

REWARD MANAGEMENT AS DETERMINANT OF TEACHERS JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN DELTA STATE, NIGERIA

By

EMMANUEL O. ESEYIN, Ph.D
*Department of Educational Management
Faculty of Education,
University of Port Harcourt,
Rivers State, Nigeria.*

&

ADAMU IBRAHIM, Ph.D
*Department of Vocational and Technology Education,
Faculty of Educational Technology,
AbubakarTafawaBalewa University,
Bauchi State, Nigeria.*

Abstract

The paper examined the application of reward as determinant of teacher's job commitment in public secondary schools in Delta State, Nigeria. Three research questions and three hypotheses were formulated for the study. Correlational design was adopted for the study. The population of the study was the 453 public secondary schools in Delta State. The population of the study was the 453 public secondary school principals in the State out of which 212 principles were sampled as sample respondents through a stratified random sampling technique. The instrument used for the study was "Application of reward Questionnaire" (ARQ) and "Teachers Job Commitment Questionnaire" (TJCQ). The first instrument had 15 questionnaire items while the second instrument had 10 questionnaire items. The instrument was validated by two experts in the Department of Educational Management, Faculty of Education, University of Port Harcourt. The reliability index was determined using Cronbach Alpha statistic with an index of 0.64, 0.72 and 0.71 respectively. The research questions and hypotheses were answered and tested using Pearson Product Moment Correlation Co-efficient. The findings of the study revealed that there is a significant relationship between application of reward and teachers job commitment. It was recommended that principals and other educational administrators should make provision for reward packages that can boost commitment on the job for teachers.

Keywords: Reward, Teachers, Job, Commitment, Public

Introduction

It has been clearly emphasized by educational scholars that no school can rise above the quality of the teachers. Teachers are an indispensable tool in the actualization of the goals and objectives of education at all levels in the country. It is therefore important that these teachers should be encouraged through adequate reward to improve their level of commitment and job performance. Reward is important in any work environment as a way of boosting performance. Reward can serve as a tool for encouraging and employee who is not doing well in the organization. Similarly, reward can be used to boost the commitment of employees who are contributing their best to the success of the organization through goal achievement. Reward is an essential tool that can be used by the organization to drive employees of the organization to perform towards meeting specific goals and objectives.

Armstrong (2010) stated that reward refers to those packages integrated into the policies and practices of the organization which is used to compensate competencies and skills of an employee. Furthermore, Armstrong (2012) further pointed out that the essence of using reward is to ensure that the goals of an organization are achieved. When the goals of the individuals are met, it will help the organization to also achieve her goals and objectives. Bello and Jakada (2017) stated that “monetary reward is a measure of influencing individual’s drive to act towards desired direction” (p. 1). Similarly, other intrinsic and extrinsic rewards are used by the administrators of the organization to spur the employees to act in a specific way. This practice is also used in the school system to get teachers to meet certain predetermined objectives.

There are different arguments from educational scholars on whether reward increases teacher’s commitment or not. Yamoah (2013) pointed out that reward may or may not lead to higher performance from teachers. This depends on the perception of the teachers on the worth of the reward package provided. Furthermore, Kipkirui (2014) said teachers job commitment refers to how well teachers respond to their line of responsibility. Reward provided can therefore increase or maintain the level of how well teachers respond to their line of responsibilities.

Statement of the Problem

The school like every other formal organization has targeted goals and objectives that must be achieved within the short, medium or long term. However, teacher and other educational administrators show very little level of commitment to the quality of work done within the stipulated time frame. This has necessitated the introduction of different motivational packages and programmes to boost the performance of teachers.

The government and other educational stakeholders have continued to introduce different reward packages as a way of increasing teacher’s job commitment. There are different reward packages such as leave grant, educational leave with pay, end of year bonus which are introduced to help increase teachers job commitment. The essence of the study is to find out if a relationship exists between the reward system introduced into the school system and teachers job commitment in public secondary schools in Delta State.

Aim and Objectives of the Study

The aim of the study was to correlate principals’ reward and teachers’ job commitment in public secondary schools in Delta State, Nigeria. However, the specific objectives of the study were to:

- i. find out the relationship between payment of teachers leave grant and job commitment in public secondary schools in Delta State, Nigeria
- ii. examine the relationship between educational leave with pay and job commitment of public secondary school teachers in Delta State, Nigeria
- iii. determine the relationship between end of year or festival bonus and job commitment of public secondary school teachers in Delta State, Nigeria

Research Questions

The following research questions were raised and answered in the course of the study:

- i. What is the relationship between payment of teachers leave grant and job commitment in public secondary schools in Delta State, Nigeria?
- ii. What is the relationship between educational leave with pay and job commitment of public secondary school teachers in Delta State, Nigeria?
- iii. What is the relationship between end of year or festival bonus and job commitment of public secondary school teachers in Delta State, Nigeria?

Hypotheses

The following hypotheses were tested at 5% level of significance:

- i. There is no significant relationship between payment of teachers leave grant and job commitment in public secondary schools in Delta State, Nigeria
- ii. There is no significant relationship between educational leave with pay and job commitment of public secondary school teachers in Delta State, Nigeria
- iii. There is no significant relationship between end of year or festival bonus and job commitment of public secondary school teachers in Delta State, Nigeria

Methodology

The research design adopted for this study is a correlational research design. The population of the study consisted of all the 453 public secondary schools in Delta State. The population of the study was all the 453 public secondary school principals in the state. The sample of the study comprised 212 public secondary school principals who were selected through a systematic random sampling technique. The instrument used for data collection was a 21-items questionnaire titled "Application of Reward and Teachers Job Commitment Questionnaire" (ARTJCQ). The instrument was validated by two experts in the Department of Educational Management, Faculty of Education, University of Port Harcourt. The reliability index of the instrument was determined using Cronbach Alpha statistic. The instrument was distributed to ten principals outside the sample drawn for the study and the co-efficient of each cluster was 0.64, 0.72 and 0.71 respectively. Two trained research assistants were used for the distribution of the instrument and collection of data from the respondents. Pearson Product Moment Correlation Co-efficient was used to answer the research question while t-test of relationship was used to test the hypotheses at 0.05 level of significance.

Results and Discussion

The results of the study were discussed under the following sub-heading:

Research Question One: What is the relationship between payment of teachers leave grant and job commitment in public secondary schools in Delta State, Nigeria?

Table 1: Pearson product moment correlation (r) of the relationship between payment of teachers leave grant and job commitment in public secondary schools in Delta State, Nigeria

<i>Variable</i>	<i>n</i>	<i>r-cal.</i>	<i>Remark</i>
Payment of teachers leave grant	212	0.52	There is a moderate positive relationship
Job commitment			

Table 1 revealed that the value of r -cal. is 0.52. This revealed that there is a moderate positive relationship between payment of teachers leave grant and teachers job commitment.

Research Question Two: What is the relationship between educational leave with pay and job commitment of public secondary school teachers in Delta State, Nigeria?

Table 2: Pearson product moment correlation (r) of the relationship between educational leave with pay and job commitment of public secondary school teachers in Delta State, Nigeria

<i>Variable</i>	<i>n</i>	<i>r-cal.</i>	<i>Remark</i>
Educational leave with pay	212	0.67	There is a strong positive relationship
Job commitment			

Table 2 showed that the value of r -cal. is 0.67 indicating that there is a strong positive relationship between educational leave with pay and teachers job commitment in public secondary schools in Delta State.

Research Question Three: What is the relationship between end of year or festival bonus and job commitment of public secondary school teachers in Delta State, Nigeria?

Table 3: Pearson product moment correlation (r) of the relationship between end of year or festival bonus and job commitment of public secondary school teachers in Delta State, Nigeria

<i>Variable</i>	<i>n</i>	<i>r-cal.</i>	<i>Remark</i>
End of year festival bonus	212	0.24	There is a low positive relationship
Job commitment			

Table 3 revealed that the value of r -cal. is 0.24. Hence, there is a low positive relationship between end of year festival bonus and teachers job commitment in public secondary schools in Delta State.

Hypothesis One: There is no significant relationship between payment of teachers leave grant and job commitment in public secondary schools in Delta State, Nigeria

Table 4: Correlation of relationship between payment of teachers leave grant and job commitment in public secondary schools in Delta State, Nigeria

<i>Variable</i>	<i>n</i>	<i>df</i>	<i>r-cal.</i>	<i>r-crit.</i>	<i>Level of Significance</i>	<i>Decision</i>
Payment of teachers leave grant	212	210	8.82	0.11	0.05	There is a relationship
Job commitment						

Table 4 revealed that the value of r -cal. of 8.82 is greater than the value of r -crit. of 0.11. This implies that the null hypothesis was rejected and the null hypothesis accepted indicating that there is a significant relationship between payment of teachers leave grant and teachers job commitment in public secondary schools in Delta State.

Hypothesis Two: There is no significant relationship between educational leave with pay and job commitment of public secondary school teachers in Delta State, Nigeria

Table 5: Correlation of relationship between educational leave with pay and job commitment of public secondary school teachers in Delta State, Nigeria

<i>Variable</i>	<i>n</i>	<i>df</i>	<i>r-cal.</i>	<i>r-crit.</i>	<i>Level of Significance</i>	<i>Decision</i>
Educational leave with pay	212	210	13.09	0.11	0.05	There is a relationship
Job commitment						

Table 5 showed that the value of r -cal. is 13.09 while the value of r -crit. is 0.11. Since the value of r -cal. is greater than the value of r -crit., the null hypothesis was rejected while the alternative hypothesis was accepted indicating that there is a significant relationship between educational leave with pay and teachers job commitment in public secondary schools in Delta State.

Hypothesis Three: There is no significant relationship between end of year or festival bonus and job commitment of public secondary school teachers in Delta State, Nigeria

Table 6: Correlation of relationship between end of year or festival bonus and job commitment of public secondary school teachers in Delta State, Nigeria

<i>Variable</i>	<i>n</i>	<i>df</i>	<i>r-cal.</i>	<i>r-crit.</i>	<i>Level of Significance</i>	<i>Decision</i>
End of year festival bonus	212	210	3.59	0.11	0.05	There is a relationship
Job commitment						

Table 6 showed that the value of r -cal. is 3.59 while the value of r -crit. is 0.11. Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted indicating that there is a significant relationship between end of the year festival bonus and teachers job commitment in public secondary schools in Delta State.

Discussion of Findings

Research Question One: What is the relationship between payment of teachers leave grant and job commitment in public secondary schools in Delta State, Nigeria?

Hypothesis One: There is no significant relationship between payment of teachers leave grant and job commitment in public secondary schools in Delta State, Nigeria

The payment of teachers leave grant is one of the entailments that teachers are always looking out for from year to year. This is because this financial benefit assists the teacher to meet with other financial obligations. The principals indicated in their responses that there is a significance relationship between leave grants and job commitment. The payment of leave grants has a moderate level of relationship with teacher's job commitment. This implies that teachers expect leave grants to be paid. However, when it is not paid as at when due, the teachers may not be bothered because they believe it will be paid in the long run. The teachers therefore have moderate consideration for leave grant as a determinant of job commitment. This is in line with the studies carried out by Salman, Mohammed, Ogunlade and Ayinla (2012) who revealed in their study that poor remuneration is responsible for teacher's lack of commitment which results to poor student's performance. Payment of teachers leave grant therefore plays a significant role in determining the level of commitment of the teachers.

Research Question Two: What is the relationship between educational leave with pay and job commitment of public secondary school teachers in Delta State, Nigeria?

Hypothesis Two: There is no significant relationship between educational leave with pay and job commitment of public secondary school teachers in Delta State, Nigeria

Educational leave with pay is a situation where teachers are allowed to go on leave such as study leave or other types of leave and still get their monthly entitlements. The principals revealed in their responses that educational leave with pay has a high level of relationship with teacher's commitment. Teachers who receive educational leave with pay tend to show some level of commitment to the education system for the gesture received. This contributed significantly to why the teachers are committed to their job. Butucha (2013) revealed that opportunities such as scholarships contribute to increase in teacher's commitment. When teachers are provided with opportunities for self-development, they tend to be more committed to work. This reveals why a significant relationship exist between educational leave with pay and teachers job commitment in public secondary schools in Delta State, Nigeria.

Research Question Three: What is the relationship between end of year or festival bonus and job commitment of public secondary school teachers in Delta State, Nigeria?

Hypothesis Three: There is no significant relationship between end of year or festival bonus and job commitment of public secondary school teachers in Delta State, Nigeria

End of the year bonus refers to all financial and non-financial compensation given to teachers for a successful academic session. This type of reward sometimes spurs the teacher to action. According to Koitalek (2016) in a related study, he pointed out in his study that cash reward helps an organization to attract the right employee and keeps them committed. However, the teachers as indicated from the responses of the principals do not have a strong consideration for end of year bonus. There is a low positive relationship between end of year bonus and teachers job commitment. This may be due to the fact that this end of year bonus is not consistently provided. Similarly, this bonus when provided may be so small that it has little significance to the teacher. This reveals why the relationship between end of year bonus and teachers job commitment is low.

Conclusion

The study concluded that reward has a positive relationship with teacher's job commitment. The positive relationship between reward and commitment is at varying degrees. However, as reward increases it also leads to increase in the level of teacher's commitment.

Recommendations

The following recommendations are made from the results of the study:

- i. School administrators as well as the government need to provide more reward packages that will help to improve the commitment of teachers. Similarly, other reward systems that are unavailable in the school need to be introduced to boost the morale of teachers at work.
- ii. There is need for teachers to also beef up their level of performance as a result of the reward being provided. The teachers need to show appreciation for the reward received by increasing their level of performance through better output.
- iii. The government as well as the school administrators needs to put appropriate rules in place that will guide the provision of rewards to employees. Similarly, these policies and rules should be clearly explained to all teachers within the school system.

References

- Armstrong, M. (2010). *A handbook of human resource management practice*. London: Kogan Page
- Armstrong, M. (2012). *Armstrong's handbook of human resource management practice*. New York, NY: Kogan Page Publishers
- Bello, G. B., & Jakada, M. B. (2017). Monetary reward and teachers' performance in selected public secondary schools in Kano State: *Journal of Education and Practice*, 8(7), 1-4
- Butucha, K. G. (2013). Teachers' perceived commitment as measured by age, gender and school type: *Greener Journal of Educational Research*, 3(8), 363-372
- Kipkirui, K. S. (2014). *Influence of extrinsic rewards on teachers' job commitment in public primary schools, Sigor Division, Chepalungu District, Kenya*. Master's Thesis. Department of Educational Administration and Planning, Faculty of Education, University of Nairobi
- Koitalek, J. N. (2016). *Influence of compensation policy on employee commitment at teachers service commission in Kenya*. Master's Thesis. Business Administration, School Of Business, University of Nairobi
- Salman, M. F., Mohammed, A. S., Ogunlade A. A., & Ayinla, J. O. (2012). Causes of mass failure in senior school certificate Mathematics examinations as viewed by secondary school teachers and students in Ondo, Nigeria: *Journal of Education and Practice*, 3(8), 79-89
- Yamoah, E. E. (2013). Reward systems and teachers' performance: Evidence from Ghana. *Canada Social Science*, 9(5), 57-62