PRINCIPALS' UTILIZATION OF REWARD PRACTICES AS CORRELATE OF TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract
The study investigated principals' utilization of reward practices as correlate of teachers' job performance in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. Correlational research design was adopted for this study. The population of the study comprised 7,027 teachers in the 265 public secondary schools in Anambra State. The sample for this study consisted of 703 teachers drawn using proportionate stratified random sampling technique. Two sets of instruments namely: ''Reward Practices Questionnaire (RPQ)'' and ''Teachers' Job Performance Questionnaire (TJPQ)'' were used for data collection. The instruments were subjected to face validation by three experts made up of two from Department of Educational Management and Policy and the other in Measurement and Evaluation from Department of Educational Foundations, all from Faculty of Education, Nnamdi Azikiwe University, Awka. The internal consistencies of the instruments were determined using Cronbach Alpha method which yielded overall reliability indices of 0.81 for RPQ and 0.77 for TJPQ respectively. The instruments were administered by the researcher with the help of five research assistants and 98% return rate was recorded. Pearson's Product Moment Correlation Coefficient to answer the research questions and t-test of correlation to test hypotheses. The findings of the study revealed among others that principals' utilization of extrinsic and intrinsic reward practices have positive and significant relationship with teachers' job performance in public secondary schools in Anambra State. Based on the findings, it was recommended among others that Post Primary School Service Commission should organize annual seminar programme on reward practices for principals to enable them enrich their knowledge, upgrade their skills and modify the utilization of the strategies to improve the job performance of teachers.

Keywords: Principals, Utilization, Reward Practices, Teachers' Job Performance.

Introduction

Education has been embraced by many nations as the greatest investment that can bring about civilization, modernization, development and socio-economic progress in the society. It is also considered as a necessary tool for human building and development. The important role in which education plays makes it necessary to ensure standard and quality in all levels of education such as basic, secondary and tertiary education. The focus of this study is secondary education. Secondary education is post basic level of education which equips students with skills and knowledge to further their studies in higher institution and also contribute to the development of the society. Ebiem and Ikediugwu (2023) opined that Secondary education which lies between the primary and tertiary level of education is considered a strategic sub-sector of the education industry because it is at this level that the youths consolidate the basic knowledge gained in primary school, and also acquire the necessary skills to become useful citizens in the society In contextually, secondary education is the post basic level of education which is designed to equip students with fundamental knowledge that prepare for higher education and offer requisite vocational training for useful living in the society. In secondary education, members of staff who work together could be motivated to achieve set goals and objectives through rewards.

Reward is any incentive to stimulate and ensure persevere, while performing an act in an

organization. According to Ewim, Unachukwu and Ugwu (2020), rewards are means of recognizing an outstanding teacher in any given task in school. The authors added that it is the driving force that could energize a teacher to show more commitment to teaching. Reward instigates behaviour and attitudes towards the right direction in an organization. A rewarded staff could go extra mile in carrying out their duties in an organization. Contextually, reward is anything that entices and motivates skilled teachers to produce quality work in secondary schools. Teachers could be motivated to produce quality work through reward practices.

. Reward practices are measures put in place at work to arouse the zeal of staff to work hard towards execution of given tasks to accomplish predetermined objectives. Igomu and Aakoo (2023) described reward practices as set of strategies that an organization uses to recognize and compensate employees for their contributions to attainment of set goals. Iremeka, Ezepue, Ede and Amaeze (2023) also defined reward practices as the patterns of providing incentive to staff based on clear, workable guidelines and plans. It is the means of driving and energizing members of staff to effectively carry out an activity to achieve desirable outcome. Operationally, reward practices are measures put in place at work to arouse the zeal of staff to work hard towards execution of given tasks to accomplish predetermined objectives. Several scholars identified reward practices to include extrinsic reward and intrinsic reward practices (Iremeka et al, 2023; Odejimi and Mbaegbu, 2023; Kerketta and Chauhan, 2023). This study investigated extrinsic reward and intrinsic reward practices because they could influence the behaviour of teachers towards their job.

Extrinsic reward is any monetary compensation given to members of staff in an organization. Kerketta and Chauhan (2023) asserted that extrinsic rewards are usually financial or tangible rewards. The authors added that extrinsic rewards are those external to the task of the job such as pay, work condition, fringe benefits, security, promotion, contract of service, and the work environment. Operationally, extrinsic rewards are usually financial, visible or tangible incentives such as bonuses, compensation and other fringe benefits given to teachers for outstanding performance or reaching predetermined goals.

Intrinsic reward is any non-monetary compensation given to members of staff in an organization. Stanfast and Stanfast (2023) noted that intrinsic reward is concerned about the feeling of being recognized, praised for a job well done and participation in activities in the workplace. It involves appreciation, recognition, and treating staff in a caring and respective manner. Operationally, intrinsic rewards are usually psychological, invisible or intangible incentives such as participation in decision-making, praises, appreciation and autonomy given to teachers for doing meaningful work and successfully completing instructional tasks. The school administrators who are fair in distribution of extrinsic and intrinsic rewards could motivate teachers to work hard towards improving their job performance.

Teachers' job performance is the act of accomplishing a goal by executing tasks at given period. Oguejiofor (2023) described teachers' job performance as the duties performed by a teacher at a particular period in the school system geared towards the achievement of educational goals and objectives. Teachers' job performance is the engagement, dedication and commitment of teaching staff in discharging their duties to achieve desirable results. Okoye and Ogwurumba (2023) described teachers' job performance as the outcome of set of behaviours, attitude, character and task executed by teaching staff in attainment of set objectives. In the context of this study, teachers; job performance is the act of carrying out official duties to attain desirable result of improving teaching and learning outcome.

Teachers' job performance could be assessed through annual report of their activities in terms of, preparation of lesson, instructional delivery, mastery of subject matter, classroom management, participation in staff meetings, engagement in co-curricular activities, punctuality and regularity in schools. Other areas of assessment include supervision, effective monitoring of students' work, motivating students' interest, class control and disciplinary ability of the teachers (Osuji, Wey-Amaewhule and Dike, 2022).

There seems to be lapses in job performance of some teachers in public secondary schools in Anambra State. Ebiem and Ikediugwu (2023) noted that most teachers display poor performance to their duties as could be observed in their poor attitude to work, absenteeism, lack of dedication to teaching and carrying out assigned tasks in public secondary schools in Anambra State. Okoye and Ogwurumba (2023) observed that there are laxities in the job performance as exemplified through poor

instructional supervision, lesson content delivery and absenteeism in pubic secondary schools in Anambra State. The poor attitude to work, lateness and absenteeism among teachers could be connected to unfair reward of teachers in secondary schools in Anambra State.

Sadly, it seems doubtful if principals in public secondary schools in Anambra State effectively reward teachers. To buttress this, Unachukwu and Orji (2021) noted that some teachers complain of lack of transparency and fairness when being rewarded by principals in public secondary schools in Anambra State. Furthermore, Unachukwu and Orji (2021) stated that it is on this basis, that some teachers are being denied promotion and opportunity to involve in decision making in public secondary schools in Anambra State. Also, Ofojebe and Kene-Chiedu (2021) observed that principals do not adequately motivate teachers by recognizing and applauding them for outstanding performance in secondary schools in Anambra State.

There appears to be laxities in the teachers' job performance in public secondary schools in Anambra State as shown by their failure to successfully accomplish instructional tasks assigned to them. This could also explain the cases of poor coverage of scheme of work, lateness, job disengagement, absenteeism, confrontational behaviours, unwillingness to participate in every school activity, aiding of examination malpractices, leaving of school environment immediately after teaching the students, missing of deadline in preparing and publishing of students' results among others. This may indicate that teachers seem to be rarely recognized through praises, engage in annual dinner and distribution of certificate of commendation and t-shirt among others. The principals could possibly be responsible for the laxities in job performance of teachers as probably because they tend to be unfair in rewarding teachers in public secondary schools in Anambra State. There are scenarios that teachers are denied the opportunities to be involved in decision making in matters concerning them. These unsatisfying states of affairs hereby prompted the investigation into principals' utilization of reward practices as correlate of teachers' job performance in public secondary schools in Anambra State.

Purpose of the Study

The purpose of the study is to investigate principals' utilization of reward practices as correlate of teachers' job performance in public secondary schools in Anambra State. Specifically, the study sought to find out:

1. Principals' utilization of extrinsic reward practices as correlate of teachers' job performance in public secondary schools in Anambra State.
2. Principals' utilization of intrinsic reward practices as correlate of teachers' job performance in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the relationship between principals' utilization of extrinsic reward practices and teachers' job performance in public secondary schools in Anambra State?
2. What is the relationship between principals' utilization of intrinsic reward practices and teachers' job performance in public secondary schools in Anambra State?

Research Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between principals' utilization of extrinsic reward practices and teachers' job performance in public secondary schools in Anambra State.
2. There is no significant relationship between principals' utilization of intrinsic reward practices and teachers' job performance in public secondary schools in Anambra State.

Methods

Correlational research design was adopted for this study. The study was conducted in Anambra State which is one of the five states in South-Eastern Nigeria. The population of the study comprised 7,027 teachers in the 265 public secondary schools in Anambra State. The sample for this study consisted of 703 teachers drawn using proportionate stratified sampling technique. Two set of instruments titled ''Reward Practices Questionnaire (RPQ)'' and ''Teachers' Job Performance Questionnaire (TJPQ)'' were used for data collection. The instruments were developed by the researcher based on insight gained

from literature and consultation with experts. RPQ has Cluster A and B containing 15 and 8 items on extrinsic reward practices and intrinsic reward practices respectively. TJPQ contains 20 items which measure teachers' job performance. Both instruments were structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The face validation of the instruments was determined by three experts. Cronbach alpha method was used to determine the internal consistency of the instrument. It yielded co-efficient values of 0.81 and 0.80 for the two clusters of RPQ while 0.77 was obtained for TJPQ. Data were collected by the researcher with the help of five research assistants who are secondary school teachers in Anambra State. A total of 703 copies of instruments were distributed and 691 copies of questionnaires were properly filled and successfully retrieved, indicating 98 percent return rate. Data collected were analyzed using Pearson's Product Moment Correlation Coefficient to answer the research questions 1-2 and t-test of correlation to test hypotheses 1-2. For decision on the research questions, the coefficient (r) and the size of the relationship was interpreted using the correlation coefficient by Schober, Boer and Schwarte (2018), as follows;

Coefficient	Relationship
.00- .10	Negligible correlation
.11- .39	Weak correlation
.40- .69	Moderate correlation
.70- .89	Strong correlation
.90- .1.00	Very strong correlation
.80-1.00	High

For decisions on the hypotheses, where p-value is equal to or less than level of significant value of 0.05 ($P \leq .05$), the null hypothesis was rejected but where p-value is greater than level of significant value of 0.05 ($P > .05$), the null hypotheses was accepted.

Results

Research Question 1: What is the relationship between principals' utilization of extrinsic reward practices and teachers' job performance in public secondary schools in Anambra State?

Table 1: Pearson (r) on Relationship Extrinsic Reward Practice and Teachers' Job Performance

Variables	N	Extrinsic Reward Practices	Teachers' Job Performance	Remarks
Extrinsic Reward Practices	691	1.00	.805	Strong Positive Relationship
Teachers' Job Performance	691	.805	1.00	

As shown in Table 1, Pearson's correlation coefficient (r) of 0.805 was obtained. This showed that there is high positive relationship between principals' utilization of extrinsic reward practices and teachers' job performance in public secondary schools in Anambra State. This indicated that increase in principals' utilization of extrinsic reward practices will strongly improve job performance of teachers.

Hypothesis One: There is no significant relationship between principals' utilization of extrinsic reward practices and teachers' job performance in public secondary schools in Anambra State.

Table 2: The Summary of t-test of correlation on the Significant Relationship between Principals' Utilization of Extrinsic Reward Practices and Teachers' Job Performance.

Variables	N	Extrinsic Reward Practices	Teachers' Job Performance	*P*-value	∞	Remarks
Extrinsic Reward Practices	691	1.00	.805	.000	.05	Rejected
Teachers' Job Performance	691	.805	1.00			

The result presented in table 2 revealed that the *p*-value of 0.000 is less than .05. Therefore, since the *p*-value is less the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, there is significant relationship between principals' utilization of extrinsic reward practices and teachers' job performance in public secondary schools in Anambra State.

Research Question 2: What is the relationship between principals' utilization of intrinsic reward practices and teachers' job performance in public secondary schools in Anambra State?

Table 3: Pearson (r) on Relationship Intrinsic Reward Practice and Teachers' Job Performance

Variables	N	Intrinsic Reward Practices	Teachers' Job Performance	Remarks
Intrinsic Reward Practices	691	1.00	.830	Strong Positive Relationship
Teachers' Job Performance	691	.830	1.00	

Table 3 indicated that Pearson's correlation coefficient (r) of 0.830 was obtained. This showed that there is high positive relationship between principals' utilization of intrinsic reward practices and teachers' job performance in public secondary schools in Anambra State. This indicated that increase in principals' utilization of intrinsic reward practices will lead to high job performance of teachers.

Hypothesis Two: There is no significant relationship between principals' utilization of intrinsic reward practices and teachers' job performance in public secondary schools in Anambra State.

Table 4: The Summary of t-test of correlation on the Significant Relationship between Principals' Utilization of Intrinsic Reward Practices and Teachers' Job Performance.

Variables	N	Intrinsic Reward Practices	Teachers' Job Performance	*P*-value	∞	Remarks
Intrinsic Reward Practices	691	1.00	.830	.000	.05	Rejected
Teachers' Job Performance	691	.830	1.00			

It was revealed in table 4 that the *p*-value of 0.000 is less than .05. Therefore, since the *p*-value is less the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, there is significant relationship between principals' utilization of intrinsic reward practices and teachers' job performance in public secondary schools in Anambra State.

Discussion

The result of the study revealed that there is a strong relationship between principals' utilization of extrinsic reward practices and teachers' job performance in public secondary schools in Anambra State. This is in line with the finding of Ani, Okafor and Nwagbala (2023) which showed that there was strong positive relationship between extrinsic reward system and employees' job performance. This also supported the finding of Mazher (2022) which showed that extrinsic rewards had strong relationship with employees' job performance in university. The agreement with the finding could be connected to educational institutions in which the studies were conducted. The possible explanation for this finding is that extrinsic reward can motivate teachers to work harder and stay focused in executing their duties to strongly improve their job performance. This study showed that rewarding teachers with money and other bonuses can inspire them to put their best efforts in discharging their duties to attain high job performance.

It was also indicated that there is significant relationship between principals' utilization of extrinsic reward practices and teachers' job performance in public secondary schools in Anambra State. This is in conformity with the finding of Noko and Nwuzor (2021) which indicated that extrinsic

rewards had significant relationship with employees' job performance. This finding could be explained by the fact that extrinsic reward can teachers feel valued and appreciated which could account for the significant relationship with teachers' job performance in public secondary schools in Anambra State.

The finding of the study revealed that there is a strong relationship between principals' utilization of intrinsic reward practices and teachers' job performance in public secondary schools in Anambra State. This affirmed the finding of Chantal, Manyange and Asuman (2022) which revealed that intrinsic reward practices had strong relationship with job performance of employees. This agreed with the finding of Mazher (2022) which indicated that intrinsic rewards had strong relationship with employees' job performance in university. The agreement with the finding could be connected to educational institutions in which the studies were conducted. This disagreed with the finding of Ekhayemhe and Oguzie (2018) which showed that intrinsic reward had negligible relationship with job performance of employees. The dissimilarities in time span, participants and geographical locations of the studies could account for the disagreement with the findings. The possible reason for this finding is that intrinsic rewards gives personal satisfaction, install sense of pride and boost self-esteem that motivate teachers to be committed and dedicated to their duties which thereby contribute to the strong relationship with their job performance. Teachers who are praised and applauded for diligently discharge of their duties could feel inspired to take more responsibilities and work hard to improve their job performance. The principals that apply intrinsic rewards by granting work autonomy, supporting professional development and giving motivational speeches to teachers could boost their morale and improve their job performance.

It was also found that there is significant relationship between principals' utilization of intrinsic reward practices and teachers' job performance in public secondary schools in Anambra State. This is in consonance with the finding of Chantal, Manyange and Asuman (2022) which revealed that intrinsic reward practices had significant relationship with job performance of employees. Manzoor, Wei and Asif (2021) which showed that intrinsic rewards had significant relationship with employees' job performance. This disagreed with the finding of Ekhayemhe and Oguzie (2018) which showed that intrinsic reward did not have significant relationship with job performance of employees. The difference in geographical location and time span could account for the disagreement with the finding. Extrinsic reward boosts the confidence of teachers and brings out the best in them which perhaps explain the significant relationship with their job performance.

Conclusion

Based on the findings, it was concluded that principals' utilization of reward practices are positive and significant correlates of teachers' job performance in public secondary schools in Anambra State. The principals' utilization of reward practices creates conducive work environment which motivate teachers to work hard for improving their job performance in public secondary schools in Anambra State. Rewarding teachers for desirable behaviour can boost their self-esteem, confidence and morale to work hard and improve their job performance.

Recommendations

Based on the findings, it was recommended among others that;

1. Post Primary School Service Commission should design a extrinsic reward programme to guide principals in motivating teachers to improve their job performance.
2. Secondary school principals should regularly offer intrinsic rewards to outstanding teachers to boost their morale and commitment to their duties to improve their job performance.

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