

Teachers' Remuneration and Students' Involvement in Public Secondary Schools in Southwest, Nigeria

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Abstract

Student involvement is a central aspect of effective teaching. This is because students are central to the main reason why teachers are employed and, more so, the reason for school establishment. As a result, this study investigated regular teachers' remuneration, the level of students' involvement, and the influence of teachers' remuneration on student involvement in public secondary schools in southwest states of Nigeria. The study population comprised all teachers in the public secondary schools in southwest states of Nigeria. A sample size of 1,080 was calculated and derived using Research Advisor's Table at 95% degree of confidence with a 5% error margin. The questionnaire was used to elicit information from respondents. The study found that teachers' remuneration is not promptly and regularly paid. In addition, the level of student involvement is low and teachers' remuneration significantly influences student involvement in public secondary schools in southwest states in Nigeria. It was recommended that teachers' remuneration be paid promptly and regularly and that the government improve teachers' service conditions by increasing their remuneration to reflect the economic reality in Nigeria.

Keywords: students' involvement, teachers' remuneration, teaching and learning, teacher's responsibility, academic success

Introduction

The importance of student involvement in teaching and learning cannot be underestimated. This is because students are central to the main reason why teachers are employed and, more so, the reason for school establishment. Hence, it is reasonable to plan school activities in a way that charges and motivates the students to show interest in what they are being taught, as well as every other activity in the school. It should be noted that one of the teacher's responsibilities is to properly involve students in school activities that contribute to the development of their cognitive, psychomotor, and affective domains. This suggests that if teachers fail to involve students in the school, it may translate to negative consequences on the part of the students in particular and society in general.

Student involvement is a central aspect of effective teaching. According to Marzano et al. (2010), if students are not involved in school activities, there is little chance that they will benefit from the lessons in the class. Students' involvement in school is the level of involvement students in the activities that would lead to a better understanding of subject content in particular and generally in other activities taking place in the school to make a student a better individual in society. Students' involvement will be a mirage without willingness, zeal, effort, and interest from the students. Obviously, if students are involved in school activities, the contribution of such students in the classroom during the lesson and in the general maintenance of the school will be of assistance to the class, teacher, school head, and the school as well. However, students may keep to themselves if not involved in class teaching and or school activities. This situation may encourage boredom, dispassionate, non-challenge, absenteeism,

or any other form of unacceptable attitude in the class and or in the school.

In the opinion of Mohkler and Janson (2017), students who are not involved in school activities struggle with absenteeism, emotional stability, and academic performance. The character of such students also includes class disturbance, not attempting homework, and leaving school before closing time. However, Adren (2018) posits that students involved in the lesson make efforts to put in their best in their learning, but those who are not involved demonstrate a lack of concentration in the class. Those involved are interested in their academic activities and are ready to sacrifice personal leisure for comprehension of the content covered in class and the application of the knowledge to their daily life. Students must be involved in the learning process in order to maximize learning. The type of involvement in academic tasks that maximizes task performance entails actively participating in the class at a non-superficial level and making progress toward assignment completion (Baiggs, 2017).

There is no way discussion of student involvement in secondary school will come up without recognizing the roles of the teachers. This is because teachers relate directly to the students in the class and in the school. The performance of these roles, therefore, positioned them at the center and made them a major driver in involving students actively for improved outcomes. Specifically, teachers are custodians of knowledge and books regulating the activities of the school and are primarily employed to deliver instruction in the class. Daves and Andrew (2019) state that the time spent by teachers involving students in school activities is a fundamental component of students' attitudes to teaching. Student involvement could be predicated on many variables such as personal, institutional, social, student

intelligence, and level of student's social interaction among their peers and in school activities. This played a significant role in determining the success or otherwise of students' overall performance. Teachers all throughout the world are responsible for educating youngsters to take part in the management of country democracy and be law-abiding and productive citizens. However, the National Research Council (2014) pointed out that a teacher's emolument is crucial in motivating teachers to involve students in classroom activities.

The school head and teachers, apart from involving students in teaching and learning activities in the class, are also expected to involve them in school governance, decision-making, extra-curricular activities, school devotion, and any other related activities towards developing the affective and psychomotor domains of the students. Involving students in these aspects will require students' input through the investigation of various issues related to their academic activities and the development of skills to interact within and among students in the school and in the community where they reside at large. This will challenge the school head and teachers to come up with policies or modify the existing ones to incorporate those identified issues that can assist in involving students appropriately in the school. Adeyemo and Okin (2017) pointed out that public secondary schools in Nigeria do not find out from students any area of need for inclusion in the planning of academic activities to properly engage them. This might be why students are not involved in the school.

Mustard (2022) described Nigeria (Africa's largest economy) as the country with the highest number of dropouts and out-of-school children in Africa, with 16.9%. Ethiopia followed closely, placing second with a dropout percentage of 13%. However, in Nigeria, Osun State has the highest number of out-of-school children compared to other states in South West Nigeria, with a 13% average (Agboola, 2022). A lack of student involvement is one factor linked to the dropout rate (Badun & Peterside, 2015). This is noticeable from the unimpressive level of the teacher's dedication to work. Some teachers encourage passive learning, some give irrelevant assignments, some give unchallenging and unrewarding assignments, some do not involve students in the class, some do not encourage the students to take part in other school activities, and some do not mark the take-home assignments of the students. All these are indications that students are not involved in the school.

According to Andre (2010), student involvement is a measure of the effort that students put into their academic work. The fundamental idea behind student involvement is that effort and activity in the learning process are all connected to academic success. Adedotun and Kolade (2018) assert that student involvement is essential because learning requires each student to put up a dedicated effort. In the opinion of Ararume (2016), student involvement refers to the level of effort students put forth during instructional activities to support desired educational outcomes. In other words, students will learn more about a subject the more time they devote to studying it. Similarly, Barto (2018) concludes that pupils tend to absorb what they are studying more thoroughly the more they interact with teachers in areas of difficulty. According to Berliner and Gold (2016), students can use effort as a strong motivating factor in every setting, and teachers can assist students in drawing a relationship between effort and success.

Gottfried (2017) defined student involvement as the degree of attention, curiosity, interest, optimism, and passion that students exhibit during teaching and learning, which extends to the level of motivation they have and progress in their education. It is easier for students involved in the class to create, evaluate, analyze, apply, comprehend, and remember concepts learned with ease (Skinner et al., 2017). To support this, Ran and Daler (2018) posit that student involvement is centered on the belief that learning improves with student involvement and that learning suffers when students are not involved. According to Gallup and Hopkins (2017), student involvement is any form of student enthusiasm and interest in school activities that directly or indirectly influences student academic output. A longitudinal study by Nafasa and Oblinger (2014) found that distance learners are well involved in tutorials and hence displayed involvement

characteristics of coming to tutorials, being well prepared, and making an effort on tutor-marked assignments were more likely to be academically successful. This was as a result of their involvement in learning activities. In a study conducted by Gallup and Hopkins (2017), it was found that students in remote areas are less involved in teaching and learning activities but in activities that are not directly related to teaching and learning.

According to Daves and Andrew (2019), teachers' decisions about student involvement should be centered on four common questions: What do I think? Am I curious? Does this matter? Is this possible? The last two questions measure how engaged students are with the issue, whereas the first two questions concentrate on the student's attentiveness. The attentional issues center on whether or not external information enters working memory. The working memory won't handle information if it isn't thought to be interesting. Marzano et al. (2010) claim that importance determines involvement; if the knowledge is not regarded as important, the working memory won't be able to hold onto it for very long. This is because the brain will eventually reject the task since students do not believe in their capacity to complete it.

Student accomplishment can be affected by a wide range of factors, including the complex concept of involvement. Many of the factors fall under one of the three components: behavioral, cognitive, and motivational, as identified (Linnenbrink & Pintrich, 2003). In the opinion of Linnenbrink and Pintrich behavioural involvement is easily observable activity like finishing assignments and participating in class while cognitive engagement is paying attention and thinking more deeply. Motivational engagement is related to emotional engagement.

Those who want the best for the students in the school will be drumming the beat of student involvement to their hearing. This is due to the fact that student involvement and success in school are directly related, according to (Adedotun & Kolade, 2018). The teachers may modify or change the tactics used in involving students if they have a better grasp of the role of intellectual, emotional, behavioral, physical, and social elements in the learning process (Nordgren, 2003). Students involved in school activities are well-grounded in employable skills, which are essential for the success of any nation (Adebakin et al., 2015).

Students who are engaged in the school exhibit consistent positive contributions in-class activities in a friendly manner. They choose challenging tasks and use their initiative to solve the issues that arise. They put in their best whenever any task is assigned. These categories of students exhibit pleasant feelings, such as zeal, optimism, curiosity, and interest when carrying out assigned activity, such as zeal, optimism, curiosity, and interest (Guvenc, 2015). Student success in the school depends on the levels of involvement. Every student benefits when teachers involve them regularly because it gives them the confidence to take charge of their own learning.

In order to involve students, the teacher's role cannot be underestimated. The teacher and classroom variables can account for a sizable amount of student involvement and accomplishment (Hill & Rowe, 2016). It has been demonstrated that teacher's satisfaction and confidence in their ability to teach have a beneficial influence on their affective orientation toward their students, fostering positive student-teacher interactions. Students who enjoy good teacher-student interactions seem more motivated and involved. Students who think their teacher cares about them also learn more, according to (Skinner et al., 2008). Positive interactions between teachers and students are associated with young children's increased social and cognitive development.

Benita et al. (2014) assert that teachers whose remuneration is commensurate with their work tend to foster higher levels of drive, curiosity, and a desire for challenges in their pupils. Students' emotional, cognitive, and behavioral stability in the classroom is related to student's involvement (Reschly & Christenson, 2022). If the teacher poses a challenge to students' pre-conceived knowledge, their curiosity can be encouraged, and they can be tasked with answers. Giving students the opportunity to choose wisely during the learning process is part of students' involvement (Adeyemo & Okin, 2017). However, teachers need to

be adequately encouraged to involve students in getting the desired results with motivation, compensation, and remuneration. Adekola et al. (2021) conclude that teachers are not among the first category of staff in the state when salary is to be paid. This is because the researcher found that the impact of teachers is not directly felt in society. In addition, Fasakin (2023) found that teachers' remuneration is not paid as when due because there are more teachers than other categories of staff in the state.

The role of remuneration in the life of the average worker all over cannot be overestimated. This is the reason for taking up employment, according to Gallup and Hopkins (2017). Remuneration is the whole range of financial and non-financial incentives offered by an organization to its employees in return for their services. According to Weibel et al. (2016), remuneration is the monetary benefit collected by an employee or group of employees from the employer in return for the service(s) rendered. To James (2021), it is the total compensation received by a worker after the completion of assigned work. It includes but is not limited to salary: bonuses, commission, overtime, or any other financial inducement from the establishment. Student involvement in the class has been proven to be influenced by teacher remuneration. Ahmed and Salith (2020) demonstrate in their study how teacher remuneration affects students' behavior and academic performance. According to Austin and Douglas (2016), instructor remuneration had an 8% favorable or negative impact on learners' academic performance. He further claimed that this effect might become more pronounced over time.

Rubie-Davies et al. (2016), in their findings, support the concept that the teacher's salary affects their commitment to involving students in teaching and learning activities. However, the study of Arrainy et al. (2015) emphasizes the need to understand how a teacher's salary impacts student involvement because a teacher's salary may influence subsequent teacher's behavior toward the student beyond involvement activities. In the opinion of Bland (2017), one of the teachers' valuable resources is remuneration, which is expected to be devoted to the teachers' domestic and personal needs and allow them to concentrate fully on their chosen careers. A country that prioritizes education is expected to pay attention to teachers' remuneration, among other things.

The importance of remuneration needs to be emphasized so that all efforts and resources will be deployed to get the best required by the teachers to involve students appropriately in the school. Brewster and Bowen (2004) found that teachers are likely to involve students appropriately if they believe that their monthly emolument will be paid timely. According to Gandor et al. (2015), prompt payment of teacher's remuneration has been found to be the most robust predictor of student involvement in the school, a conclusion which holds regardless of whether students come from families that are relatively advantaged or disadvantaged economically or socially. Gallup and Hopkins (2017) and Grove (2019) conclude that teacher remuneration is a crucial link between student involvement and achievement. By examining teacher's expectations of remuneration, schools may be able to increase student involvement. Educators are challenged to create a compensation in which teachers are excited and believe in the value of students' involvement as well as the skills they are taught. It is often claimed that teachers use information related to remuneration in the formation of their contributions to the school (Gallup & Hopkins, 2017; James, 2021; Madruk et al., 2009). These include student's involvement in curricula and non-curricula activities as well as activities to assist students with risk factors connected with academic failure.

Skinner et al. (2016) polled around a million students in the United States in 2015; the findings show that teachers need to develop skills to keep pupils interested in their studies. According to the report, just fifty percent of teachers reluctantly involve teenagers actively in school. According to the poll, a student's level of participation continuously declines as they mature (Brenneman, 2016). The level of teachers' commitment to involving students in the school is a factor that comes into play. Teachers' working conditions, emolument, classroom setting, school location, and attitude influence how students are involved

in school programs. Teachers in high school do not invest in the teaching process; they are less inclined to participate in activities in which they are unsure of their remuneration. Their enthusiasm for teaching appears to be waning. According to Daves and Andrew (2019), a significant portion of teachers are physically present in the classroom but absent-minded. Even while teachers appear to be fully involved when they arrive at school on time and address students politely, their physical and mental engagement with the lesson may be a sign that they are not. Teacher remuneration can influence a teacher's ability to involve students by helping them learn about their attitudes and ideas about learning and what makes learning easier.

The extent to which teachers can help students develop their meta-cognitive abilities, apply their thinking to real-world circumstances, help challenging students further, and deepen their comprehension is frequently reflected in instructional support. Teacher remuneration procedures are believed to eventually affect students' productivity (Pianta et al., 2008).

Problem

The involvement of students actively in the classroom and school activities is expected to contribute positively to the teachers and school productivity. However, it seems teachers in Osun State public secondary schools did not involve the students in the teaching and learning and other school activities. This might be the reason why students come to school at will and are found outside the school during school hours, as well as the reason why the state has the highest number of out-of-school children in southwest Nigeria. Hence, this study investigated teachers' remuneration and students' involvement in public secondary schools in Osun State, Nigeria.

Research Questions

The following research questions were raised to guide the study

1. How regular is teacher remuneration in public secondary schools in the southwest state of Nigeria?
2. What is the level of students' involvement in public secondary schools in southwest states of Nigeria?

Hypothesis

Teacher's remuneration has no influence on student involvement in public secondary schools in southwest states of Nigeria.

Methodology

The study is a descriptive study with a population of all teachers in public secondary schools in the six states that make up southwest Nigeria. The sample comprised 1,080 respondents, comprising 360 selected disproportionately from each of the three states selected from the southwest geopolitical zone using a multi-stage sampling procedure. The sample size was calculated and derived using the Research Advisor's Table at 95% degree of confidence with 5% error margin. The simple random technique was used to select the three states in the southwest. Thereafter, three Local Governments were selected from each of the three senatorial districts in each of the states using a simple random technique, making a total of nine local governments in each of the selected states. Furthermore, four secondary schools were selected from each of the local governments, making a total of 36 schools in each of the selected states. Finally, a purposive sampling technique was used to select ten teachers from each of the selected schools who had been in service for a minimum of five years. This is to enable the selected respondents to provide reliable information on the variable of the study.

A self-research questionnaire was designed and validated with a reliability index of .87 using the test re-test method. The questionnaire was titled teachers remuneration and students involvement questionnaire (TRSIQ). The TRSIQ contained four sections. The first section consisted of five items to elicit respondents' demographic information. The second section has

five items using the 4 Likert Scale to elicit information on how regular teacher remuneration is in public secondary schools in southwest states of Nigeria. The third section has six items using 'yes' and 'no' options to elicit information on the level of students' involvement in public secondary schools in southwest states of Nigeria. However, the fourth section consisted of 10 items using the 4 Likert Scale to collect information to test the influence of remuneration on student involvement in public secondary schools in southwest states of Nigeria.

The administration of the instrument was done with the assistance of two research assistants for each of the selected states, who were trained by the researcher before administering the instruments in their respective states deployed for the administration of the instrument. Descriptive statistics was employed to answer research questions one and two, while inferential statistics was used to test the only hypothesis formulated for the study at a .05 level of significance.

Results and Discussion

Research question 1: How regular is teacher remuneration in public secondary schools in southwest Nigeria?

Table 1 shows that teacher's remuneration in public secondary schools in southwest states of Nigeria is not regular ($M = 24.11$; $Sd = 3.11$). This is in line with the findings of Adekola et al. (2021), who concluded that teachers are not among the first category of staff in the state when salary is to be paid and Fasakin (2023), who found that teachers' remuneration is not paid as at when due because teachers are more than other categories of staff in the state. This might be because the government did not give priority to education and showed an understanding of the importance of teachers in nation-building. A government that prioritizes education will give attention to the payment of teachers' remuneration promptly. The government may also not be interested in teacher's commitment because a teacher that is not paid regularly is not likely to be committed to the job.

Table 1
Regularity of Teacher's Remuneration

Items	SA	A	D	SD
	(%)	(%)	(%)	(%)
My salary is paid promptly at the end of the month	80 (7.40)	140 (12.96)	370 (34.26)	490 (45.37)
My salary is not paid regularly	420 (38.88)	390 (36.11)	165 (15.28)	105 (9.72)
My salary is paid in the middle of the following month	110 (10.19)	147 (13.61)	330 (30.56)	493 (45.65)
The government gives one excuse or the other for delay in payment of salary	467 (43.24)	324 (30.0)	126 (11.65)	163 (15.09)
I am satisfied with my present salary	113 (10.46)	26 (2.41)	328 (30.37)	613 (56.76)

Note. SA = strongly agree; A = agree; D = disagree; SD = strongly disagree.
N = 1,080.

Research question 2: What is the level of students' involvement in public secondary schools in southwest states of Nigeria?

Table 2, the overall weighted average for the level of students' involvement in public secondary school is .84 out of 2.00. This means that the level of student involvement is low. This might be because teachers do not understand the roles of student involvement in teaching and learning. Some teachers may not

understand that students need to develop cognitively, affectively, and psychomotively, which can be done through students' involvement. The teachers may not be encouraged to do so because students are involved in a task that requires more effort from the teachers. It may also be due to the meager remuneration of teachers in the country, which necessitates teachers looking for other sources of income for survival. It might also be because teachers do not border to find from the students which area to involve them as concluded by Adeyemo and Okin (2017) that public secondary schools in Nigeria do not find out from students any area of need for inclusion in the planning of academic activities to properly engage them. This result is against the findings of Nafasa and Oblinger (2014), who found that distance learners are well involved in tutorials and hence displayed involvement characteristics of coming to tutorials, being well prepared, and making an effort on tutor-marked assignments were more likely to be academically successful. However, it is in line with the findings of Gallup and Hopkins (2017), who found that students in remote areas are less involved in teaching and learning activities but in activities that are not directly related to teaching and learning.

Table 2
Level of Students' Involvement in Public Secondary Schools in the Southwest States of Nigeria

Aspects measured	Yes(%)	No(%)
Class teaching and learning	630 (58.33)	450 (41.66)
General school activities	730 (67.59)	350 (32.41)
Homework	620 (57.41)	460 (42.59)
School discipline	650 (60.19)	430 (39.81)
Co-curricular activities	810 (75)	270 (25)
Clearing of school compound	580 (53.70)	500 (46.30)
Score	$M = 22.61$; $Sd = 3.10$	

Note. N = 1,080.

Hypothesis: Teacher's remuneration has no influence on student involvement in public secondary schools in southwest states of Nigeria.

Table 3 shows that remuneration has a significant influence on students' involvement in public secondary schools in southwest states of Nigeria. Since r calculated is greater than r critical (from the Table), this might be a result of the crucial roles of remuneration to labor, irrespective of the sector. The findings are in line with those of Brewster and Bowen (2004), who found that teachers are likely to involve students appropriately if they believe that their monthly emolument will be paid in a timely manner. In addition, Gandor et al. (2015) also found that teacher's remuneration remains one of the most robust predictors of student involvement and behavior in school, a conclusion which holds regardless of whether students come from families that are relatively advantaged or disadvantaged economically or socially. It is also in line with the position of Gallup and Hopkins (2017) and Grove (2019), who concluded that teacher's remuneration is a crucial link between student involvement and achievement. By examining teacher expectations of remuneration, schools may be able to increase student involvement. Educators are challenged to create a compensation in which teachers are excited and believe in the value of students' involvement as well as the skills they are taught. In line with the findings, Gallup and Hopkins (2017), James (2021), and Madruk et al. (2009) also established that teachers use information related to remuneration in the formation of their contributions to the school.

Table 3
Influence of Remuneration on Student Involvement

Variables	M	SD	N	df	Calculated value	Table value
Remuneration	34.77	18.31				
Student involvement	46.38	24.12	1080	106	.64	.197

Note. $P < .05$.

Conclusion

The study established that teacher remuneration in public secondary schools in the southwest states of Nigeria is irregular, leading to significant implications for student involvement. The findings demonstrate a direct correlation between teacher remuneration and the level of student engagement in school activities. Specifically, it was found that when teachers' pay is delayed or inadequate, their motivation to involve students in various academic and extra-curricular activities diminishes, resulting in lower student involvement overall.

This study underscores the critical role of timely and adequate teacher compensation in fostering an environment where students are actively engaged in their education. It is clear that to improve student outcomes and participation in school activities, addressing the issue of teacher remuneration is essential. By ensuring that teachers are properly compensated, schools can create a more conducive learning environment that promotes student involvement and, ultimately, academic success.

Recommendations

The following are recommended based on the findings of this study:

1. Teachers' remuneration should be paid promptly and regularly to motivate public secondary school teachers to involve students in school activities. The government should stop giving excuses for not doing the right thing in terms of teacher remuneration.
2. Teachers should endeavor to involve students in school activities. This will reduce the number of dropouts from secondary schools and the number of nuisances in society. This will also assist in building students' self-confidence and improve their academic performance.
3. The government should improve teachers' service conditions, including remuneration, to reflect the economic reality in Nigeria. A well-paid teacher will likely devote more time to his or her primary assignment in the school.

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Received: 23 July 2024

Revised: 12 August 2024

Accepted: 21 August 2024