

LECTURERS' COMPENSATION AND GOAL ACHIEVEMENT IN FEDERAL COLLEGES OF EDUCATION, SOUTH-WEST, NIGERIA

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Abstract

The goals of Colleges of Education in Nigeria include among others, producing of teachers with high discipline, dedication, appropriate knowledge and skills that would facilitate the actualisation of the national goals. It was against this background that the study examined lecturers' compensation and goal achievement in Federal Colleges of Education, South-west, Nigeria. Descriptive research design of correlational type was adopted for the study. The target population comprised of 900 lecturers in the three Federal Colleges of Education, 1,292 principals and 7,127 head teachers of Basic schools that cut across Oyo, Lagos and Ogun States. Proportional sampling technique through the use of Krejcie and Morgan (1970) table was used to select 226 lecturers, 254 principals and 317 head teachers respectively. Self-designed questionnaire titled: 'Lecturers' Compensation Questionnaire (LCQ) and Goal Achievement Questionnaire (GAQ) were used to collect necessary data. The mean, standard deviation and Multiple Regression were used to answer the research questions and test hypothesis raised and formulated. The findings indicated that there was a significant prediction of lecturers' compensation and goal achievement in Federal Colleges of Education, South-west, Nigeria. The study concluded that adequate compensation would go a long way in enhancing effective realisation of the goals of these institutions. Based on the findings of the study, it was recommended that: government should sustain and intensify their efforts by paying more attention to lecturer compensation through timely promotion, provision of affordable health services, salaries and improved training opportunities.

Keywords: Lecturers' compensation; Goal achievement; Training opportunities; Health services; Promotion; Salaries

Introduction

Teacher education in Nigeria centres around the quality of education imparted to the citizenry and its relevance to individuals in particular and the country at large. This is why attention is increasingly focused on the quality of existing teachers while emphasis is also laid on potential teachers. This is so because nothing can be as important to learning as the quality of inputs provided by the government and other stakeholders. The importance of Colleges of Education (formerly known as Advanced Teachers' Training College) in nation building cannot be over-emphasised because these institutions are saddled with the responsibility of producing qualified and competent teachers for basic schools in Nigeria. The inadequate compensation may include irregular payment of salary, delay in implementation of promotion, poor commitment to capacity building of the lecturers and the

likes. Many lecturers in the employment of the Federal Colleges of Education remain in the service because they have not gotten greener pasture in other establishments (Sadam, 2016).

Lecturers are important stakeholders in the educational system, and as such, their compensation for the services they are rendering to schools needs to be very attractive and encouraging, if at all the realization of the effectiveness of the schools is of priority to the government and other stakeholders in education. This is necessary because, if lecturers are not well compensated, realising the goal achievement could be cumbersome. Promotion of lecturers has not been timely implemented in most of the federal colleges of education in south-west, Nigeria, as the government do not key in very well to their capacity building, by organizing different trainings or financially supporting them to attend within or outside the country (Odauda, 2021)

Samson (2020) stated that compensation of lecturers in many federal colleges of education in Nigeria, especially in the areas of salary, promotion, training opportunities, fringe benefits and other incentives, has not been encouraging. This could make lecturers worried and could consequently, harm the goal achievement the goal achievement of the school. Olalekan (2017) posited that lecturers' compensation and goal achievement are inseparable. If lecturers are well compensated, their morale could be boosted towards high dedication to their official duties and this will eventually help the school to achieve its goals in its operation, especially in the aspect of students' academic performance.

Sadam (2016) explained that the ultimate goal of any educational institution is to see that its students have excellent academic performance in their examinations. However, one of the ways of ensuring this in federal colleges of education in South-west, Nigeria is by making lecturers' compensation such as salary, promotion, capacity building and fringe benefits more attractive, as poor compensation could consistently dampen their readiness to make the schools effective. Obadare (2018) stressed that one of the factors responsible for ineffectiveness of federal colleges of education in South-west, Nigeria is lackadaisical attitude of the governments towards lecturers' compensation, especially in salary, promotion, fringe benefits and professional development.

Goal achievement is the most essential pursuit of every viable organisation. Educational institutions, especially colleges of education in South-west, Nigeria are not exempted from this goal attainment venture. Suffice it to say that goal achievement is the basis of all productive activities in viable institutions. Dedication is a key element which should not dissociate employees in any organisation because it determines the extent to which they carry out their official duties. Work ethic is important in a school setting because it has a direct effect on the standard of instruction students get. When employees are committed, they go above and beyond the call of duty to foster an environment that is both positive and stimulating for learning for pupils (Kinyita & Hannah, 2015).

Discipline has to do with the compliance of both teachers and students to the established rules and regulations guiding the school. According to Odebode (2020), disciplined staff members adhere to the laws and regulations of the school by donning appropriate uniforms and completely shunning

verbal and physical aggressiveness, stealing, tardiness, disrespecting school authorities, smoking, and alcohol consumption. Knowledge is also important to the employees because it is one of the greatest tools which they need to effectively perform the job. School personnel must possess a thorough comprehension and expertise of the subject matter (Manafa, 2020). Skills in an organisation cannot be over-emphasised. Skill refers to the abilities and competencies that educators possess in order to effectively teach and facilitate learning in their students. According to Bhanot (2019), skills are critical to an organization's performance as well as the personal and professional development of its workforce.

The fore-going discussions have shown that lecturers' compensation and goal achievement are very significant to the realisation of the goals of the Federal Colleges of Education. Without adequate compensation of lecturers, goal achievement could be hampered and the end result would be production of graduates who are not well grounded in all that is required to be effective teachers. It is against this backdrop that this study is set out to examine the relationship between lecturers' compensation and goal achievement in Federal College of Education, South-west, Nigeria.

Statement of the Problem

The goals of Colleges of Education in Nigeria include producing teachers with high personal and professional discipline and integrity, dedication, appropriate knowledge, skills and attitudes that would facilitate the actualisation of the national goals (Federal Government of Nigeria, 2014). However, some occurrences in some public schools across the country have put one in doubt as to whether these goals are being adequately achieved or not. For instance, the knowledge and skills of some teachers (recent graduates of the Federal Colleges of Education who are already on the field) are not adequate as they find it difficult to explain concepts while imparting knowledge to the learners.

Based on the scenario presented above, there is an indication that the goals of the Nigerian Colleges of Education have not been well actualised and this probably could be as a result of ineffective compensation of lecturers who taught them while they were in schools. Many researchers had conducted studies related to this present study. For instance, Osibanjo et al (2014) conducted a study on compensation packages: A strategic tool for employees' performance and retention in selected private universities in Ogun State, South-west, Nigeria. Salary, bonus, incentives, allowances and fringe benefits were used as measures of compensation. Olasumbo (2014) investigated lecturers' job commitment and job performance: Leadership implications for Nigerian higher education development. Muguongo et al (2015) investigated the effects of compensation on job satisfaction among secondary school teachers in Maara Sub-county of Tharaka Nithi County, Kenya. Abdulkareem et al (2015) carried out a study on corporate culture and university goal achievement in South-west zone, Nigeria. However, based on the researcher's knowledge, none of these previous studies focused on the relationship between lecturer compensation and goal achievement in Federal Colleges of Education in South-west, Nigeria, and this is the gap which this study intends to fill.

Purpose of the Study

The main purpose of the study was to examine the relationship between lecturers' compensation and goal achievement in Federal Colleges of Education, South-west. Specifically, the study aimed to:

- i. Examine the level of lecturers' compensation in Federal Colleges of Education, South-west, Nigeria;
- ii. Investigate the level of goal achievement in Federal Colleges of Education, South-west, Nigeria; and
- iii. Determine the relationship between lecturers' compensation and goal achievement in Federal Colleges of Education, South-west, Nigeria.

Research Questions

These research questions were raised to guide the study:

- i. What is the level of lecturers' compensation in Federal Colleges of Education, South-west, Nigeria?
- ii. What is the level of goal achievement in Federal Colleges of Education, South-west, Nigeria?

Research Hypotheses

The following null hypothesis was postulated to guide the study:

Ho: There is no significant prediction of lecturers' compensation to goal achievement in Federal Colleges of Education, South-west, Nigeria

Methodology

The study adopted a research design of correlational type to obtain the relevant and needed data. A correctional design was chosen because it allows for an examination of the relationship between lecturers' compensation and goal achievement without direct manipulation of variables, making it appropriate for studying naturally occurring conditions. According to James (2017), correlational research design aimed at identifying and analysing the relationship between two or more variables. The population of the study comprised 1,208 in the entire five Federal Colleges of Education, South-west, Nigeria and 4,362 principals and 14,924 head teacher in the entire public Basics schools respectively in South-west, Nigeria. The target population of the study comprised 900 lecturers in the three Federal Colleges of Education lecturers, 1,292 principals and 7,127 head teachers of Basic schools that cut across Oyo, Lagos and Ogun States. Multi-stage sampling technique was used for the study in order of states, institutions and respondents. Principals and head teachers are essential for the study because they are in the position to give more concrete information on whether graduate of Federal Colleges of Education are discipline, dedicated, knowledge and skills.

Random sampling technique was used to select three out of the six states in South-west, Nigeria. Purposive sampling technique was used to select three federal Colleges of Education in these states because of their year of establishment. Proportional sampling technique through the use of Krejcie and Morgan (1970) table for determining sample size from a given population was used to select 226 lecturers, 254 principals and 317 head teachers respectively. "Lecturers' Compensation Questionnaire (LCQ) and Goal Achievement Questionnaire (GAQ) were used to collect information

on lecturers' compensation and goal achievement. "Lecturers' Compensation Questionnaire (LCQ) was measured using training opportunities, health services and promotion, while "Goal Achievement Questionnaire" (GAQ) was measured using graduates of Colleges of Education in terms of dedication, discipline, knowledge and skills. LCQ was divided into sub-sections that will have 28 items. Section A had response options of: Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) while GAQ is on one section consisting of 20 items. Items 1-20 have response options of: Always (S), Often (O), Rarely (R) and Never (N). In order to ascertain the validity of the self-designed instrument, the instrument draft was reviewed by three experts from the University of Ilorin to ensure face and content validity.

To determine the reliability of the instruments, 30 copies each of the instrument were administered to sets of respondents outside the sample of the study. Thereafter, the data gathered were analysed using Cronbach's Alpha at 0.05 level of significance and a reliability coefficient of .87 and .89 were obtained for LCQ and GAQ respectively. The researcher personally visited the sampled Colleges of Education in South-west, Nigeria with the help of five trained assistants. These research assistants were recruited based on place of domicile, were properly briefed and instructed during a day of training to enable them to get familiar with the modalities for administering the instrument appropriately. The mean and standard deviation were used to answer the research questions, while Multiple Regression was used to test all the hypotheses at 0.05 level of significance as a standard region of decision of the hypotheses. However, 797 questionnaires were administered but 711 were returned for analysis, which represent 89.1%

Results

Research Question One: What is the level of lecturers' compensation in Federal Colleges of Education, South-west, Nigeria?

Table 1: Mean and Standard Deviation of the Level of Lecturers' Compensation

S/N	Variables	X	SD	Decision
1	Training Opportunities	2.77	.34	Average
2	Health Services	2.67	.38	Average
3	Promotion	2.53	.65	Average
4.	Salary	2.65	.45	Average
	Grand Mean	2.65	.45	

Source: Fieldwork, 2024

Key

X

1.00 -2.00	Low
2.01 -3.00	Moderate
3.01 -4.00	High

Table 1 shows the mean and standard deviation of the level of lecturers' compensation in Federal Colleges of Education, South-west, Nigeria. Overall, lecturers' compensation in Federal Colleges of Education in South-west, Nigeria was moderate, with training opportunities, health services, promotion, and salary all within this range.

Research Question Two: What is the level of goal achievement in Federal Colleges of Education, South-west, Nigeria?

Table 2: Mean and Standard Deviation of the Level of Goal Achievement

S/N	Variables	X	SD	Decision
1	Discipline	1.87	.54	Low
2	Dedication	2.55	.56	Average
3	Knowledge	2.87	.38	Average
4	Skills	2.59	.39	Average
	Grand Mean	2.47	.46	

Source: Fieldwork, 2024

Key

X

1.00 -2.00	Low
2.01 -3.00	Moderate
3.01 -4.00	High

Table 2 shows the mean and standard deviation of the level of goal achievement in federal colleges of education, south-west, Nigeria where the mean scores of 2.55, 2.87 and 2.59 for dedication, knowledge and skills were moderate, while the mean score of 1.87 for discipline was low. Hence, the grand mean of 2.47 shows that the level of goal achievement in federal colleges of education, south-west, Nigeria was moderate.

Ho: There is no significant prediction of lecturers' compensation to goal achievement in Federal Colleges of Education, South-west, Nigeria.

Table 3a

Results of Multiple Regression of Lecturers' Compensation and Goal Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.863 ^a	.745	.743	7.26259

Table 3a presented the model summary of the regression analysis with R square value of .863. This indicated that, the predictive variable (lecturers' compensation) explained at least 74.5% of the total variability of the criterion variable (goal achievement). The high percentage of explained variability is an indication of model adequacy. This implies that lecturers' compensation predicts goal achievement in Federal Colleges of Education in South-west, Nigeria. Implicit in this result is the

fact that the predictor variable accounted for 74.5% variation in goal achievement. Further verification on the significant prediction of the predictor variable and goal achievement is p value of $0.00 < 0.05$.

Since p value of 0.00 is lesser than 0.05 significance level, the hypothesis is rejected. This means that, there was significant prediction of lecturers' compensation on goal achievement in Federal Colleges of Education in South-west, Nigeria.

Table 3b

Regression Analysis of Lecturers' Compensation and Goal Achievement

Model	Sum of Square	df	Mean Square	F	Sig
1 Regression	108659.860	4	27164.965	515.022	.00 ^b
Residual	37238.115	706	52.745		
Total	145897.945	710			

Table 3b indicated that the calculated F-value is 515.022 with a degree of freedom of 4/706 that is significant at 0.00. Since the p-value of 0.00 was lesser than 0.05 significance level, the hypothesis was rejected. The implication of this is that there is a significant prediction of lecturers' compensation on goal achievement in Federal Colleges of Education in South-west, Nigeria.

Table 3c

Model Coefficients of Lecturers' Compensation and Goal Achievement

Model	B (Coefficient)	Std. Error	Beta	T	Sig
Constant	4.667	1.168		3.997	.00
Training Opportunities	-.360	.090	-.113	-4.000	.00
Health Services	.969	.089	.283	10.862	.00
Promotion	.857	.141	.343	6.091	.00
Salary	.958	.123	.425	7.762	.00

Table 3c showed the predictive contribution of lecturers' compensation to goal achievement in Federal Colleges of Education, South-west, Nigeria. Among the components of lecturers' compensation salary ($\beta = 0.425$), followed by promotion ($\beta = 0.384$) and health services ($\beta = 0.283$). However, training opportunities has a significant but negative contribution ($\beta = -0.113$), suggesting that increased training opportunities may not directly translate to improved goal achievement.

Discussion of Findings

The findings of the research question one revealed that the level of lecturers' compensation in Federal Colleges of Education, South-west, Nigeria was average with grand mean score of 2.65. This shows

that the compensation provided to the lecturers in these institutions has been moderately encouraging and is partial achievement of the goals of the Colleges. This finding is in line with the view of Adeyemi (2023) that lecturers are the soul of institutions, irrespective of the type. For institutions to continually actualise its goals, lecturers must be well compensated.

Research question two's findings revealed that the goal achievement level in Federal Colleges of Education, South-west, Nigeria was average with a grand mean score of 2.47. This implies that the goal of the Federal Colleges of Education in terms of the production of teachers who are discipline, dedication, knowledge and skills has not been adequately realised. The implication of this is that the products of Federal Colleges of Education who are teaching at the basic schools in the South-west part of Nigeria have not been well equipped with all they need to effectively facilitate adequate realisation of the goals of this level of education. This finding agrees with the view of Lawrence (2016) that the inability of many graduates of Nigerian Colleges of Education to effectively impart knowledge to learners is due to inadequate possession of teaching skills and knowledge, acquired during their days in these institutions.

The findings of the hypothesis one tested revealed that there was significant prediction of lecturers' compensation and goal achievement in Federal Colleges of Education, South-west, Nigeria. This connotes that when the government are well-committed to adequate compensation of the lecturers in Federal Colleges of Education, South-west, Nigeria, it will lead to effective realisation of the stated goals. This finding is in tandem with the view of Ademola (2023) that compensation serves as a bond which does not only tie the employees to the organisation but also dictate their attitudes towards job performance.

Conclusion

Based on the findings which stemmed from the data collected and analyzed with the results obtained, it could be concluded that there was significant prediction of lecturers' compensation on goal achievement in Federal Colleges of Education in South-west, Nigeria, this indicated that, the predictive variable (lecturers' compensation) explained at least 74.5% of the total variability of the criterion variable (goal achievement). The high percentage of explained variability is an indication of model adequacy. This implies that lecturers' compensation predicts goal achievement in Federal Colleges of Education in South-west, Nigeria. Implicit in this result is the fact that the predictor variable accounted for 74.5% variation in goal achievement, adequate compensation would go a long way in enhancing effective realisation of the goals of these institutions; the level of lecturers' compensation in these institutions was average; the level of goal achievement of these institutions was average; timely implementation of promotion is an important factor which could help achieve institutions goal achievement; and when there is provision of affordable health services to the lecturers, their performance to the job could be improved, thereby leading to the realisation of College goals.

Recommendations

Based on the findings of this study, the following recommendations were made:

- i. Government should sustain and intensify their efforts by paying more attention to lecturer compensation through timely promotion, provision of affordable health services, salaries and improved training opportunities;
- ii. Training opportunities should be intensified for lecturers on pedagogy and digital teaching to make them acquire more knowledge and skills which would make them more relevant professionally, thereby improving their performance;
- iii. Affordable health services should be made available to the lecturers to make them perform optimally thereby leading to goal achievement of the College;
- iv. Government should make sure that promotion is timely implemented to boost lecturers' morale so that goals of the Colleges can be achieved; and
- v. Government should at all times ensure that salary is timely and adequately paid at the end of the month to enhance actualisation of Colleges goals and objectives.

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