PRINCIPALS' REWARD MANAGEMENT STRATEGIES AS A CORRELATE TO STAFF PERFORMANCE IN SECONDARY SCHOOLS IN DELTA STATE, NIGERIA

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Abstract
The study was designed to find out the principals' reward management strategies as a correlate to staff performance in Oshimili South Local Government Area of Delta State of Nigeria. The study adopted the descriptive research design. A 24-item structured questionnaire was developed by the researcher from the four research questions formulated to elicit data for this study. The population used for the study is made up of 697 staff selected from five private secondary schools and five public secondary schools in Oshimili South Local Government Area. A sample of twenty-five percent (167 respondents) was selected from the population for final study. Data were collected for the study through the administration of validated questionnaire to the respondents. The reliability of the instrument was determined using the test re-test method in which a correlation coefficient of 0.86 was obtained. Mean statistics and standard deviations were used to answer the research questions while the z-test statistic was used to test the hypothesis at 0.05 level of significance. The study revealed that principals' reward management strategies in the form of pay base rewards, benefits rewards, carrier incentive rewards, and non-financial rewards correlate staff job performance. It was concluded that proper application of reward management strategies enhance staff performance but inadequate application of relevant reward management strategy will hamper staff performance and ultimately students' academic achievement. It was therefore recommended among others that school principals and proprietors/proprietresses should be armed with adequate knowledge of various reward management strategies through seminars and in-service training in order to apply them intelligibly for maximum staff performance in schools.

Introduction

In recent times, the problem most organizations are facing is the problem of how to attract and keep high quality staffs that are of competitive advantage to the organization. Most organizations lack the appropriate mechanism that will help in the recruitment, retention, motivation and development of employees so that they can perform and deliver at their highest potential. In line with the above

scenario, organizations should develop adequate reward management strategies that will motivate employees towards achieving corporate goals.

Historically, the advent of reward management could be traced to the traditional approach of managing reward (Armstrong, 2005). During this era, the main focus of organizational managers was on salary management which lay emphasis on the need to attract, motivate and retain employees. More so, focus was on competitive attributes rather than strategic/tactical issues which reflected on how rigidly organizations were structured and managed. There was a paradigm shift from salary management to what we know today as reward management. During this era, emphasis was on performance of all employees contributing to success of the organization and paying people for the value they added to the organization (Armstrong, 2005).

Following the advent of reward management, scholars have perceived the concept in different ways. For instance, Michael (1999) saw reward management as a way of looking at strategic planning and realizing what we know all along. To him reward management provides a methodology for solving organizational problems at all levels from strategic to mundane.

In the words of Christina (2010), reward management is an aspect of human resource management which deals with the establishment, maintenance and development of a system that is aimed at rewarding the work done by employees within an organization. On a broader context, reward management concerns itself with formulating and implementing strategies and other policies that are geared towards rewarding employees of the organization. Rewarding is aimed at being fair, equitable and consistent on the account of the particular employee's value to the organization.

Reward management is about the design, implementation, maintenance, communication and evolution of reward policies which help organizations to improve performance and achieve their objectives (Ed Merritt, 2012). Management of rewards are based on reward philosophies and strategies and contain arrangements in the shape of policies and strategies, guiding principles, practices, structures and procedures which are devised and managed to provide and maintain appropriate types and levels of pay, benefits and other forms of rewards (Bob, 2001).

Reward management also constitutes measuring job values, designing and maintaining pay structures, paying for performance, competence, skills and providing employee benefits. However, reward management is not just about pay or monetary rewards. It's also concerned with those non-financial rewards which provide intrinsic or extrinsic motivation (Bob, 2001). Organizations must reward employees because in return, they are expecting from the employees a kind of behaviour which is to work with a high level of performance and loyalty. Individual employees in return for their commitment expect certain extrinsic reward in the form of salary, promotion, fringes benefits, bonuses or stock options. They also

seek intrinsic rewards such as feeling of competence, achievement, responsibility significance, influence, personal growth, and meaningful contribution. Employees judge the adequacy of their exchange with the organization by assessing both sets of rewards (Ed Merritt, 2012).

To the researcher, reward management is that aspect of Human Resource Management (HRM) which deals with the strategic policies and processes required to ensure that the contributions of employees to the organization are recognized and rewarded both financially and non-financial means. To this effect, reward management is aimed at developing and maintaining a high performance culture among employees within an organization. Also reward management can be seen as a segment of HRM which focuses on planning, organizing, directing, and coordinating the affairs of staff as it correlates to monetary and none monetary rewards as it affects their job performance in achieving organizational goals.

Some of the reward management strategies as propounded by Armstrong (2001) are as follows:

- **Base pay strategy:** This strategy comprises of short-term and long term incentive, base salary/wage, premium Pay, cash recognition, annual bonuses, shares and profit sharing.
- **Benefits Rewards:** This strategy includes health care, retirement (pensions) and work like benefits; this account for an increasing portion of the reward package for employees.
- **Career rewards:** These include training and development, lateral move/advancement, stretch assignments, personal growth via career incentives and employment security.
- **Non-financial rewards:** This strategy includes recognition, praise, achievement, responsibility and professional growth, a pleasant working environment, being involved in decisions that affect how and when employees do their work, creative rewards etc.
- **Total reward management strategy:** This is the combination of all other reward management strategies that are available to the employer (Armstrong, 2007).

The ability of school managers/principals to use these strategies effectively so as to increase performance and enhance efficiency depends on the extent to which he or she adopts appropriate strategy channel.

In review of reward management strategies adopted in secondary schools, it is observed that teachers have a lot of differences in performing their duties as regards to how they are motivated financially and none financially. Inadequacy and improper management strategies adopted in most schools in channeling the available materials to administer the rewarding practices hinders most teachers from deriving maximum satisfaction in the execution of their functions, leading to poor performance. It is as a result of this that the researcher is in quest to review the reward management strategies adopted by some secondary school principals

in Delta State with the aim of identifying how it has influenced staff performance in executing their duties.

Statement of the Problem

Records have (e.g. Bernard 2010, Ani 20011and NECO 2011) shown that many organizations in Nigeria in general and Delta State in particular hardly reward their staff for excellent performance which is attributed to their unfamiliarity with reward management strategies. This has greatly reduced staff performance which is evident in the poor academic achievement of their students. It is quite obvious that some secondary school students in Delta State can no longer face boldly the educational challenges and this is attributable to staff poor performance. Most staff (teachers) exhibit nonchalant attitudes to teaching their students, some even leave their places of work for other unofficial business during official hours while others that are around will stay idle in the staff- room chatting and gisting, leaving their students at the mercy of their own faith. The few who manage to teach, do it with I don't care attitude because to them the school managers don't appreciate, recognize, praise nor encourage their good deeds so as to motivate them to do more.

The core reason for this downward trend in staff performance is that there are no adequate measures taken by most secondary schools authorities in implementing appropriate reward strategy which could be of help to motivate staff in putting in their best in job performance. To this end, the researcher intends to examine principals' reward management strategies as a correlate to staff performance.

Purpose of the Study

The general purpose of this study is to examine principals' reward management strategies as a correlate to staff performance

Specifically, this study was carried out to:

1. Ascertain the extent to which base pay reward management strategy influences staff performance.
2. Find out how benefits rewards enhance staff performance.
3. Determine how career rewards enhance staff performance.
4. Find out how non-financial rewards enhance staff performance.

Research Questions

The following research questions guided this study:

1. How does the use of base pay reward management strategy influences staff performance in secondary schools in Oshimili South L.G.A. of Delta State?
2. How does benefit reward management strategy influences staff performance in secondary schools in Oshimili South L.G.A. of Delta State?

3. How does career reward management strategy influences staff performance in secondary schools in Oshimili South L.G.A. of Delta State?
4. How non-financial reward management strategy influences staff performance in secondary schools in Oshimili South L.G.A. of Delta State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

Ho: There is no significant difference in the mean response of the public secondary schools staff and private secondary schools staff on the influence of reward management strategies on staff performance.

Hi: There is a significant difference in the mean response of public secondary schools staff and private secondary schools staff on the influence of reward management strategies on staff performance

Method

This study utilized descriptive survey research design to investigate the population of the study and the schools selected to enhance proper data collection and analysis. The researcher chose this design because the study involved collection and analysis of opinions and responses of secondary school teachers and principals in a given area

The population of the study covers a total of 697 respondents made up of 10 principals and 687 staff from the ten selected secondary schools in Oshilimi South Local Government Area of Delta State. Their distribution as at 2016/2017 sessions were: Demonstration Sec.Sch. F.C.E. (T), Asaba =40, Okwe Secondary School, Okwe=54, Niger Mixed Secondary School =105, Graceville Secondary School =41, Asagba Mixed Secondary School = 112, Word of Faith Secondary School,=38, Osadenis Secondary School, Asaba=119, West End Mixed Secondary School=101, Anglican Girls Grammar School =52, SSS Peter and Mary Juniorate, Bishop Court=35. The researcher chose the sample size of 25% to reduce the population to a more manageable size for easy data interpretation and analysis. The proportional sampling techniques was used to get the sample from the population. This was obtained by randomly selecting 25% of teachers' population in each of the schools under investigation.

The instrument that was used to elicit data for this study is structured research questionnaire by the researcher. The questionnaire is divided into two (2) parts. Part I deals with the background information of the respondents which encompasses such data as name of school, gender, academic qualification, type of ownership, while the Part II contains items on the research questions. Twenty-four questionnaire items were used and the responses are structured on a 4–point rating scale, and the structured rating type questionnaire is designed as follows: Strongly-Agree (SA), Agree (A), Disagree (DA) and Strongly Disagree (SD).

The research instrument was validated by two experts, one from faculty of education, Nnamdi Azikiwe University, Awka and the other from Federal College of Education (T) Asaba, while its reliability was determined using the test re-test method. Data obtained was analyzed using Pearson Product Moment Correlation Formula and a correlation coefficient of 0.86 was obtained. The research instrument was administered directly by the researcher to different schools selected for this study.

Decision Rule: Any item with a real limit that is 2.50 and above was regarded as accepted or agreed while any item with a real limit that is below 2.50 was rated as not accepted or disagree. The hypotheses were tested using z - test at 0.05 level of significance. The decision rule with respect to hypothesis was to reject the null hypothesis where the calculated z-value is greater than or equal to the table value; if otherwise the null hypothesis was retained.

Table 1: Respondents' Mean Rating on Base Pay Reward Management Strategy

(N = 176)

S/N	Base pay rewards	Mean	SD	Remark
1	The use of cash recognitions reward by employer	3.57	0.23	Accepted
2	Salaries and wages as appropriate for enhancing staff performance.	3.56	0.23	Accepted
3	Giving cash bonuses and incentives in form of performance reward.	3.28	0.20	Accepted
4	Payment of salaries and wages as at when due.	3.71	0.24	Accepted
5	Increment in staff salaries and wages.	3.39	0.21	Accepted
6	Regular payment of wages and salaries	3.92	0.27	Accepted
	Grand Mean	**3.57**	**0.23**	**Accepted**

The data in Table 1 above indicate how base pay rewards management strategy influences staff performance in secondary schools. All the items have mean rating above 2.5 which indicates that pay base rewards management strategy influences staff performance in secondary schools.

Table 2: Respondents' Mean Rating on Benefit Reward Management Strategy (N =176)

S/N	Benefit Rewards	Mean	SD	Remark
7	Availability of pension allowances	3.45	0.22	Accepted
8	provision for accommodation for staff	3.94	0.27	Accepted
9	Free health care facilities	3.45	0.22	Accepted
10	Provision for transport allowances and free buses to ease staff and students' movement	3.22	0.20	Accepted
11	Free supply of food at concessionary rate	3.96	0.27	Accepted
12	Employment injury compensation and maternity leave and allowances	3.85	0.08	Accepted
	Grand Mean	**3.64**	**0.25**	**Accepted**

The data in Table 2 above shows that benefit rewards can enhance staff performance in secondary schools. The result revealed that secondary school teachers would be motivated positively in their job performance. In a nutshell, the data clearly indicated that benefit rewards will enhance staff performance in secondary schools.

Table 3: Respondents' Mean Rating on Career Reward Management Strategy (N =176)

S/N	Carrier Rewards	Mean	SD	Remark
13	Provision of carrier incentives	3.15	0.19	Accepted
14	Appropriate channel for training & staff development	3.11	0.19	Accepted
15	Sponsorship for staff for academic conferences	3.02	0.18	Accepted
16	Organizing seminars and workshops for staff	3.07	0.18	Accepted
17	Provision for carrier update avenue for staff	2.96	0.18	Accepted
18	Opportunity for personal development by providing relevant books and educational materials	3.68	0.24	Accepted
	Grand Mean	**3.16**	**0.29**	**Accepted**

The data above in Table 3 shows that carrier rewards can influence staff performance in secondary schools. All the items have mean rating above 2.5 which indicate that the respondents were in agreement with the research question that carrier rewards as a motivating factor to enhance secondary school staff job performance.

Table 4: Respondents' Mean Rating on Non-Financial Reward Management Strategy

(N =176)

S/N	Non-financial rewards	Mean	SD	Remark
19	Praise and encouragement by employers/principals	3.49	0.22	Accepted
20	Recognition for excellent performance by employers/principals	3.01	0.18	Accepted
21	Staff autonomy could increase staff commitment to service	3.34	0.21	Accepted
22	Professional growth and promotion of staff	2.98	0.18	Accepted
23	Decrease in staff responsibilities increase staff output in class	2.56	0.16	Accepted
24	Presence of high quality leadership is a plus to staff performance in schools	3.03	0.18	Accepted
	Grand Mean	**3.06**	**0.18**	**Accepted**

The data in Table 4 above show that non-financial rewards help to influence teacher's job performance in secondary schools. Employer/Principals of secondary schools would enhance staff performance by attributing consideration on non-financial rewards to staff. All the items have mean rating above 2.5 indicating adequately in the use of non-financial rewards will encourage teachers in secondary schools to put in their best for better job performance. The close range of standard deviation shows that the respondents were not far apart in their responses on the extent to which non-financial rewards influences staff performance in secondary schools.

Table 5: Z – Test Analysis of Private and Public Secondary Schools in the Mean Rating on Principals Reward Management Strategies as a Correlate to Staff Performance.

Ownership	N	X	SD	z-cal.	α	df	z-crit.	Remark
Private	49	3.54	0.42	0.052	0.05	174	1.96	Accept Ho
Public	127	3.50	0.25					

As shown in Table 5 above, the z-calculated value of 0.052 is less than the z-tabulated value of 1.96 at 174 degree of freedom and 0.05 level of significance and this suggest that there is no significant difference in the mean response of private and public secondary schools staff on the extent to which principals reward management strategies influence their staff performance. This implies that the null hypothesis is retained.

Discussions

The result of the analysis of Research Question 1 revealed that base pay rewards management strategy can influence staff performance in secondary schools. All the items have mean rating above 2.5 which show that the use of cash recognition rewards, appropriate payment of salaries and wages, giving cash bonuses and incentives, regular payment of salaries and wages as at when due and increment in staff salary and wages will be a very high motivating factor to encourage staff (teachers) to put in their best in secondary schools.

The finding is in line with the assertion of Ezinne (2012) that base pay basically are cash compensation or reward that an employer pays for the work performed which reflects the value of work or skills. It is the function of the skill or education an employee possesses. Ezinne added that periodic adjustment to base pay may be made on the basis of exchange in the overall cost of living or inflation, changes in what other employees are paying for the same work, or changes in experience, performance and skills of the employees.

The data result in Research Question 2 shows that benefit rewards can enhance staff performance in secondary schools. All the items have mean rating above 2.5 which indicate that benefit rewards like provision of pension allowance, provision for accommodation for staff, free medical facilities, provision for transport allowance, free supply of food at concessionary rate, and employment injury compensation will adequately motivate teachers' job performance in secondary schools.

The finding is in accordance with the assertion of Chartered Instituted of Personnel and Development, CIPD (2006) that the core aim of fringe benefits rewards to employees is to develop a healthy climate for employer-employee relationship, minimize excessive labour turnover costs and provide a feeling of individual security against hazards and problems of life with a view to eventually enhancing employee loyalty to company and improving productivity. (CIPD 2006) on the other hand observed that there are various reasons why employers offer employees benefit, some of which are to match with market practice, for other it is to provide employees with some measure of security like occupational sick pay; others use them to retain employees like occupational pension schemes.

The result of the study of Research Question 3 shows that carrier rewards can influence staff performance in secondary schools. All the items have mean rating above 2.5 which indicate carrier rewards as a motivating factor to enhance staff job performance. Making adequate provision for teachers to have the opportunity for updating their qualification/carrier in providing carrier incentives, channels for staff training and development, sponsorship of staff for academic conference, organizing seminars and workshops for staff, and opportunities for personal development by providing relevant books/materials for educational update will energize them to do well in performing their duties.

This finding is in agreement with the findings of Armstrong (2001), he opines that career rewards management strategy includes the following reward options; training and development, lateral moves/advancement, career progression, personal growth, stretch assignment and career incentives etc. Similarly, Tahira et al (2012) argued that career reward strategy are of four(4) types which are career development, training, opportunities for acquiring required skills and participation environment. The authors added that career reward strategy has been recognized as a powerful tool for attaining employees' motivation and commitment, and is a strong source of employee retentions.

The result analysis in Research Question 4 shows that non-financial rewards help to influence teacher's job performance in secondary schools. All the items have mean rating above 2.5 indicating that use of non-financial rewards to encourage teachers in secondary schools to put in their best actually influences job performance. Employer/Principals of secondary schools would enhance staff performance by attributing consideration on non-financial rewards to staff in giving praise and encouragement to staff, recognition for excellent performance, establishing room for staff autonomy, professional growth and staff promotion, decrease in staff responsibilities and giving high quality and adequate leadership.

This finding is in line with the findings of McCormick and Tifflin (1979) which they called intrinsic rewards, as rewards that are inherent in job itself and which the individuals enjoy as a result of successfully completing the task or attaining his goals. They went further to term this type of reward as "psychological rewards", giving examples as opportunity to use one's ability, a sense of challenge, and achievement, receiving appreciation, positive recognition, and being treated in a caring and considerate manner. Nadia, Syed and Humera (2012) also opined to this reward as internal or psychological rewards which can be in terms of appreciation, meeting the new challenges, positive and caring attitude from employer, and job rotation after attaining the goal.

Conclusions

Based on the finding of the study, it can therefore be concluded that various rewards management strategies such as pay base, benefits rewards, career incentives and non-financial rewards hold remarkable influence on staff performance in secondary schools in Delta State of Nigeria. It revealed that when school staff are adequately rewarded by enhanced salaries/wages, provided with avenue and financial support for skill update and careers advancement in their various fields of learning, allowances to meet up with the cost incurred in the provision of life necessities and given recognition and encouragement, it releases in them the motivation to put in their best towards achieving set goals and objectives.

Recommendations

Based on the findings of this study, discussions and conclusion drawn from it, the following recommendations are made:

- Principals and school proprietors/proprietresses should ensure that the staff is adequately rewarded using different reward management strategies to improve their performance on their job.
- Government should organize seminars and workshop for principals and private school owners with the aim of equipping them with relevant reward management strategies in order to get the best of their staff.
- Since all the reward management strategies may not be suitable at all time, principals should take time to analyze situations and events in order to determine the best reward management strategy that would be most rewarding and effective at any given time.
- Adequate fund should be made available for school principals by government and school proprietors/proprietresses as the case may be, for prompt response to occasions that demand staff rewards and remuneration.
- Government should provide relevant legislation with respect to staff welfare in the form of minimum wage beyond which no private school proprietor/proprietress should pay their workers
- Principals and school owners should arm themselves with various reward management strategies through self-development materials and training in order to motivate their staff for optimum performance.
- Government and private school owners should adopt a standard of reviewing and periodic adjustment of secondary schools staff salaries to meet up with economic changes and inflationary rate.

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