

The Role of Principal in the Dispensation of Rewards to Teachers in Secondary Schools in Akwa Ibom State, Nigeria

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Abstract

This study examined the role of principal in the dispensation of reward in secondary schools system in Nigeria. It is the contention of the study, that reward is one of the ways in which principal exercise his authority on the teacher. In rewarding to teachers in secondary schools in Akwa Ibom State of Nigeria. Three null hypotheses were formulated to guide the study. A sample size of 451 participants was drawn using stratified random sampling technique. Two researcher's made instruments were used for data collection. The three null hypotheses tested at .05 alpha level using analysis of variance (ANOVA). Findings arising from hypotheses testing indicates that principal dispensation of reward to teachers significantly influence teachers commitment to work. It was recommended among others that reward should served to build better employment deal, and to increase teacher's commitment to work in one's school, to enhance their productivity.

Keywords: rewards, role, needs, performance

1. Introduction

In Nigeria, the school is one areas of importance when it comes to reward. Reward can come in the form of handshake, a smile, praise, commendation to everyone involved not just the team member when a job is assigned to team. In addition, rewards are important to individuals because they serve to fulfill work related needs. Akpa (2013) opined that rewards serve to satisfy needs (or reduce drives), lead to the learning of new behaviours, and serve to direct a person's choice among behavioural alternatives. Money is not often the only reward an employee seeks through employment. Ideally, money can even be of secondary importance after several other considerations, as in the case of management trainee. Employee (teacher) represents the human dimension of organization. Teachers are the heart-beat of teaching-learning environment. They are the most vital factor of production because they define the production potentials of school in-term of value-added. This is informed by the fact that no education system can rise above the quality of its teacher. Indeed, what teachers seek as rewards vary over time with change in the individual's life-style, interest, tastes, and technology in use.

Getzels and Guba in Peretomode (2005) conceived of a school as a social system, consisting of two parts- the nomothetic and idiographic dimensions. The nomothetic dimension of the social system is that which renders behaviour law-like, orderly and predictable. According to Getzels and Guba the nomothetic dimension consists of three interrelated conceptual element, namely: institution, role and expectation. The idiographic dimension also known as personal dimension is generally considered as the psychological level of analysis of social system (Peretomode, 2005). People bring with them certain drives and needs that affect their performance in social system such as a school, thus to understand, predict and control behaviour, one must understand the nature and interaction of the elements of both nomothetic and idiographic dimensions. Understanding how needs stimulate performance and how rewards on such performance lead to job-satisfaction is indispensable for school managers (principals). The educational implication of Getzels and Guba model is that reward process is a major control or influence mechanism available to organizations in which school system is one.

Sergiovonni and Staratt (1983) identified two forces that enhance teachers' participation in school as participation and performance investments. To them, participation investment enhances all activities that are required for teachers to maintain satisfactory membership of school. These include, attendance to classes, attending required staff meetings and putting in a fair day's work for a fair day pay. In return, teacher receives salary and praise which is some of the ways to touch their morale in work environment. Good remuneration according to Ozochi (2013) is one of the policies that organizations (school system) adopt to enlarge their employees' performance and thereby increase the system's productivity. Specifically, rewards may serve both internal and external purposes of education industry. Internal, enhanced job performance, reduce absenteeism and retain talented teachers. Conversely, the external attract a pool of skilled teachers.

The fundamental problems of this study was to determine the extent to which principal dispensation of rewards predicts public secondary school teachers commitment to work in Akwa Ibom State of Nigeria. In order to achieve the objectives of the study, three null hypotheses were formulated and tested at .05 alpha level of significance. This study is anchored on Herzberg's Two-Factor theory of motivation. Herzberg theorized that two classes of motivators exist. This he identified as intrinsic and extrinsic rewards or motivators. Intrinsic rewards are those associated with job itself. Teachers are expected to earn both the primary (intrinsic) and the

secondary (extrinsic) reward from work. The primary rewards include the feelings of personal satisfaction from work and contentment derived from achievement at work. The extrinsic rewards are externally controlled. They are not associated with the work itself. Extrinsic rewards include but not limited to the following:

- Financial rewards – salary being paid to teachers.
- Fringe benefits – paid vacation time, and provision of health insurance.
- Supervision – rewards in the form of compliments, friendship, and leadership offered by principal are important to teachers. (Ivancerich, 2009).

Also relevant to this work is Adam's equity theory. Adam postulates that individual employees (teachers) compare inputs and outputs with other workers of roughly equal status. If the two ratios are not balance, the individual is motivated to reduce the inequality.

2. Equity and principal dispensation of rewards

Observation and experiences have shown that teachers in Nigeria have for many years been subjected to poor service conditions. A situation that generates a common slogan that teachers' rewards are in heaven. The question is why teachers? Equity and fairness should be a hallmark in the principal's dispensation of rewards. Equitable distribution of rewards will make teachers to have confidence in their principals' and enhance the effectiveness of the principal in dealing with subordinates.

Casio (2008) averred that people work for reward that they personally value and to the extent that the work provide them with meaningful rewards that are perceived as fair and acceptable in exchange for their effort. The strategic role of the principal in the dispensation of rewards is crucial to the achievement of educational goals. Thus, perception of inequality in the way principal dispenses reward to teachers for their efforts towards the realization of educational goal, can make teachers to disregard the authority of the principal and treats him with ignominy.

3. Principal's provision for teachers professional growth (seminar):

Many professionals have risen to the peak of their careers in various organizations because of in-service training. The need of in-service training to the development of an organization is clear. The school system is one such organization. Educationists like Igbo (2005) and Efanga (2012) mentioned seminars, conferences, symposia, workshops as kinds of in-service programmes. Ntukidem (2004), in an empirical study on principal's provision for professional growth and teachers job effectiveness in Cross River State, Nigeria, found out that in-service training becomes an incentive for teachers to reinforce their job skills on daily school activities. Similarly, Babatunde (2002) and Cubinal (2002) reported that workers (teachers) become stagnated of knowledge if learning new ideas is denied. Thus, provision for professional growth significantly relate to teachers' job effectiveness. This can in likewise influence students' academic performance.

4. Principals provision of loans to teachers and teachers commitment to work

It is important for a principal to know the needs of teachers and clarify the path for the attainment of such needs. The teacher is the power-house of any educational enterprise. He is the one that translates educational philosophy and objective into knowledge, skill and transfers them to students in the classroom. Allowances and loans to teachers are the bedrock for meeting some of the basic needs as postulated by Maslow. No chapter on reward can be written without at least an insinuation to the dimension of money. Ogbodo (2009) stated that money is a very crucial input in all educational systems. Money has been given a number of different roles in influencing the behaviour of teachers in schools. It is an incentive that is capable of reducing need deficiencies. In Nigeria, teachers are at the epitome of abject poverty. Consequently, most teachers have become disappointed and frustrated while some have resorted to bribery, corruption and embezzlement in an attempt to meet their counterpart, in private sector (Ntukidem, 2004).

Behaviourist theories do admit to the use of punishment as a way of negatively rewarding a particular outcome. This suggests that delay in payment of allowances and loans correlates significantly but negatively with the satisfaction of physiological needs. The shorter the interval between performance and monetary rewards, the stronger is the relationship between these two aspects. The roles played by the teacher such as heads of departments, housemasters, games masters and agriculture masters make it imperative for this allowances (fringe benefits) to be paid.

Regular payment of loan and teachers commitment to work

Loan is a welfare issue and one that has attracted much attention in Nigerian Education system in recent times. The reward needs to be according to the employee's personality. For instance a sports fan will be really happy to get some tickets for the big match. For a teacher in the school system a car loan or housing loan is of urgent important. Emmanda (2008) noted that delayed housing loan belonging to the teacher has become a yearly practice which discourages teachers from working with confidence.

At all levels and size every educational institution would be in jeopardy if the workforce (teachers) are haphazardly employed, not rewarded for incidental contributions, and not exposed to continuous self-development (Akp, 2013, p.175). Ernest (2007) stressed that car and housing loans are legitimate entitlement which should not be subjected to further negotiation, and should not be withheld, delayed or deprived from being disbursed to legitimate beneficiaries.

Research Hypotheses

The following null hypotheses were formulated to direct the study.

1. There is no significant difference in teachers' commitment to work base on principal provision for teachers' professional growth (seminar attendance).
2. There is no significant difference in teachers' commitment to work base on regular payment of leave grant.
3. There is no significance difference in teachers' commitment to work base on principals provision

Methodology

Design of the Study

This study used ex-post facto research design. This design allowed for comparison of the reward sub-variables and assess the extent of difference in work commitment of teachers who attended seminars (in-service training), who work behaviour between those when leave grants were promptly pay and when delayed.

Population of the study

The population of the study consists of 2,211 teachers and 308 principals in 90 public secondary schools in Akwa Ibom State Nigeria. (State Secondary Schools Board, 2014).

Sample and sampling technique

The samples for this study were 341 teachers and 110 principals and vice principals. Thus a total of 451 participants were involved in the study. The sample for the study was drawn using stratified random sampling technique based on proportion, from the ten educational zone of the state.

Instrumentation

The instrument for data collection was questionnaire. The two instruments were developed and used by the researchers for this study, viz Reward Variables Questionnaire (RVA) and Teachers commitment to work questionnaire (TCWQ). They were of 4-points rating scale. The RVQ measured sub-variables, seminar attendance, leave grand while TCWQ with 25 items measured teachers' commitment to work in the ten education zone. The RVQ was responded by 341 teachers while TIWO was responded to by 110 principals and vice principals who assessed their teachers' commitment to work.

Validation of the instrument

The instruments for the study were face validated by three experts. They validate criticism, advice and suggestions form parts that guided the structuring of the instruments.

Reliability of the instrument

To test for the reliability of the instruments split-half method was conducted by administering to 40 teachers and 20 principals and vice principals who did not take part in the main study. Using their response score, Cronbach Alpha reliability coefficient was computed.

Data Analysis

Data abstracted in this study were analyzed using analysis of variance (ANOVA) for testing the null hypothesis at .05 level of significance.

Results

Hypothesis Ho₁

The null hypothesis stated that there is no significant difference in teachers' commitment to work base on principals provision for teachers professional growth (seminar attendance).

Table 1: Analysis of Variance of Teacher Commitment to Work base on Principals Provision for Seminar Attendance

Source of Variation	Sum of Squares	df	Mean Square	F-cal	F-crt
Between groups	829.35	2			
Within Groups	54419.84	449		3.42*	3.02
Total	55249.19	451			

Significant ($p < .05$) F-critical 3.02

As presented in Table 1, the statistics showed computed F-value of 3.42 at 2 and 449 degrees of freedom. Since the F-cal of 3.42 is greater than the critical value, the null hypothesis was rejected and the alternative retained. Given the significant F-value, a post-hoc analysis was performed. The results of the analysis are presented in Table 2.

Table 2: Post-hoc tests

Seminar attendance	Seminar attendance	Mean difference	Std error	Sig.
Once	More than once	-1.1842	1.203	0.617
	Not at all	2.880	1.738	.251
More than once	Once	1.1842		
	not at all	4.064*	1.570	.619
Not at all	Once	-2.880	1.738	.036
	More than once	-4.064*	1.536	.251

- The mean difference is significant at .05 level.

The post-hoc results show that teachers who attend seminar more than once differ significantly from those who do not attend at all. This findings implies that principals provision of opportunity for teachers to attend seminar influence teachers commitment to work positively.

Hypothesis 2

There is no significant difference in teachers' commitment to work base on regular payment of leave grant.

Table 3: Result of Analysis of Variance for Teachers' Commitment Work based on Regular Payment of Leave Grant

Source of Variation	Sum of Squares	df	Mean Square	F-cal	F-crt
Between groups	105.84	2	502.92		
Within Groups	54243.35	449	102.81	4.16	3.02
Total	55249.19	451			

The observation of Table 3 shows that the calculated F-value of 4.16 is greater than the critical F-value of 3.02 at 0.5 level of significance with 2 and 449 degrees of freedom. The null hypothesis was rejected. This result means that there was a significant influence of regular payment of leave grant on teachers' attitude to work. The F-value obtained imply that the more regular the leave grant is pay to the teacher the more productive they are to be in their workplace.

Table 4: Post hoc tests

(I) Leave grant	(J) Leave grant	Mean difference (I-J)	Std. Error	Sig.
Before starting the leave	While on leave	3.62756	1.49596	.054
	Many months after the leave	4.07124*	1.44795	.020
While on leave (regular)	Before starting the leave	-3.62756	1.49596	.054
	Many months after the leave	.44368	1.14639	.0928
Many months after the leave (regular)	Before starting the leave	-4.07124*	1.44795	.020
	While on leave	-.44368	1.14639	.928

* The mean difference is significant at the .05 level.

The post hoc test in Table 4 shows the groups of teachers that are significant differ in their inclination to work. It reveals that teachers who received their leave grants before starting the leave differs significantly in

their commitment to work from those that receive their leave grant many months after the leave. This result implies that teachers' leave grant payment can positively influence their commitment to work in Akwa Ibom State of Nigeria.

Hypothesis 3: There is no significant difference in teachers' commitment to work based on principals provision of loans

Table 5: Result of Analysis of Variance for Teacher Commitment Work based on Provision of Loan

Source of Variation	Sum of Squares	df	Mean Square	F-cal	F-crt
Between groups	1194.72	2	597.36		
Within Groups	54054.47	449	120.39	4.96	3.02
Total	55249.19	451			

When ANOVA was applied, a significant F-value of 4.96 was obtained. The null hypothesis was rejected. Given the significant F-value, a post-hoc analysis was done. This is presented on Table 6.

Table 6: Post hoc tests

(I) Provision of loan	(J) Provision of loan	Mean difference (I-J)	Std. Error	Sig.
Regularly	Irregularly	1.04248	1.42343	.765
Irregularly	Regularly	-1.04248	1.42343	.765
	Denied	5.38529*	1.83407	.014
Denied	Regularly	-6.42778*	2.16374	.013
	Irregularly	-5.38529*	1.83407	.041

* The mean difference is significant at the .05 level.

The post Hoc test reveals the exact group the significant exist. Table 6 shows the group of teachers that significantly differ in their commitment to work. It reveals that teachers who received loans regularly differ significantly from the groups of irregular and denied loan. This result means that teachers perceived that principals' provision of loan can positively influence their commitment to work.

Discussion of findings

Teachers' commitment to work based on seminars attendance

The first issue examined by the study was teachers' commitment to work based on seminars attendance. The findings of testing hypothesis one indicated that there is a significant different in teachers commitment to work based on seminars attendance. This result was in conformity with findings of Babatunde (2002) and Cabins (2002) who in their own findings opined that teachers become stagnated of knowledge if learning new concept is denied.

The world of today is dynamic and competitive; a lot of methods of organizational operations are becoming obsolete. This is informed by fact that teachers become impressed in many ways when their names are listed to attend seminars. While seminar allowance paid can create an emergent financial upliftment to beneficiaries, seminar lecture notes are assets to the participants.

Teachers' commitment to work based on regular payment of leave grant

The finding of this hypothesis showed that there is a significant difference on teacher's commitment to work based on principal provision of loan. This finding was in agreement with the study of Ogbodo (2009) who found out that money is a crucial input in all educational system. The inference from this study is that money is an incentive that is capable of reducing need deficiencies.

Teachers' commitment to work based on provision of loans

The finding of hypothesis HO₃ revealed that there is a significant difference on teachers' commitment to work based on principals provision of loans. This finding agreed with Emmanda (2008) and Ernest (2007) who in their studies reported that delayed in payment of loans discourages teachers from working with confidence. A plausible explanation for this result is that every organization has both nomothetic and idiographic dimension. Each teacher has needs disposition which is expected to be taken into consideration by the institution.

Conclusion

This study investigated the role of principals in dispensation of teachers' rewards in secondary schools

in Akwa Ibom State, Nigeria. The study has applied Herzberg Two-Factor theory and Equity theory to examine the use of incentive to modified teacher's behaviour. The findings of the study indicate that the rewarding of teachers for their efforts is one of the fundamental functions of the principal. Given the outcome of the study, it was therefore conclude that teachers see rewards given to them in the school as recognition of their efforts towards the actualization of educational goal. Teachers believe that their pay is their private property, other prefer knowing exactly where they stand in relation to other teachers. The later is a good example of an equity perception issue. The principal should be tactful in handling issue of reward.

Recommendations

Based on the importance attach to rewards by teachers in the school, the following recommendations were made:

1. Reward should serve to build better employment deal, and to increase teacher's commitment to work in one's school, to enhance their productivity.
2. Principal should choose the reward scope in line with that is in harmony with the work that has been accomplished.

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