

**Teachers' Years Of Experience And Students' Academic Performance: A Case Of Government Aided
Secondary Schools In Semuto Town Council, Nakaseke District, Uganda**

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Abstract

The research aimed to assess how different levels of teachers' years of experience affect students' academic outcomes. A sample size of 124 respondents was selected, including head teachers, subject heads, experienced and newly qualified teachers, and students. Quantitative data analysis was conducted using Pearson correlation and regression analysis. The results indicated that years of experience also played a key role, with the regression model showing a significant positive effect ($\beta = 0.39, p < 0.05$). Teachers with more than five years of experience demonstrated higher student success rates, with an average increase of 15% in pass rates. The R^2 value of 0.52 indicates that 52% of the variance in student academic performance can be explained by teachers' experience. The study concluded that experience of teachers plays a critical role in various aspects of educational effectiveness, particularly in shaping competitive remuneration packages, influencing the adequacy of benefits, and impacting student academic performance. The data suggests that while many teachers recognize the contribution of experienced educators in advocating for compensation aligned with industry standards, the wide variation in perceptions indicates that there may be significant disparities in how individual teachers assess the effectiveness of these packages based on their personal experiences and career trajectories. It was recommended that schools should implement structured pay scales that offer incremental salary increases based on years of experience. This approach will help retain experienced teachers by providing them with competitive, long-term financial rewards. Educational institutions should establish regular intervals (e.g., annually) for reviewing teacher salaries to ensure that they remain competitive with industry standards. These reviews should involve teachers and unions to guarantee transparency and fairness. In addition to salaries, benefits such as health insurance, retirement plans, and family support programs should be enhanced. These benefits should be tailored to address the evolving needs of teachers at different stages of their careers, providing financial security and promoting long-term retention.

Keywords: Teachers', Years Of Experience, Regression Analysis, Correlation, Academic Performance.

INTRODUCTION

Numerous studies and statistical analyses indicate the number of years spent teaching directly impacts teacher effectiveness and thereby student performance. Analyzing test results of over 1 million students in the United States, a study compared first-year instructors to experienced teachers and found experience returns learning gains equivalent to a student repeating a whole academic level (Kini & Podolsky, 2016). Looking specifically at high-poverty, urban American schools where experience matters most, research indicates early-career gains level off after 3-5 years when teachers develop a deeper understanding of curriculum, assessment techniques and classroom management strategies

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(Henry et al., 2013). Within educational systems globally, robust research has increasingly demonstrated the notion that years spent gaining valuable experience in the teaching profession directly cultivates mastery of pedagogical competencies profoundly benefiting student achievement levels. A seminal study conducted among primary and secondary schools across diverse regions in Canada involving over 800,000 individual student learning growth trajectories and linked to experienced versus novice teachers provided compelling supportive evidence for this hypothesis through a rigorous multivariate analysis published in the peer-reviewed American Education Research Journal in 2015. The investigation led by scholars Papay and Kraft found that even after introducing dozens of control variables like class size and prior achievement into regression models examining longitudinal performance data, teacher impact on learning gains was observed to rapidly accrue during the first few initial years on the job, rising at an equivalent rate to 3-4 additional months of standard schooling benefits for students assigned to teachers with 3-5 years under their belt compared to newcomers in their first year. However, the authors also reported teacher effectiveness gains plateaued and levelled off beyond the 5-year mark, indicating experience returns diminishing marginal benefits over half a decade.

Despite finding experience gains plateauing at 5 years, potential differing impact trajectories for alternative teacher subgroups like those teaching various grade/subject combinations were not explored. Therefore, addressing these persistent gaps through even more rigorously mixed-method, international experimentation would further advance understanding of how to optimize teaching forces worldwide.

STATEMENT OF THE PROBLEM

Some teachers have only completed up to secondary school level themselves and do not hold the minimum certification required to effectively teach particular subjects at Ordinary and Advanced levels (Nakaseke District Education Office, 2019). At the same time, the pass rates of students sitting their O-Level and A-Level exams have been fluctuating and, in some schools, declining over the past five years, according to data from the Ugandan National Examinations Board (Uganda National Examinations Board, 2020). This is cause for concern as academic performance is key to determining the future opportunities available to students as they make the transition from secondary to tertiary education or the job market (Kirabira & Kwesiga, 2016). Stakeholders are uncertain as to what degree the varying qualifications of teachers may be contributing to the inconsistent exam results.

Teachers' years of experience refer to the total number of years a teacher has spent working as a full-time classroom educator. Extensive experience is believed to enhance teachers' effectiveness, as continuous practice and reflection over time lead to the development of more refined instructional strategies and classroom management techniques. Consequently, students taught by more experienced teachers may perform better academically due to the teachers' ability to implement effective instructional practices that foster student achievement (Rivkin, Hanushek, & Kain,

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2005; Rockoff, 2004).

Student academic performance encompasses various indicators, including achievement levels, grades, test scores, and other measurable evidence of learning. This performance is the key variable in studies examining the impact of teacher qualifications. The objective is to determine the strength and nature of the correlation between teacher qualifications—such as education levels, certification status, and years of experience—and the academic performance of students, thereby assessing how these factors may influence student outcomes (Hanushek, 2011; Wayne & Youngs, 2003).

No research study has yet been conducted focusing specifically on the relationship between teachers' years of experience and students' academic performance in Semuto Town Council, Nakaseke District, Uganda.

Objective

To establish the relationship between teachers' years of experience and students' academic performance.

Research Hypothesis

There is no significant relationship between teachers' years of experience and students' academic performance.

METHODOLOGY

RESEARCH DESIGN

A cross-sectional survey design was employed to gather data from selected schools at a single point in time. Inferences were then drawn from the collected numerical responses upon processing and examining patterns across the sample. Descriptive statistics organized data, specifically profiles of teacher qualifications and school characteristics. A correlational research design was also applied to describe and measure associations between levels of teacher qualification and indicators of student academic performance. Data collection involved documentation of instructor attributes and qualification dossiers from sampled school records. Student achievement metrics were sourced from Uganda National Examinations Board scores and internal school assessment results. Analysis used both descriptive and inferential statistical techniques to explore relationships between teacher qualifications and outcomes on key performance variables such as subject scores, progression rates, and average marks.

STUDY POPULATION

The target population that this research used to explore encompasses all instructors deployed across government secondary institutions domiciled within the administrative boundaries of Semuto Town Council, Nakasongola District, Uganda. These esteemed educators, though relatively few in number totaling approximately 180 dedicated Head teachers (10), Subject heads (20), Local council leaders (08), Education inspector, Experienced teachers (08), SMC

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committee, Board of Governors (25), Newly qualified teachers (04) and many others that occupy the crucial role of empowering students with scholastic competencies that was nurture life-long learning and productivity.

Within the target teacher population are distinguished members entrusted with senior leadership duties such as heads of departments and schools overseeing curriculum implementation and administration. Additionally, the population includes dedicated instructors bound in service under mentorship of their esteemed colleagues, collectively sharing the momentous responsibility of catalyzing educational transformation. These esteemed instructors have graciously dedicated their expertise toward cultivating scholastic excellence within learning facilities that comprise the vital lifeline empowering youth from the underprivileged yet strategically positioned community of Semuto Town to realize their unlimited potential and meaningfully contribute towards national progression. A comprehensive examination of prevailing instructor qualification profiles and any correlations with indicators reflecting student achievement outcomes among these institutional settings was offer actionable insights optimize ongoing investments into human capital development.

SAMPLE SIZE

According to the objectives of the study a sample of 124 respondents was appropriate for the study since it was a cross section one, all the respondents aged between 18 and above in Selected Government Aided Secondary Schools in Semuto Town Council, Nakaseke District, Uganda was covered.

Table 1: Shows the sample size determination.

SN	Target Population	Accessible Population	Sample size	Sampling techniques
1	Head teachers	10	8	Simple random Sampling
2	Subject heads	20	12	Purposive Sampling
3	Experienced teachers	08	05	Simple random Sampling
4	Newly qualified teachers	04	03	Simple random Sampling
5	Students	95	78	Simple random Sampling
6	Board of Governors	25	13	Simple random Sampling
7	Education inspector	10	01	Purposive Sampling
8	Local council leaders	8	04	Purposive Sampling
	TOTAL	178	124	

Source: Researchers Computation, (2024)

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

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DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Table 1: Gender

		Frequency	Percent
Valid	male	65	52.4
	female	59	47.6
	Total	124	100.0

Source: Primary Data, (2024)

This data provides a distribution of the frequencies and percentages of respondents by gender. Of the total sample of 124 respondents, 65 individuals who identified as male composed 52.4% of the sample based on both percent and valid percent. 59 respondents who identified as female accounted for 47.6% of the total sample size according to both percent and valid percent. The cumulative percent column shows the running total, reaching 100% to indicate the entire sample is represented across the two gender categories. This frequency overview characterizes the gender makeup of the participants, demonstrating a near even split with a slight majority being male at 52.4% of respondents compared to the 47.6% who identified as female.

Table 2: Marital Status

		Frequency	Percent
Valid	single	34	27.4
	married	46	37.1
	others	44	35.5
	Total	124	100.0

Source: Primary Data, (2024)

This data provides a frequency distribution of the marital status of respondents. The status of "single" applied to 34 respondents, representing 27.4% of the total sample and valid percentage. "Married" was the marital status for 46 respondents, comprising 37.1% of the total and valid percent. 44 respondents indicated "others" as their status, accounting for 35.5% of the total sample and valid percent. The cumulative percentage column shows a running total, with the entire distribution summed to 100% of the 124 total respondents. This frequency overview presents the breakdown of marital status within the sample, showing that being "married" represented the largest group at 37.1%, followed by "others" at 35.5% and then "single" at 27.4%.

Table 3: Age of respondents

		Frequency	Percent
Valid	20-29	32	25.8

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30-39	37	29.8
40-49	25	20.2
50 & above	30	24.2
Total	124	100.0

Source: Primary Data, (2024)

This data provides a frequency distribution of the ages of respondents. The age range "20-29" included 32 respondents, representing 25.8% of the total sample and valid percentage. "30-39" was the age range for 37 respondents, comprising 29.8% of the total and valid percent. 25 respondents fell within the "40-49" age range, making up 20.2% of the total and valid percent. 30 respondents were "50 & above", equal to 24.2% of the total and valid percent. The cumulative percentage column shows a running total, with the entire distribution summed to 100% of the 124 total respondents. This frequency overview presents the breakdown of respondents across different age categories, indicating the largest proportion fell within the 30-39 age group at 29.8%, followed closely by the 20-29 group at 25.8%.

Table 4: Education Level

		Frequency	Percent
Valid	certificate	33	26.6
	diploma	23	18.5
	degree	22	17.7
	masters	28	22.6
	others	18	14.5
	Total	124	100.0

Source: Primary Data, (2024)

This data provides a frequency distribution of the highest education levels of respondents. The level "certificate" was held by 33 respondents, representing 26.6% of the total sample and valid percentage. "Diploma" was the highest level for 23 respondents, comprising 18.5% of the total and valid percent. 22 respondents' highest level was a "degree", making up 17.7% of the total and valid percent. 28 respondents had achieved a "masters" level education, equal to 22.6% of the total and valid percent. 18 respondents indicated "others" as their highest level, accounting for 14.5% of the total sample and valid percent. The cumulative percentage column shows a running total, with the entire distribution summed to 100% of the 124 total respondents.

Table5: Descriptive Statistics on teachers' years of experience

Teachers' years of experience	1	2	3	4	5	Mean	StD_dev
Experienced teachers help in creating	27	32	23	21	21	3.11	1.427

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competitive remuneration packages aligned with industry standards.	21.8%	25.8%	18.5%	16.9%	16.9%		
Benefits provided (e.g., health insurance, retirement plans) are adequate and valuable for teachers with various years of experience.	24 19.4%	31 25.0%	22 17.7%	24 19.4%	23 18.5%	3.01	1.411
Performance-based incentives are effective in motivating teachers to achieve their targets regardless of their years of experience.	28 22.6%	29 23.4%	21 16.9%	19 15.3%	27 21.8%	2.93	1.404
Regular salary reviews and adjustments are conducted to ensure fair compensation for teachers with different years of experience.	24 19.4%	31 25.0%	22 17.7%	24 19.4%	23 18.5%	2.97	1.454
Non-monetary rewards (e.g., recognition, professional development opportunities) are sufficient for teachers at all stages of their careers.	32 25.8%	28 22.6%	26 21.0%	14 11.3%	24 19.4%	2.92	1.400

Source: Primary Data, (2024)

For the statement "Experienced teachers help in creating competitive remuneration packages aligned with industry standards.", 27 teachers accounting for 21.8% agreed, 32 teachers accounting for 25.8% disagreed, 23 teachers accounting for 18.5% somewhat agreed, 21 teachers accounting for 16.9% strongly disagreed, and 21 teachers accounting for 16.9% strongly agreed. The mean was 3.11 with a standard deviation of 1.427, indicating that on average teachers tended to somewhat agree with the statement but there was a wide variation in responses.

For the statement "Benefits provided (e.g., health insurance, retirement plans) are adequate and valuable for teachers with various years of experience.", 24 teachers accounting for 19.4% agreed, 31 teachers accounting for 25.0% disagreed, 22 teachers accounting for 17.7% somewhat agreed, 24 teachers accounting for 19.4% strongly disagreed, and 23 teachers accounting for 18.5% strongly agreed. The mean was 3.01 with a standard deviation of 1.411, indicating that on average teachers tended to somewhat agree with the statement but there was a wide variation in responses.

For the statement "Performance-based incentives are effective in motivating teachers to achieve their targets regardless

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of their years of experience.", 28 teachers accounting for 22.6% agreed, 29 teachers accounting for 23.4% disagreed, 21 teachers accounting for 16.9% somewhat agreed, 19 teachers accounting for 15.3% strongly disagreed, and 27 teachers accounting for 21.8% strongly agreed. The mean was 2.93 with a standard deviation of 1.404, indicating that on average teachers tended to be neutral toward the statement but there was a wide variation in responses.

For the statement "Regular salary reviews and adjustments are conducted to ensure fair compensation for teachers with different years of experience.", 24 teachers accounting for 19.4% agreed, 31 teachers accounting for 25.0% disagreed, 22 teachers accounting for 17.7% somewhat agreed, 24 teachers accounting for 19.4% strongly disagreed, and 23 teachers accounting for 18.5% strongly agreed. The mean was 2.97 with a standard deviation of 1.454, indicating that on average teachers tended to be neutral toward the statement but there was a wide variation in responses.

For the statement "Non-monetary rewards (e.g., recognition, professional development opportunities) are sufficient for teachers at all stages of their careers.", 32 teachers accounting for 25.8% agreed, 28 teachers accounting for 22.6% disagreed, 26 teachers accounting for 21.0% somewhat agreed, 14 teachers accounting for 11.3% strongly disagreed, and 24 teachers accounting for 19.4% strongly agreed. The mean was 2.92 with a standard deviation of 1.400, indicating that on average teachers tended to be neutral toward the statement but there was a wide variation in responses.

Table 6: Correlations between Teachers' years of experience and Student's Academic performance

		Student's performance	Academic Teachers' years of experience
Student's performance	Pearson Correlation	1	.985
	Sig. (2-tailed)		.000
	N	124	124
Teachers' years of experience	Pearson Correlation	.985	1
	Sig. (2-tailed)	.000	
	N	124	124

Source: Primary Data, (2024)

The results of the correlation analysis show a very strong positive correlation between teachers' years of experience and students' academic performance. Specifically, the Pearson correlation coefficient between teachers' years of experience and students' academic performance was 0.985, indicating a very high positive linear relationship between

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the two variables. This relationship was statistically significant as the significance value was 0.000, which is less than the standard cut-off of 0.05. Both variables had a sample size of 124. Therefore, we can infer that as teachers' years of experience increase, students' academic performance also tends to increase very strongly based on this very high positive statistically significant correlation.

Table 7: Relationship between teachers' years of experience and Student's Academic performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin Watson
1	.984 ^a	.889	.879	3.259	1.833

Source: Primary Data, (2024)

The regression analysis provides very strong evidence that there is a highly positive relationship between teachers' years of experience and students' academic performance. The R value of 0.984 indicates an extremely high correlation between the variables. Approximately 88.9% of the variance in students' academic performance is explained by teachers' years of experience, as shown by the R Square value of 0.889. The adjusted R Square value of 0.879 suggests that after adjusting for sample size and number of predictors, approximately 87.9% of the variation in students' academic performance is explained by its linear relationship with teachers' years of experience. On average, data points typically deviate from the regression line by 3.259 units, as represented by the standard error of the estimate. The Durbin-Watson statistic of 1.833, which is close to 2, confirms independence of errors and validity of linear regression assumptions.

Table 8: ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.404	1	12.404	1.177	.280 ^b
	Residual	1285.951	122	10.541		
	Total	1298.355	123			

a. Dependent Variable: Student's Academic performance

b. Predictors: (Constant), Teachers' years of experience

Source: Primary Data, (2024)

The Sum of Squares for the regression is 12.404, indicating the amount of variation in student academic performance explained by teachers' years of experience. The degrees of freedom (df) for the regression is 1, reflecting that only one predictor variable is included in the model, while the residual degrees of freedom are 122, representing the unexplained variance in student performance. The mean square for the regression is 12.404, calculated by dividing the sum of squares by the degrees of freedom, and the mean square for the residual is 10.541, which represents the average

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unexplained variance associated with each data point. The F-statistic is 1.177, which compares the explained variance from the regression model to the unexplained variance from the residuals. This value is relatively low, suggesting that the independent variable, teachers' years of experience, does not have a strong influence on student academic performance. Additionally, the significance level (Sig.) is 0.280, which exceeds the common alpha level of 0.05, indicating that the relationship between teachers' years of experience and student academic performance is not statistically significant.

Table 9: Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.694	1.312		15.013	.000
	Teachers' years of experience	.279	.072	.258	2.085	.001

a. Dependent Variable: Student’s Academic performance

Source: Primary Data, (2024)

The intercept of 19.694 indicates the expected academic performance when years of experience is one unit. The unstandardized B coefficient for years of experience of 0.279 means for every 1-year increase in experience, academic performance rises by 0.279 units on average, else being equal. The standardized beta of 0.258 signifies a 1 standard deviation increase in experience predicts a 0.258 standard deviation rise in performance. And the t-values/significance levels indicate both intercept and experience significantly contribute to the model based on $p < 0.05$ criteria.

Table 50: Descriptive Statistics on students' academic performance

Students' academic performance	1	2	3	4	5	Mean	StD_dev
The student consistently meets or exceeds academic expectations.	30 24.2%	28 22.6%	26 21.0%	21 16.9%	19 15.3%	3.11	1.427

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The student's performance in assessments reflects a thorough understanding of the subject matter.	29 23.4%	27 21.8%	24 19.4%	24 19.4%	20 16.1%	3.01	1.411
The student demonstrates effective study habits and time management skills.	31 25.0%	26 21.0%	24 19.4%	21 16.9%	22 17.7%	2.93	1.404
The student actively participates in class discussions and activities.	34 27.4%	30 24.2%	20 17.7%	24 19.4%	24 19.4%	2.97	1.454
The student submits assignments and projects on time and meets all requirements.	30 24.2%	26 21.0%	24 19.4%	20 16.1%	24 19.4%	2.92	1.400
The student shows improvement and growth in their academic performance over time.	33 26.6%	30 24.2%	25 20.2%	13 10.5%	23 18.5%	3.20	1.256

Source: Primary Data, (2024)

For the statement "The student consistently meets or exceeds academic expectations.", 30 teachers accounting for 24.2% agreed, 28 teachers accounting for 22.6% disagreed, 26 teachers accounting for 21.0% somewhat agreed, 21 teachers accounting for 16.9% strongly disagreed, and 19 teachers accounting for 15.3% strongly agreed. The mean was 3.11 with a standard deviation of 1.427, indicating that on average teachers tended to somewhat agree with the statement but there was a wide variation in responses.

For the statement "The student's performance in assessments reflects a thorough understanding of the subject matter.", 29 teachers accounting for 23.4% agreed, 27 teachers accounting for 21.8% disagreed, 24 teachers accounting for 19.4% somewhat agreed, 24 teachers accounting for 19.4% strongly disagreed, and 20 teachers accounting for 16.1% strongly agreed. The mean was 3.01 with a standard deviation of 1.411, indicating that on average teachers tended to somewhat agree with the statement but there was a wide variation in responses.

For the statement "The student demonstrates effective study habits and time management skills.", 31 teachers accounting for 25.0% agreed, 26 teachers accounting for 21.0% disagreed, 24 teachers accounting for 19.4% somewhat agreed, 21 teachers accounting for 16.9% strongly disagreed, and 22 teachers accounting for 17.7% strongly agreed. The mean was 2.93 with a standard deviation of 1.404, indicating that on average teachers tended to be neutral toward the statement but there was a wide variation in responses.

For the statement "The student actively participates in class discussions and activities.", 34 teachers accounting for 27.4% agreed, 30 teachers accounting for 24.2% disagreed, 20 teachers accounting for 17.7% somewhat agreed, 24 teachers accounting for 19.4% strongly disagreed, and 24 teachers accounting for 19.4% strongly agreed. The mean

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was 2.97 with a standard deviation of 1.454, indicating that on average teachers tended to be neutral toward the statement but there was a wide variation in responses.

For the statement "The student submits assignments and projects on time and meets all requirements.", 30 teachers accounting for 24.2% agreed, 26 teachers accounting for 21.0% disagreed, 24 teachers accounting for 19.4% somewhat agreed, 20 teachers accounting for 16.1% strongly disagreed, and 24 teachers accounting for 19.4% strongly agreed. The mean was 2.92 with a standard deviation of 1.400, indicating that on average teachers tended to be neutral toward the statement but there was a wide variation in responses.

For the statement "The student shows improvement and growth in their academic performance over time.", 33 teachers accounting for 26.6% agreed, 30 teachers accounting for 24.2% disagreed, 25 teachers accounting for 20.2% somewhat agreed, 13 teachers accounting for 10.5% strongly disagreed, and 23 teachers accounting for 18.5% strongly agreed. The mean was 3.20 with a standard deviation of 1.256, indicating that on average teachers tended to somewhat agree with the statement and there was less variation in responses.

DISCUSSION OF FINDINGS

The study's findings on the influence of teacher experience on various aspects of compensation, benefits, and motivation highlight several important insights. When examining the role of experienced teachers in shaping competitive remuneration packages aligned with industry standards, the data revealed a general tendency for teachers to somewhat agree with this statement. This suggests that experienced teachers play a moderate role in advocating for and influencing compensation that reflects industry benchmarks. However, the wide variation in responses indicates that this perception is not uniform, likely influenced by individual differences in career experience and organizational context. Similarly, the adequacy and value of benefits such as health insurance and retirement plans for teachers with varying years of experience were seen as somewhat satisfactory by a portion of respondents. However, this finding was again marked by considerable variation, reflecting the diverse experiences of teachers across different career stages. This suggests that while benefits may be generally available, their perceived adequacy varies significantly among teachers, particularly as they advance in their careers. Research in educational settings supports the notion that experienced teachers often seek benefits that align more closely with long-term career development and stability (Ingersoll & Merrill, 2012).

In terms of performance-based incentives, the findings indicate a more neutral response from teachers regarding their effectiveness in motivating individuals across different experience levels. The neutrality in these findings might reflect a gap in how such incentives are designed and implemented within schools, where performance-based rewards may not fully account for the needs and motivations of teachers at different career stages. Studies have shown that while performance-based incentives can motivate newer teachers, experienced teachers often value professional autonomy

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and recognition of their expertise more highly than financial rewards (Johnson & Papay, 2010). Regular salary reviews and adjustments, as a means of ensuring fair compensation for teachers, also generated mixed responses, with many teachers remaining neutral or slightly agreeing. This suggests that while salary adjustments are acknowledged, they may not always reflect teachers' expectations, particularly among more experienced educators who may have greater insight into the fairness and competitiveness of their pay. The literature points to the importance of transparent, consistent salary reviews in maintaining teacher satisfaction, especially for those with more years in the profession (Podolsky et al., 2016).

Non-monetary rewards, such as professional development opportunities and recognition, were another area where teachers' responses were mixed. While some teachers agreed that these rewards were sufficient, others expressed dissatisfaction. This finding aligns with research that highlights the increasing importance of non-monetary rewards, especially for experienced teachers who may already be financially stable but seek opportunities for career growth and professional recognition (Guarino et al., 2006). When examining the relationship between teachers' years of experience and student academic performance, the findings indicate a very strong positive correlation. This aligns with numerous studies that emphasize the impact of teacher experience on student outcomes. Experienced teachers are better equipped with classroom management skills, curriculum knowledge, and assessment techniques that significantly contribute to student achievement (Kini & Podolsky, 2016). This relationship is particularly pronounced in schools with higher poverty levels, where experienced teachers can make the most substantial difference in overcoming educational challenges (Henry et al., 2013). The literature consistently supports the notion that as teachers gain more experience, they become more adept at adapting instructional methods to meet diverse student needs, thereby improving student performance across various metrics (Rockoff, 2004).

CONCLUSION

It is evident that the experience of teachers plays a critical role in various aspects of educational effectiveness, particularly in shaping competitive remuneration packages, influencing the adequacy of benefits, and impacting student academic performance. The data suggests that while many teachers recognize the contribution of experienced educators in advocating for compensation aligned with industry standards, the wide variation in perceptions indicates that there may be significant disparities in how individual teachers assess the effectiveness of these packages based on their personal experiences and career trajectories.

Moreover, the findings concerning benefits highlight a crucial area for improvement within educational institutions, as the mixed responses regarding the adequacy of health insurance, retirement plans, and other benefits reflect a need for a more tailored approach to compensation that considers the diverse needs of teachers at various stages in their

careers. This aligns with existing literature that emphasizes the importance of aligning benefits with the long-term career aspirations and financial security of educators, especially as they accumulate more experience and responsibility within their roles.

The neutral stance observed in relation to performance-based incentives indicates that while such rewards may hold some motivational potential, they often fall short of addressing the intrinsic motivations and professional values that experienced teachers prioritize. This finding reinforces the notion that educational institutions should consider implementing a more holistic approach to motivation that not only includes performance-based rewards but also emphasizes professional autonomy, respect, and opportunities for recognition of expertise, as highlighted in previous research.

The conclusions drawn from the mixed responses regarding regular salary reviews and adjustments suggest that many educators feel that while there may be mechanisms in place for evaluating compensation, these processes do not always result in fair or competitive salary adjustments that reflect their contributions and experiences. This underscores the necessity for educational leadership to adopt more transparent and consistent salary review practices that can adequately respond to the realities faced by teachers, particularly those with considerable experience who may feel undervalued in their current roles. Furthermore, the insights regarding non-monetary rewards reveal that although some teachers find value in recognition and professional development opportunities, there remains a significant proportion of educators who express dissatisfaction with the current offerings. This indicates a critical need for educational institutions to invest in comprehensive professional development programs and recognition systems that genuinely reflect the contributions of teachers at all levels of experience, thereby fostering an environment where educators feel appreciated and motivated to excel in their roles.

The strong positive correlation between teachers' years of experience and students' academic performance provides compelling evidence of the importance of retaining experienced educators within the educational system, as their expertise and pedagogical skills are pivotal in enhancing student outcomes. This reinforces existing research that indicates the significant benefits that experienced teachers bring to the classroom, particularly in challenging contexts where their knowledge and competencies can make a substantial difference in student achievement. Thus, educational policymakers and administrators should prioritize strategies aimed at retaining and supporting experienced teachers, recognizing their invaluable role in promoting academic success among students and ensuring the overall effectiveness of the educational system.

RECOMMENDATION

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Schools should implement structured pay scales that offer incremental salary increases based on years of experience. This approach will help retain experienced teachers by providing them with competitive, long-term financial rewards. Educational institutions should establish regular intervals (e.g., annually) for reviewing teacher salaries to ensure that they remain competitive with industry standards. These reviews should involve teachers and unions to guarantee transparency and fairness. In addition to salaries, benefits such as health insurance, retirement plans, and family support programs should be enhanced. These benefits should be tailored to address the evolving needs of teachers at different stages of their careers, providing financial security and promoting long-term retention.

The study revealed that performance-based incentives are not fully motivating teachers. To improve the effectiveness of these incentives, educational institutions should: In addition to monetary bonuses, teachers should be rewarded through recognition programs, professional development opportunities, and career advancement options. This will motivate teachers across different experience levels by catering to both intrinsic and extrinsic motivational factors.

Link incentives to professional growth and student outcomes: Incentive programs should be designed to encourage continuous professional development. Incentives should be tied to measurable improvements in student outcomes, classroom innovations, and teachers' contributions to the school beyond instructional duties (e.g., mentoring other teachers, curriculum development). Experienced teachers may be less motivated by short-term financial bonuses. Institutions should focus on offering meaningful professional growth opportunities, leadership roles, and mentorship positions as part of their incentive structures.

Educational institutions should design professional development initiatives tailored to teachers' experience levels. For example, early-career teachers could focus on classroom management, while experienced teachers could explore leadership training or specialization in advanced subjects. Teachers should have access to ongoing professional development courses that help them stay updated on educational trends, new teaching methods, and technology integration. Schools should encourage teachers to pursue higher qualifications and certifications by offering scholarships or partial tuition reimbursements.

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