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## **Reward System and Teachers' Job Performance in Public Secondary Schools in Urueoffong/Oruko Local Government Area of Akwa Ibom State, Nigeria**

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### **Abstract**

This study examined the influence of reward system on teachers' job performance in public secondary schools. The study specifically sought to find out whether incentives, pay structures and recognition of teachers in public secondary schools influence their job performance. Based on three objectives, three research questions were posed and turned into three hypotheses. Related concepts were reviewed also equity theory was used in the study. The study adopted survey research design and stratified random sampling technique was used in selecting 120 teachers from four public secondary schools in the study area. Data for the study were gathered through the administration of a researchers' self-designed questionnaire. The instrument was face validated was subjected to a split half reliability test to establish the reliability of the instruments. The data collected were subjected to statistical analysis using chi-square inferential statistics, and all the findings were tested at 0.05 level of significance. The result obtained from the analysis showed that "there is a significant influence of incentives, pay structures and recognition of teachers in their job performance. It was recommended among other things that every establishment be it private or public should ensure fairness in its reward system for their workers. The study also recommends that teacher's salary and remuneration should be harmonized to correspond to their competencies and qualification.

**Keywords:** Reward system, Influence, Teachers' job performance

### **INTRODUCTION**

Reward system is an important tool that management can use to motivate employees in desired ways (Alila & Abiola, 2014). In other word, reward systems seek to attract people to join the organization to keep them coming to work, and motivate them to perform to high levels. The reward system consists of all organizational components - including people processes, rules and decision making activities involved in allocation of compensation and benefits to the employees

in exchange for their contribution towards the development of the organization. In order for an organization to meet its obligations to shareholders, employees and society, its top management must develop a relationship between the organization and employees that will fulfill the continually changing needs of both parties. At a minimum, the organization expects employees to perform reliably the tasks assigned to them and at the standards set for them, and to follow the rules that have been established to govern the workplace. Management often expects more: that teachers take initiative, supervise themselves, continue to learn new skills, and be responsive to institutions' needs. At a minimum, teachers expect their institutions to provide good pay, safe working conditions, and fair treatment.

Like management, employees often expect more, depending on the strength of their needs for security, status, involvement, challenge, power, and responsibility. Just how ambitious the expectations of each parties are, vary from organization to organization. For organizations to address these expectations an understanding of employee motivation is required (Beer, Spector, Lawrence, Mills, & Walton, 2014). Thus, every institution has some form of reward system. Reward systems are often used as a management tool for achieving desirable objectives. One of the most common purposes is to motivate employees to perform better (Alexander, 2016).

In today's educational system, rewards, recognition and an enjoyable workplace have become extremely important for many reasons; Motivation is the key that gets people to do what they do. In line with the knowledge of what is most important, creative solutions and the appropriate financial resources can be devoted to addressing the key issue. Without this knowledge, too much well-meaning effort might be expended trying to fix things that are not all that important to employees (Kreitner, 2008). It is in the light of this that issues concerning the teachers are considered the driving force of every institutions of learning and must be given the needed attention, as it will affect the teachers' performance and the institution at large. One of the key issues that concern every worker in an organization has to do with the reward or compensation for their effort.

Employees reward refers to "all forms of pay and rewards received by employees for the performance of their job" (Belcourt, 2009). Compensation includes employee wages and salaries, incentives, bonuses and commissions (Belcourt, 2009). The reward systems may differ from one organization to the other and may change from time to time This arguably makes motivating employees the most complex of all management functions (Bowen & Radhakrishna 2011) However, a basic feature of any reward system is that it must cause employees to give their best to the organization. As Lucey (2014), puts it, properly organized and well planned reward system, benefits both the institution and its teachers. Humans are all different; their needs, thoughts and experiences are different and they are all motivated by different ways. Would it not be more correct if the rewards also were individualized? It is important for every employer to find what motivates each employee. In a perfect world, the company has resources to ensure that all employees have a meaningful job, but this is far from reality. People want to feel that what they do make sense. What motivates us will change over time. What was seen as meaningful 25 years ago may not be meaningful today. We are motivated by different ways depending on where

we are in our development. A young worker is likely to be keener on development possibilities, while an older one is more anxious about security and to be able to use his experience (Jagult, 2015).

Teachers are the heart and soul of any institution of learning. In order for an institution to truly succeed, it is vital that they are managed effectively. For education to succeed in today's competitive global market place, it must have teachers that perform at the top of their ability. This top performance can only be achieved when they are driven by enjoyment for the work itself. It is therefore, undeniable fact that the teachers as the human resource of every institution of learning remain the most important resource. Therefore every effort should be made to ensure their effectiveness since without them the institution cannot function. Organizations are seeking ways to beat the competition and be profitable. Nothing is more critical to this goal than human energy - a strategic approach to motivating the total organization (Ben, 2009). This means that giving close attention to how individuals can best be motivated through such means as incentives, pay adequate remuneration, recognition, leadership and importantly, the work they do and the organization's context within which they carry out their work. Reward represents is the most important and contentious element in the employment relationship, and is of equal interest to the employer and employee in any social system and organisation. To the employer because it represents a significant part of his costs, it is increasingly important to his employees' performance and to competitiveness and affects his ability to recruit and retain a quality labour force. To the employee it is fundamental to his standard of living and is a measure of the value of his services or performance. It is thereby hoped that this study would contribute constructively towards increasing organizations as well as the employees understanding and acceptance of the influence of reward systems on individual performance and therefore the corporate performance of teachers in public secondary schools.

The initiative to bring about the achievement culture within the education has to be aligned with appropriate managerial approaches that appreciate the contemporary role of motivation in improving the quality of performance of teachers. Reward systems offered in different institutions may come in various and concrete forms. These may either be monetary or non-monetary, tangible or intangible, physical or psychological, and are usually offered to the employees as compensation for the productive work they execute and the rewards might also be meant to encourage them (Nelson & Eddy, 2013). Since teacher plays a vital role in education system as they builds up a nation, their roles remain a complex one. They are expected to help students' work in complex multicultural educational settings and to provide good educational experiences for all children. Hence to motivate them and to make their performance effective reward is very important.

In a study conducted by Bello and Adebajo (2014) on reward system and teachers performance in Lagos State public secondary schools, using a sample of 300 respondents, it was found that there is a significant relationship between teachers' performance and salary package, teachers' job allowances and in-service training. The researchers thus explained that for teachers to perform maximally, good salary structure, allowances in terms of housing, health, hazard

mitigation, transfer, involvement of teachers in decision making establishment of teachers salary scale in line with other profession so as to play vital role. In collaboration, Shamir (2014) conducted a study on impact of reward on teachers' performance at secondary level in Yobe State using a sample of 200 respondents. The study revealed a significant correlation between extrinsic reward and teacher's performance. There is no correlation between intrinsic reward and teachers' performance.

Another study conducted by Onyene (2011) studied on issues in incentive administration for effective workforce retention in Ini Local Government Area of Akwa Ibom State. The researcher adopted a descriptive survey design in studying a sample of 300 teachers. The researcher's made questionnaire was used for data collection and the result revealed a significant influence of incentives to teachers on teachers' effectiveness. Similarly, Udofia (2013) also discovered a significant relationship between incentives to teachers and job performance after studying a sample of 400 secondary school teachers in Ibiono Ibom Local Government Area. Muthoni (2013) also conducted a study on effects of reward strategies on the performance of staff in public secondary schools in Ikom Local Government Area of Cross Rivers State. He specifically examined the effects of incentives to teachers and good working condition on teachers' job performance. The researcher adopted a descriptive survey design in studying a sample of 260 teachers. The researcher's made questionnaire was used for data collection and the study revealed a significant influence of incentive to teachers and their performance, no significant influence of working condition was observed influencing teachers job performance.

Mark (2012) conducted a study to establish the effect of motivation on organizational performance in the Public secondary schools in Akwa Ibom State. The study adopted a descriptive survey research design. Sample size was 315 targeting administrators, heads of department, teaching staff and non-teaching staff. A structured questionnaire was used to collect data from the respondents. An interview was also conducted with the administrators and heads of department. The study used two content theories that explain the specific factors that motivate people and two process theories which are centered on the psychological and behavioral processes that motivate an individual. The study found that teachers in the public secondary schools in Akwa Ibom State are not receiving incentives from their employers

Another research carried out by Rufus (2013) discussed reward system and performance of librarians in public secondary schools in Akwa Ibom state. The study examined motivation of librarians, the effect of reward system on performance, the views of librarians on motivation the level of satisfaction of librarians and the effort the public university managements are making to motivate librarians. The study employed a descriptive survey research design, questionnaire were designed and distributed to seventy-two targeted librarians in six public secondary schools in Akwa Ibom State, out of this, sixty returned the duly completed questionnaire. The questionnaire sought to identify factors which motivate librarians and how they affect their performance. The study revealed that the reward package in terms of incentive of librarians in public secondary schools is low and that the reward package affects majority of librarians negatively. All these attest to the reward system and teachers' job performance.

## **Statement of the Problem**

Educational institutions were established to accomplish specific objectives. The institution that wishes to achieve these objectives must have a competitive and perhaps a comprehensive total reward system that is aligned with the institution's effective teaching strategies and that reflects the competitive reality of the global labour market. Reward is the centerpiece and manifestation of an exchange relationship between the employees and employers. The social exchange theory supports this. In today's world where people have become more and more demanding about their lives and surroundings, the reward system could have been the best tools, used to motivate employees by satisfying these demands. In situation of high competition in the educational sector, the attainment of high performance is highly prioritized but there is need to recognize, inspire and motivate the teachers via the design. The establishment and implementation of a robust reward system that could call out the best in the teachers in terms of their performance, commitment, dedication and loyalty remained the key challenge. It is thus observed that the process of effectively managing any organization's reward systems is undoubtedly one of the most complex and problematic issues in human resources management in a social system. This situation demotivates employees and encourages industrial disputes and fluctuations in productivity. It is this unfair reward system and its associated industrial disharmony in educational institutions that this study is conducted to investigate the impact of reward system on teachers' performance in secondary schools.

## **Objectives of the Study**

The main purpose of this study is to determine the influence of reward system on teachers' job performance in public secondary schools. Specifically, the study sought to

- (i) Determine the influence of incentives on teachers' job performance in public secondary schools.
- (ii) Determine the influence of pay structure on teachers' job performance in public secondary schools.
- (iii) Determine the influence of recognition on teachers' job performance in public secondary schools.

## **Research Questions**

Based on the above specific objectives, the following research questions are posed to guide the study.

- (i) What is the influence of incentives on teachers on their job performance in public secondary schools?
- (ii) What is the influence of pay structure of teachers on their job performance in public secondary schools?
- (iii) What is the influence of recognition of teachers on their job performance in public secondary school?

## **Research Hypotheses**

Based on the above research questions the following research hypotheses were formulated to direct the study.

- (i) Incentives to teachers do not significantly influence teachers' job performance in public secondary schools.
- (ii) Pay structure of teachers do not significantly influence teachers' job performance in public secondary schools.
- (iii) Recognition of teachers do not significantly influence their job performance in public secondary schools.

## **RESEARCH METHODOLOGY**

The descriptive survey research design method was used in this study. The area of study was Urueoffong/Oruko Local Government Area of Akwa Ibom State. The population consists of all the principals, vice principals and teachers in all the thirteen public secondary schools in Urueoffong/Oruko Local Government Area. The sample of study consisted of 120 teachers selected from four public secondary schools in the study area using a simple random sampling technique. The structured questionnaire designed by the researcher titled "Reward System and Teachers' Job Performance Questionnaire (RSTJPQ)" was used for data collection. The questionnaire consisted of two sections - A and B. Section A sought for information on the demographic data of the respondents while section B sought for information concerning the variables advanced in this study. The questionnaires were designed in a four point Likert type of strongly agreed, agreed, disagreed and strongly disagreed.

The instrument was face validated and was subjected to a split half reliability test to establish the reliability of the instruments. The instruments were administered to 20 teachers who were not part of the study. The data generated were analyzed and the result of the test showed 0.87 reliability coefficient, which indicated a high degree internal consistency of the instrument. Hence, the instrument was considered reliable by the researcher. The researcher with a research assistant from his institution visited the selected schools and administered the instrument to the respondents. Data generated from the instruments were analyzed using Chi-square ( $X^2$ ) statistical method. All the three hypotheses were tested at 0.5 levels of significance.

## RESULTS

**Hypothesis 1:** Incentives to teacher in public secondary schools does not significantly influence teachers' attitude towards teaching.

Table 1: Chi-square ( $X^2$ ) Analysis of influence of incentives to Teachers and their job performance

S/N	SA	A	D	SD	Total	$X^2$ cri.	$X^2$ cal.
1.	66 (63.5)	32 (24.5)	16 (15.5)	6 (15.5)	120		
2.	72 (63.5)	20 (24.5)	16 (15.5)	12 (15.5)	120		
3.	31 (63.5)	35 (24.5)	22 (15.5)	32 (15.5)	120	16.91	67.94
4.	85 (63.5)	11 (24.5)	12 (15.5)	12 (15.5)	120		
Total	254	98	62	62	480		

\* Significant at  $P \leq 0.05$ ,  $df = 9$

Table 1 shows a calculated  $X^2$  – value of 67.94 greater than the critical  $X^2$  value of 16.91 at 9 degree of freedom and 0.05 levels of significance. Since the calculated  $X^2$  – value is greater than the critical  $X^2$  – value, the null hypothesis, which earlier claimed a no significant influence of incentives to teachers on teachers' attitude towards teaching is rejected in favour of the alternative hypothesis. The implication is that, incentives to teachers in public secondary schools significantly influence teachers' attitude towards teaching.

**Hypothesis 2:** Pay structure of teachers in public secondary schools does not significantly motivate teachers to be committed to work.

Table 2: Chi square ( $X^2$ ) Analysis of influence of pay structure of Teachers and their job performance

S/N	SA	A	D	SD	Total	$X^2$ cri.	$X^2$ cal.
5.	43 (41.5)	51 (43.5)	21 (19.5)	5 (15.5)	120		
6.	39 (41.5)	36 (43.5)	26 (15.5)	19 (15.5)	120		
7.	27 (41.5)	43 (43.5)	21 (15.5)	29 (15.5)	120	16.91	43.07
8.	57 (41.5)	44 (43.5)	10 (15.5)	9 (15.5)	120		
Total	166	174	78	62	480		

\* Significant at  $P \leq 0.05$ ,  $df = 9$

Table 2 shows the influence of pay structure of teachers on teachers' commitment to work, a calculated  $X^2$  – value of 43.07 is observed to be greater than the critical  $X^2$  – value of 16.91 at 9 degree of freedom and 0.05 levels of significance. Since the calculated  $X^2$  – value is greater than the critical  $X^2$  – value; the null hypothesis ( $H_0$ ) which claimed a no significant influence of pay structure of teachers on teachers' level of commitment to work is rejected while the alternative hypothesis ( $H_1$ ) is accepted. This implies that teacher pay structure in public secondary school is a determinant of teachers' level of commitment to work.

**Hypothesis 3:** Recognition of teachers in public secondary schools does not significantly influence their job performance.

Table 3: Chi-square ( $X^2$ ) Analysis of influence of Recognition of Teachers and their Job Performance

S/N	SA	A	D	SD	Total	$X^2$ cri.	$X^2$ cal.
9.	51 (44.5)	43 (34.5)	5 (15.5)	21 (19.5)	120		
10.	35 (44.5)	36 (34.5)	26 (21.5)	23 (19.5)	120		
11.	43 (45.5)	27 (34.5)	29 (21.5)	21 (19.5)	120	16.91	27.64
12.	49 (44.5)	32 (34.5)	26 (21.5)	13 (19.5)	120		
Total	178	138	86	78	480		

\* Significant at  $P \leq 0.05$ ,  $df = 9$

From Table 3, the analysis on hypothesis 3 shows a calculated  $X^2$  – value of 27.64 greater than the critical  $X^2$  – value of 16.91 at 9 degree of freedom and 0.05 levels of significance. Since the calculated  $X^2$  – value is greater than the  $X^2$  - value, the null hypothesis which claimed that recognition of teachers in public secondary schools does not significantly influence their job performance is rejected in favour of the alternative hypothesis. This therefore implies that recognition of teachers significantly influence their teachers’ job performance in public secondary schools.

## DISCUSSION

The analysis on hypothesis one as shown in Table 1 revealed a significant influence of incentive to teachers on teachers’ attitude toward teaching. From the findings, it was observed that teachers now a days use their personal money to rent an apartment since there is no housing allowance given to them. Also, teachers if sick, they don’t receive any medical assistance from their employer. Majority of teachers exhibit ‘1 don’t care’ attitude towards work because there is no fringe benefit given to them. From the findings it is believe that if workers are given bonuses they will be satisfied and put in their best. This finding confirms earlier finding by Ade (2015) who discovered a significant relationship between incentives and teachers’ efficiency and productivity. In agreement also was that of Etuk (2012) who found a positive correlation between reward packages such as incentives fringe benefits and bonuses and employees job satisfaction.

Findings on hypothesis two revealed a significant influence of pay structure of teachers on teachers’ commitment to work. From the finding, it was observed that wages paid to teachers is not encouraging compared to other professions and as such most teachers left school before time for other businesses to complement their salaries. This finding is in agreement with earlier findings by Judge (2014) who in his study a significant negative relationship between teachers

attitude towards job as a result of delay in salary payment Also in agreement was that of Alexandra (2014) whose result showed a significant negative impact of delay in salary payment to teachers on teachers' commitment and effectiveness.

The analysis on hypothesis three on the influence of recognition of teachers on their job performance showed a significant influence of recognition of teachers on their teachers' job performance. From the observation, teacher do not receive thanks and praise no matter their efforts, this goes a long way in reducing their input thereby reducing productivity Also, most teachers exhibit "I don't care" attitude towards work because they are not recognize by the management.

The teachers believe that if they are recognized by their employer they will put in their best. This finding collaborate with earlier finding by Ben (2015) who in his study found recognition to be a high driver of staff performance as those who had been recognized in one way or another were found to have been satisfied and motivated This finding is also in line with a study conducted by Nkereuwen et al (2010) which found that those recognize significantly increase their performance compared to those who are not recognized. It was noted that when employees receive feedback about their performance especially praise for work well done, they experienced feeling of happiness and therefore they are intrinsically motivated to keep performing well.

### **Recommendations**

Arising from the findings of this study, it is recommended that every establishment be it private or public should take the following measures to ensure fairness in its reward system:

- (i) Relevant educational agencies need to be set up to harmonize all entitlements, fringe benefits or incentives to be enjoyed by teachers to be in fine with their counter parts in other professions.
- (ii) The Government should provide car loans, housing loans, health insurance schemes, and overseas traveling opportunities to teachers to make them have first-hand knowledge of what is obtainable in other parts of the world and for them to discharge their duties with utmost good faith
- (iii) The schools should establish criteria for recognizing good performance. The schools should also involve employees in identifying the rewards that are appropriate to their individual needs.
- (iv) The Head should personally thank and appreciate the teacher for a specific job well done.
- (v) The study recommends that the teacher's salary and remuneration should be harmonized by employer to correspond their competencies and qualification.

### **Conclusion**

The importance of reward in the day-to-day performance of teachers' duties cannot be over emphasized, especially when it comes to being rewarded for a job done. The results obtained from the study showed that teachers placed great value on the different rewards given to them by their employers. Hence, when these rewards are not given, teachers tend to express their

displeasure through poor performance and non-commitment to their job. It is therefore imperative for the organization to consider the needs and feelings of its work force and not just overlook them in order to safeguard industrial harmony because “a happy worker they say is a productive worker”. A careful design of reward system such as incentives, good pay structure and recognition which links with the performance measurement is essential for the long-term success of school system.

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