernization, he must be well-educated, devoted, committed and satisfied with his job (Ajayi, 2016).

It is alarming that the rate of incessant strike in public higher institutions in Nigeria, Colleges of Education inclusive over the years has caused immense agony and serious academic setback not only to the students but also their families and society at large. The persistent acclaimed dwindling quality of products from Nigerian Colleges of Education who are the supposed manpower for secondary school system as the case maybe, cannot in all cases be attributed to students' home factors and their psychological characteristics, but to an extent breaking in the semester system and the academic calendars of higher institutions often caused by both academic and non-academic staff agitation for monetary and non-monetary incentives.

Available studies reported that teachers' job performance may be affected by several factors among which are poor working conditions, delay of teachers' salaries and allowances, failure of government to grant regular promotion, bad surrounding for learning, inappropriate national education policies among others (Ijaiya, 2014). Falola, Ibidunni and Olokundun (2014) also reviewed that incentive packages are one of the major underlining causes that can make the employees perform optimally in their job while Akinade (2017) attributed the decline in educational achievement to such factors as communication problems, lack of motivation and encouragement of teachers, absence and lack of commitment on the part of teachers, insufficient number of teaching personnel, poor status accorded teaching, poor learning environment and so on. Some other incentive packages that have been considered by previous researchers with the aim of encouraging more effective teachers' job performance include recognition and prestige, salary differentials, job stability, pension and benefits, professional growth, adequate infrastructure and teaching materials.

The inadequacies in governments attitude to teacher educators' incentives in recent years including the area covered in this study have been of concern. The Colleges of Education have been facing a lot of challenges ranging from poor incentive mechanisms system like poor welfare conditions, non-payment of accumulated benefits like promotion arrears, entitlements etc. As a result, the social and economic conditions of teacher educators need special attention by all the authorities in the affairs of governance and all the employers of teacher educators because they are the chief implementers of colleges of education curricula.

This study is much concerned with what should be done about relevant job incentives with a view to achieving and sustaining high job performance through teacher educators. This means giving close attention to how teacher educators can be adequately motivated through the following identified monetary and non-monetary/intangible incentives. The monetary incentives are: salary package, allowances/arrears, pension benefits, profit sharing system and fringe benefits. The non-monetary incentives are: professional development support, promotion, health insurance, working environmental condition, and award/commendation. In essence, this study examined monetary and non-monetary incentives as correlates of teacher educators' job performance in Colleges of Education in Oyo State of Nigeria. The findings of the study would be helpful to the stakeholders of education on the need to develop incentive schemes and work environmental conditions that would boost and help in ensuring that teacher educators deliver their academic and administrative responsibilities in accordance with the expectation of the college authority, all to ensure the production of highly motivated, conscientious and efficient classroom teachers.

Purpose of the Study

The main purpose of the study was to examine monetary and non-monetary incentives as correlates of teacher educators' job performance in Colleges of Education in Oyo State of Nigeria. The specific purposes were to:

- i. rate the status of the monetary and non-monetary incentives available for teacher educators in the Colleges of Education in Oyo State of Nigeria.
- ii. examine the joint contribution of the monetary incentives (salary package, allowances / arrears, pension benefits, profit sharing system and fringe benefits) and the non-monetary incentives (professional development support, promotion, health insurance, working environmental condition, and award/commendation) on teacher educators' job performance in the Colleges of Education.
- iii. examine the relative contribution of monetary and non-monetary incentives on teacher educators' job performance in the Colleges of Education.

Research Questions

The following research questions guided the study:

1. What are teacher educators' ratings of the status of the monetary and non-monetary incentives available for teacher educators in the Colleges of Education in Oyo State of Nigeria?
2. What is the joint contribution of monetary and non-monetary incentives on teacher educators' job performance in the Colleges of Education?
3. What is the relative contribution of the monetary and non-monetary incentives on teacher educators' job performance in the Colleges of Education?

Scope of the Study

The study was limited to five monetary incentives and five non-monetary incentives as correlates of teacher educators' job performance. The geographical scope of the study was limited to the two existing Colleges of Education in Oyo State of Nigeria located at Oyo and Lanlate township in Oyo State. The academic staff of the two Colleges of Education whose appointments have been confirmed were also within the scope of this study.

Methodology

This study is a descriptive survey of the correlational type in which no variable was manipulated. Relevant available and existing information were collected on the ten factors operated as incentives for teacher educators’ job performance. A model of factors that served as monetary and non-monetary incentives for job performance is presented in figure 1 below.

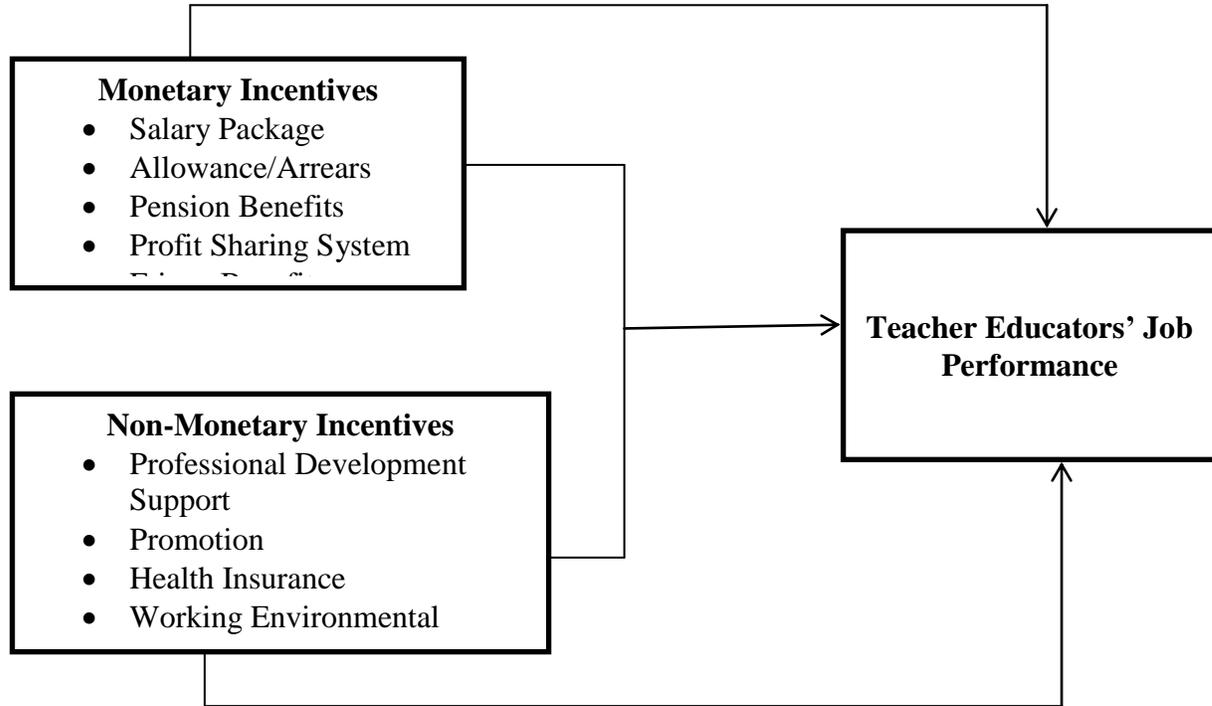


Figure 1: The Study Model: Teacher Educators’ Job Incentive

Source: (The Authors).

The population of the study consisted of all the teacher educators (with teaching qualifications / professionals) in Emmanuel Alayande College of Education, Oyo and Lanlate College of Education, Lanlate which are both owned by Oyo State Government in Nigeria. Two hundred (200) teacher educators whose appointments have been duly confirmed by their respective institutional management were purposively selected for the study. One hundred and thirty (130) and Eighty (80) professional teacher educators were respectively selected in the two Colleges of Education as participants for this study.

A self-designed instrument based on the available literature on the variables of the study was used for data collection. The research instrument is titled “Incentives and Teacher Educators’ Job Performance Questionnaire” (ITEJPQ). The instrument was divided into four sections. Section A represents the demography of the teacher educators such as name of the College, educational qualifications, gender, teaching experience and department, while Section B contains the ten items of the job incentives, five in each case (monetary and non-monetary) available to be rated as being Good (G), Fair (F), or Poor (P) as part of the staff welfare mechanism on ground. Section C also identified the monetary and non-monetary incentives whose contributions to teacher educators’ job performance were to be rated as High Extent (HE), Moderate Extent (ME), Low Extent (LE) or No Extent (NE). Section D identified the indicators of teacher educators’ job performance correlated with the monetary and non-monetary incentives in the study.

For validity, three experts in the field of Educational Management scrutinized the ITEJPQ in content and face value while test-retest method was conducted by administering thirty (30) copies of the instrument outside the study area at two weeks interval to obtain the reliability. A reliability co-efficient of 0.88 was obtained (using Kuder Richardson-21) and this showed that the instrument was suitable enough for data collection.

The ethical measures sought before data collection was the permission sought in writing through some of the senior staff of the Colleges of Education to seek their consent/approval. They were also notified in advance through WhatsApp contacts about the time of visit by the researchers and research assistants. All of the participants

were assured that the information gathered would be used strictly for research purpose and their names were not required. The administration of the research instrument was carried out within two weeks including the time of sensitization, follow-up and the collection of the research instrument administered. The adequate monitoring of the administration of the instrument resulted into a 100% return of the 200 copies of the ITEJPQ. Descriptive statistics of frequency count, percentages, and inferential statistics of multiple regression analysis were used for data analysis upon which the results and the findings were presented and discussed at the alpha significance level of 0.05.

Results

Research Question 1:

What are teacher educators’ ratings of the status of the monetary and non-monetary incentives available for teacher educators in the Colleges of Education in Oyo State of Nigeria?

Table 1: Teacher Educators’ Ratings of the Status of Monetary and Non-Monetary Incentives Available in the Colleges of Education Staff Welfare Mechanism

Incentives	Status		
	Good (G)%	Fair (F)%	Poor (P)%
Monetary Incentives			
Salary Package	105 (52.5)	95 (47.5)	-
Salary Allowance/Arrears	80 (40.0)	100 (50.0)	20 (10.0)
Pension Benefits	85 (42.5)	25 (12.5)	90 (45.0)
Profit Sharing System	40 (20.0)	21 (10.5)	139 (69.5)
Fringe Benefits	45 (22.5)	60 (30.0)	95 (47.5)
	35.5%	30.1%	34.4%
Non-Monetary Incentives	Good (G)%	Fair (F)%	Poor (P)%
Professional Development Support	50 (25.0)	65 (32.5)	85 (42.5)
Promotion	110 (55.0)	85 (42.5)	5 (2.5)
Health Insurance	20 (10.0)	18 (9.0)	162 (81.0)
Working Environmental Condition	50 (25.0)	25 (12.5)	125 (62.5)
Award/Commendation	50 (25.0)	20 (10.0)	130 (65.0)
	28.0%	21.3%	50.7%

As shown in table 1, the teacher educators rated the status of monetary incentives available in their Colleges of Education to be 35.5% good, 30.1% fair, and 34.4% poor on the average while the non-monetary incentives were rated to be 28.0% good, 21.3% fair and 50.7% poor. Specifically, salary package (monetary incentive) and promotion (non-monetary incentive) were rated highest to be 52.5% and 55.0% good respectively while a fair average score of 50.0% was accorded salary allowances/arrears. Pension benefits with a percentage of 69.5 has been rated to be the poorest monetary incentive perhaps in government’s attitude to it. For non-monetary incentives, health insurance with a percentage of 81.0 is the poorest followed by award/commendation with a rating of 65.0% as being poor and working environmental condition (62.5% poor).

Research Question 2:

What is the joint contribution of monetary and non-monetary incentives on teacher educators’ job performance in the Colleges of Education?

Table 2: Joint Contributions of Monetary and Non-Monetary Incentives on Teacher Educators’ Job Performance

R = .945						
R ² = .904						
Adj. R ² = .882						
Std. Error = 1.02476						
ANOVA						
Source	of	SS	df	MS	F-Ratio	p
Variation						
Regression		474.657	10	47.464	43.464	0.000
Residual		45.012	190	1.064		
Total		519.669	200			

Source: Field Survey, 2020

The result in table 2 shows that there was significant contribution of the independent variables (incentives – salary package, salary allowance/arrears, pension benefits, profit sharing system, fringe benefits, professional development support, promotion, health insurance, working environmental condition and award/commendation) on the dependent variable (teacher educators’ job performance); $R = 0.945$, $p < 0.05$. Also, the adjusted R^2 of 0.882 implies that about 88.2% of the variance in teacher educators’ job performance were accounted for by the linear combination of the ten independent variables (monetary and non-monetary incentives). The ANOVA results from the regression analysis reveal that there was significant joint contributions of the ten incentives on teacher educators’ job performance ($F(10,190) = 43.464$, $P < 0.05$).

Research Question 3:

What is the relative contribution of the monetary and non-monetary incentives on teacher educators’ job performance in the Colleges of Education?

Table 3: Relative Contribution of Monetary and Non-Monetary Incentives on Teacher Educators’ Job Performance

Model	Unstandardized Coefficient	Std. Error	Standardized Coefficient	Rank	T	Sig.
Independent Variable	B		Beta (β)			
Constant	-1.215	-1.225				
Monetary Incentive						
Salary Package	1.711	.302	.418	1 st	2.352	.001
Salary	.894	.314	.301	2 nd	1.903	.000
Allowance/Arrears						
Pension Benefits	.134	.412	.104	4 th	1.810	.007
Profit Sharing System	.359	.272	.098	5 th	1.228	.061
Fringe Benefits	.924	.544	.122	3 rd	2.412	.003
Non-Monetary Incentives						
Professional Development Support	1.502	.209	.380	2 nd	2.782	.000
Promotion	1.622	.230	.395	1 st	2.361	.000
Health Insurance	.908	.419	.040	5 th	.418	.109
Working Environmental Condition	.438	.362	.150	3 rd	1.478	.002
Award/Commendation	.634	.234	.110	4 th	1.676	.005

Dependent Variable: Teacher Educators’ Job Performance
 Source: Field Survey, 2020

In the results presented in table 3, each of the ten monetary and non-monetary incentives contributed relatively to teacher educators’ job performance in the Colleges of Education surveyed. Significant contributions were observed in salary package ($p = .001 < .05$), allowance/arrears ($p = .000 < .05$), fringe benefits ($p = .003 < .05$), professional development support ($p = .000 < .05$), promotion ($p = .000 < .05$), working environmental condition ($p = .002 < .05$), and award/commendation ($p = .005 < .05$). The ranking of the relative contributions of all the monetary and non-monetary incentives on teacher educators’ job performance in the Colleges of Education are presented in the order of beta weight (ranking). For monetary incentives, their relative contributions are: salary package ($\beta = .418$; $t = 2.352$; $p < .05$), allowance/arrears ($\beta = .301$; $t = 1.903$; $p < .05$), fringe benefits ($\beta = .122$; $t = 2.412$; $p < .05$), pension benefits ($\beta = .104$; $t = 1.810$; $p > .05$) and profit sharing system ($\beta = .098$; $t = 1.228$; $p > .05$). The highest order of beta weight of the relative contributions of the non-monetary incentives to teacher educators’ job performance are: promotion ($\beta = .395$; $t = 2.361$; $p < .05$), professional development support ($\beta = .380$; $t = 2.782$; $p < .05$), working environmental condition ($\beta = .150$; $t = 1.478$; $p < .05$), award/commendation ($\beta = .110$; $t = 1.676$; $p < .05$), and health insurance ($\beta = .040$; $t = .418$; $p > .05$). All the ten job incentives contributed variously to teacher educators’ job performance in their respective Colleges where they work as personnel for teacher preparation.

Discussion of Findings

The ratings of the status of the monetary and non-monetary incentives available for teacher educators in the Colleges of Education in Oyo State of Nigeria as presented in table 1 indicates that salary package with a percentage of 52.5 is the most rated monetary incentive which boost teacher educators’ job performance while promotion with a

percentage of 55.0 is also the most non-monetary incentive which the teacher educators have been enjoying as a buffer of their job performance. These findings corroborate Igbogi's (2018) research outcome on teachers' welfare and commitment as determinants of productivity in Bayelsa State of Nigeria that good financial benefits and regular promotion influence productivity. An average (50.0%) rating of the payment of salary allowances/arrears to teacher educators also show a fair response of institution management to salary allowance/arrears incentive for concerned teacher educators.

The poor rating of the status of pension benefit along with poor health insurance, award/commendation, and working environmental condition empirically established the fact that these incentives are presently inadequate in the Colleges motivational reward system for their staff. Also, these findings agree with the prior study that poor incentives packages have been a major factor affecting employees' commitment and productivity (Falola, 2014). Meanwhile, every employee expects that he/she should be recognized and compensated for efforts and progress made towards achieving institutional objectives for enhanced productivity.

The multiple regression analyses in table 2 shows that salary package, salary allowance/arrears, pension benefits, profit sharing system, fringe benefits, professional development support, promotion, health insurance, working environmental condition and award/commendation as incentives jointly contribute to teacher educators' job performance in teacher preparation. The magnitude of their joint contribution in influencing job performance reflects in the values of coefficient of multiple R^2 (0.904) and in multiple R^2 adjusted (0.882) as shown in table 2. Thus, it is clear that 88.2% of the total variance in the job performance of teacher educators is accounted for by the combination of the monetary and non-monetary incentives. The F-ratio value ($F(10,190)=43.464$, $p < 0.05$) which is significant at 0.05 level further attests to the fact that the joint contribution capacity of the job incentives are not due to chance factors in the model. Emeya and Antiaobong (2016) had earlier identified some indicators of incentives as recognition of the work done and feeling of participation, equitable salary structure, pension and profit sharing, salary increase and so on as incentives for a continuous job performance.

On the relative contribution of each of the ten independent variables (monetary and non-monetary incentives) to teacher educators' job performance, it is revealed in table 3 that salary package as a monetary incentive contributed mostly to teacher educators' job performance while promotion is found out to be the highest ranked non-monetary motivational factor which serves as a significant catalyst to job performance of teacher educators in discharging their teacher preparation responsibilities. Prior studies (Banjoko, 2013; Obadara, 2015; Okendu, 2016; &Nwosu, 2016) affirm these job incentives as motivational factors that influence the likelihood of employees' job performance.

Allowances/arrears for teacher educators is the next significant contributing factor followed by fringe benefits. Pension benefits and profit sharing system in the Colleges of Education contributed to teacher educators' job performance as monetary factors, though not significant. As a result, their own part as motivational inputs for staff in the colleges of education system as part of the reward system cannot be downplayed.

The study also reveals that professional development support made available in the Colleges of Education for the staff to update their knowledge, skills and attitudes contributes mostly and significantly to teacher educators' job performance. Working environmental condition and award/commendation also made significant contributions to teacher educators' job performance while health insurance also made contributions to the workers' job performance though not significant. The implication of all the incentives imply that teacher educators' behaviour in their professional exercise is directly influenced by the promise of a reward mechanism on ground and any denial they experience, prevents their institutions where they work from getting the best out of them.

Monetary incentives as inferred from the findings of this study are essential examples of external rewards that motivate working personnel. Although, the value of the incentives whether monetary or non-monetary can change over time due to many factors, they are relatively powerful motivational inputs every organisation including educational institutions must prioritize in the reward incentive schemes to achieve and sustain high performance through their manpower.

Conclusion

The role of Nigerian Colleges of Education in teacher preparation remains till date in educational discourse. Since the role of the teacher education in the education process is so critical, their motivation through adequate incentives schemes are very paramount. This study had therefore examined the status of monetary and non-monetary incentives on ground in the Colleges of Education surveyed and the influence of the incentives on job performance. For teacher educators to live up to expectations in their teacher preparation engagements, they must be regarded as the number one worker to be cared for by their employers. Obviously, all incentives are not put in place equally, but when teacher educators' salaries, allowances and other remunerations are not given to them as at when due and in appropriate measure, they cannot implement the content of Colleges of Education curricula as expected.

Teacher educators are saddled with the responsibility of translating educational policies in Colleges of Education into practice, but for them to be well devoted, committed and satisfied with their job, monetary and non-monetary incentives cannot be held with levity hands. Without adequate welfare staff incentive scheme(s), teacher educators angrily might continue to embark on industrial actions on the request for a usual promises often made by their employers but never fulfilled. Where such becomes a custom, the country cannot produce highly skilled and profiled teaching manpower for secondary schools. Likewise, the ill-prepared teachers from non-motivated teacher educators would not be able to compete with their counterparts in the challenging contemporary world.

Recommendations

Arising from the findings of this study, the authors recommended as follows:

1. Regular welfare system and incentive schemes should not only be installed by employers of labour but should be reviewed from time to time as the social and economic situations of the society demands.
2. The federal and state governments should not turn deaf ears to teacher educators' cry concerning salary structure, and both parties should promptly reach conscientious to prevent the detrimental effect of long incessant strikes on teacher trainees.
3. Teacher educators' salaries, allowances, fringe benefits and other remunerations should be adequately catered for through a well-defined budget allocation, and pay same to them in time.

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