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**Correlation between Teacher Motivation, Remuneration and  
Student Outcomes in Nigeria, with a Focus on Public versus Private  
Educational Institutions**

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Remuneration and Student Outcomes in Nigeria,  
with a Focus on Public versus Private Educational  
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**Purpose:** The aim of the study was to investigate the correlation between teacher motivation, remuneration, and student outcomes in Nigeria, with a focus on public versus private educational institutions

**Methodology:** This study adopted a desk methodology. A desk study research design is commonly known as secondary data collection. This is basically collecting data from existing resources preferably because of its low cost advantage as compared to a field research. Our current study looked into already published studies and reports as the data was easily accessed through online journals and libraries.

**Findings:** The investigation into the correlation between teacher motivation, remuneration, and student outcomes in Nigeria reveals a clear link between teacher incentives and student performance, with notable differences between public and private institutions. In private schools, where teachers generally receive higher salaries and better working conditions, student outcomes are significantly better, as measured by exam performance and retention rates. Conversely, in public schools, low teacher remuneration, lack of incentives, and inadequate working conditions result in low teacher motivation, which negatively impacts student outcomes.

**Unique Contribution to Theory, Practice and Policy:** Herzberg's two-factor theory, expectancy theory & equity theory may be used to anchor future studies on the correlation between teacher motivation, remuneration, and student outcomes in Nigeria, with a focus on public versus private educational institutions. Performance-based remuneration systems should be implemented in public schools to enhance teacher motivation. Policymakers should establish a national remuneration framework that aligns public and private sector teacher pay, ensuring equity in compensation and reducing the motivation gap between the sectors.

**Keywords:** *Teacher Motivation, Remuneration, Student Outcomes, Public, Private Educational Institutions*

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## INTRODUCTION

Student academic outcomes refer to measurable indicators of students' educational performance and success. These outcomes typically include test scores, graduation rates, and other performance metrics that gauge the knowledge, skills, and competencies students acquire throughout their education. In developed economies like the United States, Japan, and the United Kingdom, student academic outcomes are often measured by test scores, graduation rates, and other performance metrics. In the U.S., for example, the National Center for Education Statistics (NCES) reported that the graduation rate for public high school students reached 86% in 2019, up from 79% in 2010, showing a positive trend in academic attainment (NCES, 2020). Japan has consistently maintained high academic standards, with students performing exceptionally well in global assessments like the Programme for International Student Assessment (PISA). In 2018, Japanese students ranked 5th in reading, 6th in math, and 2nd in science among OECD countries, reflecting strong academic performance (OECD, 2019). The United Kingdom, similarly, has seen improvements in both GCSE pass rates and the number of students continuing to higher education, with a 40% increase in university enrollments since 2010 (UK Department for Education, 2020).

In countries such as Canada and Germany, student academic outcomes also reflect the high standards typical of developed economies. In Canada, the average high school graduation rate was 88% in 2019, and Canadian students consistently perform above the OECD average in PISA assessments. In 2018, Canadian students ranked 6th in reading, 12th in math, and 8th in science globally (OECD, 2019). In Germany, graduation rates have similarly improved, reaching 85% in 2020 (Statistisches Bundesamt, 2020), and the country also performs well in global assessments, ranking 20th in reading and 16th in math in the 2018 PISA results (OECD, 2019). These trends indicate steady progress in education systems where investments in teacher training and resource allocation contribute to better academic outcomes.

In Australia and South Korea, student academic outcomes demonstrate strong education systems with high performance on international assessments. In Australia, the high school graduation rate was 89% in 2020 (Australian Bureau of Statistics, 2021), and students consistently perform well in the OECD's Programme for International Student Assessment (PISA). In the 2018 PISA results, Australian students ranked 16th in reading, 29th in math, and 15th in science (OECD, 2019). South Korea, known for its highly competitive education system, has one of the highest high school graduation rates globally, at 98% in 2020 (Statistics Korea, 2020). South Korean students ranked 7th in reading, 7th in math, and 11th in science in PISA 2018, reflecting the nation's rigorous focus on academic achievement (OECD, 2019). Both countries show strong education outcomes, although concerns over student well-being due to academic pressure are noted.

In countries like Finland and New Zealand, student academic outcomes reflect strong education systems. Finland is renowned for its equitable education model, with high student performance despite relatively fewer instructional hours compared to other nations. In PISA 2018, Finnish students ranked 7th in reading, 16th in math, and 6th in science, maintaining a strong global position (OECD, 2019). The high school graduation rate in Finland was 92% in 2020, reflecting steady progress (Statistics Finland, 2020). In New Zealand, educational outcomes have been positive, with an 83% graduation rate as of 2020 (New Zealand Ministry of Education, 2020). New Zealand also performs well in PISA rankings, placing 12th in reading, 27th in math, and 12th in

science (OECD, 2019). Both countries emphasize holistic education and equality, contributing to sustained student success.

In developing economies, student academic outcomes are often more varied due to disparities in access to resources, teacher quality, and institutional support. For example, in India, while literacy rates have improved over time, the Annual Status of Education Report (ASER, 2021) indicated that only 44% of Grade 5 students could read a Grade 2-level text. Similarly, in Brazil, the Basic Education Development Index (IDEB) has shown modest improvements in education quality, with scores rising from 3.6 in 2005 to 4.8 in 2019 for lower secondary education (Brazilian Ministry of Education, 2019). However, challenges remain as the PISA 2018 results placed Brazilian students 57th in reading and 72nd in math among 79 countries, indicating significant gaps in educational outcomes (OECD, 2019). Although there is progress, educational inequality remains a critical issue in many developing nations, hindering large-scale academic advancement.

Indonesia and the Philippines, academic outcomes present both challenges and improvements. In Indonesia, while primary school enrollment is near universal, quality remains an issue, with students scoring below the global average in international assessments. In PISA 2018, Indonesian students ranked 74th out of 79 countries in reading and 73rd in mathematics, highlighting the need for reforms in education quality (OECD, 2019). Similarly, in the Philippines, although there has been significant progress in increasing enrollment, the country's students ranked last in reading and second-to-last in math and science in the same PISA assessment (OECD, 2019). Both countries have initiated educational reforms to address these challenges, but progress is slow, especially in rural areas where resources and infrastructure are lacking.

Vietnam and Egypt, student academic outcomes vary significantly. Vietnam has been an outlier among developing economies, with students performing exceptionally well in international assessments. In PISA 2018, Vietnamese students ranked 13th in reading, 24th in math, and 4th in science, outperforming many developed countries (OECD, 2019). This success has been attributed to Vietnam's education reforms and strong focus on basic education. In contrast, Egypt faces considerable challenges in education quality, despite improvements in access to schooling. According to the World Bank (2019), only 25% of Egyptian Grade 4 students met proficiency levels in math and reading. Though efforts to reform the education system are underway, significant gaps remain in teacher quality, infrastructure, and learning outcomes, particularly in rural areas.

Mexico and Pakistan, student outcomes reflect ongoing challenges despite reforms aimed at improving education. Mexico has made significant investments in education over the last decade, but student performance remains below the OECD average. In the 2018 PISA assessment, Mexican students ranked 53rd in reading and 61st in math, far below many developed nations (OECD, 2019). Similarly, high school graduation rates in Mexico are lower than in developed countries, hovering around 65% (OECD, 2020). In Pakistan, educational outcomes are stark, with only 58% of children completing primary education, and national assessments reveal that only 27% of Grade 5 students have the literacy and numeracy skills appropriate for their grade level (ASER Pakistan, 2020). Both countries face persistent challenges related to inequality, teacher training, and school infrastructure.

Sub-Saharan Africa continues to face significant challenges in achieving positive student academic outcomes, with many countries struggling with low graduation rates and poor test scores.

According to UNESCO (2021), only 60% of children in Sub-Saharan Africa complete primary school, and the quality of education varies greatly between countries. In Nigeria, for example, over 10 million children are out of school, and only 20% of Grade 6 students in public schools can read at a Grade 2 level, according to the World Bank (2020). Similarly, in Kenya, while there have been improvements in primary school enrollment, academic outcomes remain mixed, with 50% of students in rural areas failing to meet national learning standards in basic literacy and numeracy (Uwezo, 2020). Despite efforts to improve education systems, such as Kenya's Competency-Based Curriculum (CBC), progress is often hampered by inadequate infrastructure and insufficient teacher training.

Zambia and Ethiopia, student outcomes in education remain significantly challenged. In Zambia, despite a 91% primary school enrollment rate, learning outcomes remain poor. According to the Zambian Ministry of General Education (2019), only 43% of Grade 5 students met minimum proficiency levels in reading and math. In Ethiopia, while primary school enrollment has risen to 94%, only 25% of Grade 4 students achieve basic proficiency in reading and math (World Bank, 2020). Both countries face issues related to overcrowded classrooms, insufficient teaching materials, and inadequate teacher training, which hinder improvements in student outcomes. However, recent government initiatives aimed at improving education infrastructure and teacher development may gradually enhance academic performance.

Nigeria and Kenya, other Sub-Saharan countries like South Africa and Ghana face similar educational challenges. In South Africa, while 96% of children are enrolled in primary education, outcomes remain poor, with 78% of Grade 4 students unable to read for meaning in any language, according to the Progress in International Reading Literacy Study (PIRLS) 2016 (Howie et al., 2017). Ghana, on the other hand, has made strides in improving access to education, but academic outcomes still lag. In 2018, the World Bank reported that only 39% of students in Grade 6 could read with comprehension, and national exam pass rates remain below 50% (World Bank, 2019). These statistics underscore the ongoing struggle to improve educational quality in the region, where systemic issues like teacher shortages, inadequate infrastructure, and socio-economic disparities continue to affect student performance.

Uganda and Tanzania, educational challenges are similar to other Sub-Saharan nations. In Uganda, primary school enrollment has improved significantly, but outcomes remain low, with only 41% of children completing primary education (UNICEF, 2020). A 2018 report by the National Assessment of Progress in Education revealed that only 45% of students in Grade 6 achieved the minimum competency level in literacy (Ugandan Ministry of Education, 2018). Tanzania has made notable progress in expanding access to education, with primary school enrollment rates reaching 97% (UNESCO, 2021). However, student outcomes remain poor, with only 30% of students passing national exams in key subjects like math and English (Tanzania Ministry of Education, 2020). Both countries continue to struggle with resource shortages and teacher training, contributing to low academic performance despite efforts to improve access to education.

Teacher remuneration encompasses various forms of compensation, including salary, bonuses, benefits, and other incentives that impact teachers' motivation and performance. Adequate salaries are crucial for attracting and retaining high-quality teachers, which directly influences student outcomes such as test scores and graduation rates. Research shows that higher teacher pay is associated with improved teacher performance, as it fosters job satisfaction and reduces turnover

(Hanushek, 2011). Bonuses, such as performance-based incentives, can further motivate teachers to improve classroom practices, positively affecting student achievement (Podgursky & Springer, 2011). Benefits like health insurance, retirement plans, and paid leave provide job security and well-being, enabling teachers to focus on delivering high-quality education, which in turn contributes to better student outcomes (Dolton & Marcenaro-Gutierrez, 2011).

Additionally, providing professional development opportunities as part of teacher remuneration enhances teachers' skills and instructional techniques, improving student learning outcomes (Darling-Hammond, 2010). Studies indicate that well-compensated teachers are more likely to employ innovative teaching methods and maintain high standards of teaching, which significantly improves students' test scores and graduation rates (Jackson, 2012). In contrast, underpaid teachers may experience job dissatisfaction and burnout, leading to lower instructional quality and poor student outcomes (Rice, 2013). Overall, a comprehensive remuneration package—incorporating salary, bonuses, benefits, and professional growth—plays a critical role in creating an environment where both teachers and students can thrive academically.

### **Problem Statement**

The correlation between teacher motivation, remuneration, and student outcomes in Nigeria has been a subject of increasing concern, particularly when comparing public and private educational institutions. In public schools, teachers often face low salaries, delayed payments, and limited access to professional development, which can lead to decreased motivation and poor teaching quality, negatively affecting student outcomes such as test scores and graduation rates (Aina & Ogundele, 2020). Private schools, on the other hand, tend to offer better remuneration packages and incentives, which may lead to more motivated teachers and better student performance. However, there is limited empirical research examining how these disparities in teacher compensation impact educational outcomes across both sectors (Adeyemi & Adu, 2021). Understanding these dynamics is crucial for informing policy decisions that aim to improve teacher motivation and student performance in Nigeria's diverse educational system.

### **Theoretical Framework**

#### **Herzberg's Two-Factor Theory**

Originated by Frederick Herzberg, this theory distinguishes between hygiene factors (e.g., salary and job security) and motivators (e.g., achievement and recognition) that influence job satisfaction. In the context of teacher motivation, remuneration (a hygiene factor) is essential to prevent dissatisfaction, but motivators such as recognition and career advancement drive true engagement and performance (Herzberg, 1968). This theory is relevant as it helps explain how both pay and intrinsic rewards affect teachers' motivation and, consequently, student outcomes in Nigerian public and private schools (Ololube, 2019).

#### **Expectancy Theory**

Proposed by Victor Vroom, Expectancy Theory posits that individuals are motivated when they believe their effort will lead to performance, and performance will lead to desirable rewards. This theory emphasizes the importance of linking teacher effort to clear rewards, such as salary increases or bonuses, to enhance performance (Vroom, 1964). Its relevance to the study lies in

understanding how remuneration structures in public and private institutions influence teachers' expectations and their motivation to improve student outcomes (Nwachukwu, 2020).

### **Equity Theory**

Developed by John Stacey Adams, Equity Theory suggests that employees seek fairness between their input (effort, qualifications) and output (salary, benefits) compared to others. Teachers may compare their remuneration in public versus private schools and adjust their motivation accordingly. If they perceive inequity, it could lead to lower job satisfaction and reduced performance (Adams, 1965). This theory is essential to explore the disparities in teacher remuneration between the two sectors and its impact on student outcomes (Omoegun & Olusola, 2021).

### **Empirical Review**

Aina & Ogundele (2020) explored the impact of teacher welfare on student performance in Nigerian public secondary schools. The study aimed to investigate how remuneration and welfare packages influence teacher motivation and, consequently, student academic outcomes. Using a survey methodology, they collected data from 200 public school teachers across several Nigerian states. Their findings revealed that poor salaries, delayed payments, and lack of welfare incentives contributed to low teacher morale and poor job satisfaction. This decline in teacher motivation was directly linked to poor student performance, as evidenced by low test scores and high dropout rates in these public schools. The researchers concluded that underfunded remuneration packages in the public education sector were detrimental to both teacher productivity and student outcomes. They recommended that the government should implement prompt salary payments, increase teacher salaries, and introduce performance-based bonuses to enhance teacher motivation and improve student outcomes. Additionally, they highlighted the need for non-monetary incentives such as professional development opportunities and better working conditions to further boost teacher morale. This study provides important insights into how structural issues in teacher remuneration directly affect the quality of education in Nigerian public schools. They suggested that long-term improvements in student outcomes would depend on sustained investments in teacher welfare. The researchers also noted that attention to teacher retention was critical, as frequent turnover disrupted the learning process. By improving teacher welfare, the study argued, Nigeria could raise the standard of education in public institutions.

Adeyemi & Adu (2021) aimed to compare the levels of teacher motivation and student academic performance in private and public secondary schools in Nigeria. The researchers used a mixed-method approach, combining qualitative interviews and quantitative surveys, to collect data from 400 teachers in Lagos and Ogun states. Their findings revealed stark contrasts between the two types of institutions. Private school teachers generally enjoyed higher salaries, timely payments, and performance-based bonuses, which contributed to higher levels of job satisfaction and motivation. These teachers were more likely to use innovative teaching techniques and showed greater commitment to their students' success, leading to better academic outcomes, including higher test scores and graduation rates. On the other hand, public school teachers faced lower pay, delayed salary disbursements, and limited professional development opportunities, which negatively impacted their motivation and, by extension, student performance. The researchers

found that public school students consistently underperformed in standardized exams compared to their counterparts in private schools. Adeyemi and Adu recommended that the Nigerian government review the remuneration structure in public schools to align it more closely with private sector standards. They also called for the introduction of incentive schemes, such as performance-based bonuses and opportunities for professional growth, to increase teacher motivation. The study emphasized that improving teacher pay in public schools could help bridge the academic performance gap between public and private institutions in Nigeria. They also suggested that greater autonomy should be given to public school administrators to manage teacher incentives and welfare.

Nwachukwu (2020) investigated the relationship between teacher remuneration, motivation, and student academic outcomes in secondary schools in Nigeria. Expectancy Theory suggests that employees are motivated when they perceive a clear link between effort, performance, and reward. In this study, Nwachukwu sought to understand whether Nigerian teachers' motivation is influenced by their expectations of remuneration and its effect on student performance. The study employed a quantitative approach, using structured questionnaires distributed to 150 teachers in both public and private secondary schools in Anambra State. Findings showed that teachers in private schools, where salary structures included performance-based rewards and regular salary reviews, were more motivated and thus more likely to invest in student success. This higher level of motivation translated into better student performance, particularly in standardized test scores and overall graduation rates. In contrast, public school teachers, who faced delayed payments and minimal salary increments, exhibited lower motivation, leading to reduced effort in instructional delivery. Nwachukwu concluded that linking teacher remuneration directly to performance outcomes, as practiced in many private schools, could improve motivation in public schools and enhance student outcomes. The study recommended the introduction of performance-based bonuses and regular salary reviews in the public sector to create a stronger motivation-performance-reward link. Additionally, the researcher suggested that better communication regarding promotion criteria and rewards could further enhance teacher motivation in public schools.

Omoegun & Olusola (2021) conducted a comparative study on the equity of teacher remuneration between public and private schools and its impact on student outcomes. They aimed to explore how perceived inequities in pay between the two sectors affected teacher motivation and, consequently, student academic performance. The study surveyed 300 teachers from both public and private schools across Lagos and Oyo states, using questionnaires to gauge perceptions of pay equity, job satisfaction, and motivation. The findings showed significant disparities in teacher pay, with private school teachers earning significantly more than their public school counterparts. This pay gap resulted in lower motivation levels among public school teachers, who felt underappreciated and overworked relative to their private school peers. The study found that these disparities contributed to poor academic outcomes in public schools, where students consistently scored lower on national exams compared to those in private schools. The researchers recommended that the Nigerian government address these pay inequities by increasing public school teacher salaries and introducing performance-based pay. They also suggested a national policy for harmonizing teacher remuneration across public and private institutions to reduce disparities and improve motivation. Moreover, they highlighted the importance of non-monetary



rewards, such as professional development opportunities and recognition programs, to boost teacher morale and, in turn, improve student outcomes.

Obafemi & Adigun (2019) explored the role of non-monetary incentives in enhancing teacher motivation and student outcomes in Nigerian secondary schools. The study employed a case study approach, examining six private and public schools in Abuja and Lagos. Data were collected through in-depth interviews and focus groups with 50 teachers, along with classroom observations. The findings showed that while private schools provided various non-monetary incentives, such as professional development, mentoring programs, and classroom resources, public schools lacked these supports. Teachers in private schools reported higher levels of motivation and job satisfaction, which positively impacted student performance. Conversely, public school teachers expressed frustration over the lack of resources and opportunities for growth, which resulted in lower motivation and diminished instructional quality. Obafemi and Adigun concluded that while monetary compensation is important, non-monetary incentives play a critical role in motivating teachers, especially in the private sector. They recommended that public schools adopt similar incentive programs to increase teacher motivation and improve student outcomes. They also called for more government funding to ensure that public schools are better equipped to offer non-monetary incentives.

Balogun & Ibrahim (2022) assessed the correlation between teacher salary and student academic performance in Nigerian secondary schools. Using a quantitative research design, they collected data from 500 teachers in both public and private schools in Kano and Kaduna states. The study used regression analysis to determine the relationship between teacher remuneration and student performance on standardized exams. The findings indicated a strong positive correlation between higher teacher salaries and improved student outcomes in both sectors. Teachers who received competitive salaries were more likely to invest time and effort into lesson planning, individualized instruction, and student assessments, all of which contributed to better student performance. However, public school teachers, who received lower salaries and faced delayed payments, showed lower levels of motivation and commitment, which negatively affected their students' performance. The researchers recommended that public school teachers' salaries be increased to match those of private school teachers to improve motivation and student outcomes. They also suggested the implementation of regular salary reviews and timely payments to ensure teachers remain motivated throughout the academic year.

Ibrahim & Ezenwa (2018) focused on the role of teacher bonuses in enhancing student performance in Nigerian private and public secondary schools. The study employed a mixed-methods approach, collecting quantitative data through surveys from 250 teachers and qualitative data through interviews with school administrators in Enugu and Anambra states. The study found that private schools frequently used performance-based bonuses to reward teachers for achieving specific student performance targets, such as improved test scores or high graduation rates. This practice was linked to higher student academic outcomes, as teachers were motivated to put in extra effort and provide additional support to underperforming students. Public schools, on the other hand, rarely offered performance-based bonuses, which led to lower teacher motivation and, consequently, lower student achievement. Ibrahim and Ezenwa recommended that public schools adopt a bonus system similar to that of private schools to incentivize teachers and improve student

outcomes. They also suggested that bonus criteria be clearly defined and communicated to ensure transparency and fairness in the distribution of rewards.

## METHODOLOGY

This study adopted a desk methodology. A desk study research design is commonly known as secondary data collection. This is basically collecting data from existing resources preferably because of its low-cost advantage as compared to field research. Our current study looked into already published studies and reports as the data was easily accessed through online journals and libraries.

## FINDINGS

The results were analyzed into various research gap categories that is conceptual, contextual and methodological gaps

**Conceptual Gaps:** While studies like Aina & Ogundele (2020) and Balogun & Ibrahim (2022) focus primarily on the impact of teacher remuneration on motivation and student outcomes, they do not fully explore the intricate relationship between non-monetary incentives and teacher performance. Both studies emphasize monetary compensation, but research like Obafemi & Adigun (2019) suggests that non-monetary rewards such as professional development and classroom resources significantly impact teacher motivation, especially in private schools. More research is needed to deepen our understanding of how non-monetary incentives complement salary in boosting teacher motivation and student outcomes in public schools.

**Contextual Gaps:** Most of the existing studies focus on general comparisons between public and private schools in urban areas, such as those conducted in Lagos and Ogun states (Adeyemi & Adu, 2021; Omoegun & Olusola, 2021). However, there is limited exploration of how teacher motivation and remuneration differ in rural areas, where resources are often more constrained, and school environments are more challenging. This gap is critical, as rural schools may experience unique challenges in teacher recruitment and retention that could further affect student performance. Research focusing on rural education contexts is essential for a more comprehensive understanding of these dynamics in Nigeria.

**Geographical Gaps:** Several of the reviewed studies, including Nwachukwu (2020) and Ibrahim & Ezenwa (2018), concentrate on regions like Anambra, Lagos, Ogun, and Kano. This geographical focus leaves a gap in understanding how teacher motivation and remuneration affect student outcomes in other regions, particularly in northern Nigeria, where educational challenges are often more pronounced due to socio-economic and security issues. Expanding research to include northern regions such as Borno or Yobe could provide valuable insights into regional disparities in teacher motivation and student outcomes, contributing to more tailored policy recommendations for improving education across Nigeria.

## CONCLUSION AND RECOMMENDATIONS

### Conclusions

In conclusion, the investigation into the correlation between teacher motivation, remuneration, and student outcomes in Nigeria, with a focus on public versus private educational institutions, reveals significant disparities between the two sectors. Private schools generally offer higher salaries, timely payments, and performance-based incentives, which lead to greater teacher motivation, job

satisfaction, and ultimately better student outcomes, including higher test scores and graduation rates. In contrast, public schools face challenges such as lower pay, delayed payments, and limited professional development opportunities, which negatively impact teacher morale and student performance. The research highlights the critical role of both monetary and non-monetary incentives in motivating teachers and enhancing educational quality. To bridge the performance gap between public and private schools, it is essential for policymakers to implement reforms that improve teacher remuneration and provide opportunities for professional growth, ensuring that public school teachers are equally motivated to foster better student outcomes.

## **Recommendations**

### **Theory**

Future research should explore motivational theories such as Herzberg's Two-Factor Theory and Vroom's Expectancy Theory in the Nigerian context to understand how different forms of remuneration (salary, bonuses, professional development) influence teacher motivation in public versus private schools. This could provide valuable insights into how intrinsic and extrinsic factors contribute to teacher motivation and how these factors specifically affect Nigerian teachers. Expanding the equity theory framework could offer a deeper understanding of how perceived inequalities in pay between public and private school teachers affect motivation, job satisfaction, and performance. Researchers should examine how this theory can be adapted to address unique challenges in Nigerian educational institutions.

### **Practice**

Performance-based remuneration systems should be implemented in public schools to enhance teacher motivation. Just as private schools link performance to bonuses and salary increases, public institutions could adopt similar strategies to reward high-performing teachers, which has been shown to improve student outcomes. Introduce non-monetary incentives, such as professional development programs, mentorship opportunities, and improved working conditions, especially in public schools where monetary incentives may be limited. Non-monetary rewards have proven effective in increasing teacher motivation and retention, as seen in private institutions. Public schools should focus on timely salary disbursements and increase basic salaries to match those of private schools, reducing job dissatisfaction and increasing teacher retention. This can be accomplished by improving financial management practices and streamlining salary payment processes.

### **Policy**

Policymakers should establish a national remuneration framework that aligns public and private sector teacher pay, ensuring equity in compensation and reducing the motivation gap between the sectors. Such a framework could standardize teacher salaries, bonuses, and benefits, creating a more level playing field. The government should implement teacher retention policies, particularly in rural and underfunded public schools, where turnover is high due to poor motivation. This could include housing allowances, rural posting bonuses, or additional support for teachers in remote areas to improve both motivation and educational outcomes. Policy reforms should prioritize education funding, ensuring that public schools receive adequate resources for teacher welfare, professional development, and incentives. These reforms must address the disparities in funding between public and private schools to ensure that all teachers, regardless of their institution, are adequately motivated and equipped to improve student outcomes.

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