



REWARD MANAGEMENT FOR TEACHERS QUALITY SERVICE DELIVERY IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

Atiti Ibifuro Stephanie

Department of Educational Management
Faculty of Education
Ignatius Ajuru University of Education

ibifurostephanie@gmail.com

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ABSTRACT

This study investigated reward management for teacher's quality service delivery in public senior secondary schools in Rivers State. Two research questions and two hypotheses were used for the study. A descriptive research design was used for this study. The population of the study consisted of all the 6,893 teachers in the 286 public secondary schools in the 23 Local Government Areas of Rivers State. The sample of this study comprised 900 teachers that were drawn from 60 public senior secondary schools in Rivers State which represented (13%) of the entire population. The stratified random sampling technique was used for the study. The questionnaire instrument titled: "Reward management Strategies for teachers for quality service delivery Questionnaire" (RMSTQSDQ) was used for the study. Furthermore, the coefficients index value obtained was 0.87 and therefore the reliability of the instrument was established. The statistical tool used for answering the research questions were Mean and Standard Deviation statistics, while Z-test inferential statistical tool was used to test the formulated null hypotheses at 0.05 Alpha level of significance. The findings of this work revealed that promotion of teachers enhances quality service delivery in public senior secondary schools in Rivers State; this includes making teachers to be more committed in their service delivery and putting in more effort to achieve high service delivery. The study therefore, among others recommended that the recognition of teachers should be given a high place by the government and educational administrators in order to instill a high sense of belongingness upon them. Also, care should be taken by both the government and the society in providing various rewards packages for teachers, if they must put in their best. The study concluded that application of reward should be given a high priority in secondary school to enhance quality service delivery.

Keywords: Reward management, promotion, recognition, challenges, quality service



INTRODUCTION

Teacher plays a vital role in education system. A teacher builds up a nation. The role of teacher is a complex one. Today we are more concern about the teacher pedagogical abilities. Teachers are expected to help student and to work in complex multicultural educational settings and to provide good educational experiences for all children. To motivate the teachers and to make their performance effective reward is very important. Educational institutions are established to achieve a purpose through the contribution and efficiency of individual employees such as teachers and other staff employed in the school system. The quality of service rendered by teachers are central to the realization of pre-determined goals. This is the reason why many organizations use different approaches to encourage workers to enhance their performance. One of the approaches favoured by many organizations for inducing their staff to increase their output is reward management. One of the cardinal objectives of reward management is to encourage workers who have shown excellence in job performance or significant creativity in work execution.

According to Adelabu (2003), some basic types of rewards that are provided to motivate teachers to raise their performances include: pension schemes, education leave with necessary pay, official cars, promotion, subsidy for housing, rent, loan for purchase of personal cars, health benefits, leave of absence, vouchers scheme as an alternative to a direct cash bonus, special awards and certificates among others. Reward is managed in the direction of job-based or position-based, persons-based and time-based pays. Therefore, one area in which reward is managed in an organization is in the area of employee's benefits, which have to do with elements of remuneration such as pensions, sick pay, insurance cover, and contingent pay, which is based on individual, team or organizational performance. It could be in form of financial and non-financial rewards, which are given to employees as an inducement towards greater performance, which also helps increasing employee's skills, competence, motivation and commitment on the job. Total reward packages. Some ways rewards can be managed to achieve performance effectiveness, is to make the reward system to be competitive and attractive so as to encourage performance among teachers. This will actually bring out the worth of teachers in the school, their potentials, value and contributions, because of the expected rewards that accompany marginal productivity. This is particularly factual because human actions and inactions are largely driven by benefits associated with certain behaviours. Equity and fairness are cornerstones of efficient reward system. It is important that reward system should be implemented in a manner that supports objective distribution of rewards in-line with organizational philosophy. For instance, if a teacher was rewarded with 'certificate of excellence' and 'financial bonuses', another teacher who achieved the same feat, should also be reward with the same rewards. This will promote healthy competition and harmony in the school. Carraher (2006) highlighted the causes of employee's low performance in public and private sectors, among which is lack of effective reward system. It is a clear fact that an effective reward system helps retain individuals who perform well in the organization. This is because their contributions are rewarded properly. This implies that, if there is no commensurate appreciation, praise or other forms of reward, given to employees to show them that the



management of acknowledged their extra effort, they might be de-motivated. A functional rewards strategy is necessary to support school's unique human capital strategy if increased performance of teachers were to be realized. For school performance to be enhanced, definition of staff roles, duties, procedures for task execution and personnel's hierarchy is important, which must be in consonant with school's objectives. Performance will also be low in a situation where superior officers are not well trained and do not possess professional skills and qualifications that will help to perform specific tasks in-line with their various role in the school. This is because, reward cannot increase competency, but it can increase performance. This is not to say that reward is not a great motivator for performance, but its combination with human resource development will greatly boost teachers service delivery.

Promotions, in the work of Welhrich, et al., (2010) said "it is a move within the organization to a higher position that has greater responsibilities and requires more advanced skills. It usually involves a raise in status and in pay." Promotion along the path of organizational stratification is a form of reward which workers work assiduously to earn. It is usually given to workers on the basis of merit for working for a given length of years or for exceptional service delivery and productivity. Sometimes, workers get promoted for achieving a given level of professional development which consequently increases their market value. This promotion implies that their salaries would be raised and they would attain the level where they would be qualified for the post of a Vice Principal, Principal, Director and even a Permanent Secretary. Sadly, these teachers rarely get their promotion as at when due. This dampens their morale and makes many of them display negative attitude to work. Denying teachers their entitled promotion is an unfair labour practice which in itself creates dissatisfaction and negative attitude to work which will result to poor service delivery.

The aim of reward management is to develop the psychological contact and to develop a positive relationship in employment. A strategic reward system is proposed by (Sarvadi, 2005) which creates a balanced offering to employees. The author supports at least four areas of reward; appreciation, recognition, benefit and compensation. It is very important to motivate the employees. It must be focus that how organizations define the reward system, to make the employees understand the connection between performance and reward (Robert, 2005). Extrinsic rewards also drive worker's morale and the distribution of these rewards always has loomed large in companies, especially in accordance with performance evaluations in present globalization eras (Chang, & Hahn, 2006). Employee has mostly different degree for recognition, influence, responsibility and personal growth. The Non-financial reward can be focused on these needs of the people. The employees' commitment is based on appreciation and rewards. The motivation for achievement can be increase by the companies by the process of competency related pay scheme, performance management, job design and contributing skill. The most powerful motivation is recognition (Andrew, 2004). The employees' commitment is largely based on appreciation and rewards. When teachers perform well in the school, and are given appropriate reward in financial, non- financial or both; it tend to improve their drive to impart knowledge on the students, which



will in turn enhance cognitive and academic performance of the students. Intrinsic rewards are necessary because employees are rewarded for their personal satisfaction, to make them feel better in the organization. These types of rewards include empowerment, trust, recognition, information and feedback. On the other hand, extrinsic rewards are those which employee receives from his or her organization after her good performance or after accomplishing the specific task. These rewards include some gifts, promotions, salary raise and bonuses.

There is need for flexibility in administering rewards to employees and the reward system must recognize the differences in people's needs, expectations, aspirations, goals and desires. On the other hand, performance clearly describes how an employee carries out the allocated tasks that make up the job. Good performance results from consented efforts, ability and true direction. Employees performance rewards is therefore made up of the totality of the financial and other non-financial rewards that an employee receives because of their labour or services rendered.

Reward System

Reward system has been defined by different authors, however the definitions agree that reward system is the degree to which reward allocations are based on employee performance in contrast seniority, favouritism or any other non- performance criterion. According to Armstrong (2001), it is a total package that includes compensation (comprising of base pay, short-term incentives and long-term incentives), benefits (including health, retirement and work/life benefits, which account for an increasing portion of the rewards package) and careers (including training and development, lateral moves, stretch assignments and career incentives). One of the most veritable tools for maintaining the morale of teachers in education is the administration of reward system. Maslow's in his hierarchy of needs cited in Adams (2015) theory noted that employees are motivated by the reward system.

In the view of Adelabu (2013), reward system referred to the benefits an employee gets for performing a given task. It includes remuneration, recognition, praise, promotion, and improvement in work-life, work leave, bonuses, and many more. These reward system is necessary for maintaining the morale of teachers. Peter, (2003; 2) noted that "The effectiveness of organization's performance and reward management can have a major impact not only on morale and productivity but also its ability to attract and retain staff". The ideographic need disposition of each teacher and his perception of how reward system would meet such needs would determine the level of the teachers' quality service delivery. Edem, (2006:60) stated that "the morale of teachers is likely to fail if there are noticeable disparities between their conditions of service and those of others which has the consequences of mass exodus of teachers to more lucrative employment". This premise gives credence to Vroom's expectancy theory which points out that the more rewards are injected, the more the performance.

In the same vein, Zingheim and Schuster (2000) define rewards as the thing that increases the frequency of an employee action. In this regard, reward system according to Armstrong (2001)



consists of an organization's integrated policies, processes and practices for rewarding its employees in accordance with their contribution, skill and competence and their markets worth. This implies that reward system is sensitively developed within the framework of the organization's reward philosophy, policies and strategies that contains the arrangements in the form of processes, structures, practices and procedures which provides and maintain appropriate types and levels of remuneration, benefits and other forms of reward. Robert (2005) sees reward system as the process of developing and implementing strategies, policies and systems that help the organization to achieve its objectives by obtaining and keeping the people it needs and increasing their motivation and commitment, which in turn help the organization to achieve its mandate. This definition acknowledges that outcome of rewards and recognition to include improvement in performance. Non-monetary rewards like recognition, praise, achievement, empowerment and professional growth, which are all appreciations that help to motivate and build confidence in the teachers. Other reward systems consist of financial rewards (fixed and variable pay) and employee benefits, which all together may comprise total remuneration. Nevertheless, reward management system can be seen as a set of relationship, which aim at developing the psychological contract, and positive relationship between employers and employees (Sarvadi, 2005).

On this note, Johnson (2010) outlines the aims of reward system to include attracting, retaining and motivating employee, to support the attainment of organization's strategic and short-term objectives by helping to ensure that it has the skilled and competent staff that are committed, and well-motivated work force necessary for meeting its expectations. This they can achieve by treating employees equitably and fairly in relation to work they do and their contribution in the organization.

Promotion and Teachers Quality Service Delivery

Promotion is another social benefit that creates an avenue that can motivate teacher to work tread the lines of quality service delivery, it is seen as a feed-back that the workers have performed well. It has been observed that promotion tends to put a new live in the individuals and activate their knowledge, skills and their level of commitment to the organization goals. But if on the other hands, the individuals within an organization are deprived their promotions, they would become disconnected and consequently leads to labour turnover (Muheeb 2004).

Promotional opportunities refer to the degree an employee perceives his or her chances to grow and be promoted within the organization. Ugboro (2013) saw teaching staff promotion as an upward carrier growth and job elevation with better status, higher responsibility and higher pay given to teachers in the school system. It is important that the appropriate authorities reward teachers with their promotions and at when due. Teachers' promotion can be a good instrument for reinforcement. It would curb the problem of teachers leaving the profession for other personal ventures as they are expected to remain in the job for a period of time before they would be entitled for a promotion. Newly recruited teachers would also find this reinforcing thus they would be



committed to their job. A teacher who realizes that his/her counterpart (who possess the same qualification as he/she does), had gained reoccurring promotions would be demoralized and would do anything to leave the profession or even cut down on his input to reduce the perceive inequality.

Employees expect to work in jobs that provide them with opportunities to be promoted to new and challenging positions. Promotion gives equal opportunity for all academic staff and ensuring a good safety working environment that is free from any kind of favoritism, discrimination and unfair treatment towards any particular staff can increase their performance. Furthermore, filling up jobs vacant position that is created due to retirement, resignations or demise of an academic staff, in this case, the next senior staff will be promoted the vacant job. This as well can contribute academic staff performance. Dockel (2003) strongly argues that people should not only be rewarded financially but they should also be offered opportunities to grow within the organization. Employees who feel stagnant in their positions generally are not motivated and will not stay in unfulfilling position. Promotion offers opportunities for growth and is also one of Herzberg motivators which can be used to enhance performance. Ezeala and Chinda (2016) opined that the increasing complexity of the educational system in Nigeria at present makes promotion necessary more than ever before, forcing school manager to promote more teachers to undertake harder and bigger responsibilities that showcase their potentials in school management. By the act of promotion, teachers' morale became high for more productivity. One strategy, noted by Ibiene (2003) to improve teacher quality is to provide rewards and reward teacher performance by having a salary scale with steps. Progression between steps would require, in addition to formal qualifications, demonstrated performance at a specified level, as measured on the professional standards. Within each step on the salary scale, a teacher would progress in annual increments, subject to satisfactory performance appraisal. To achieve this situation, Morean (2010) opined a number of aspects needed to be in place. Firstly, would be an accepted system of regular performance appraisal of teachers. Regular could be defined as annual or certainly at least every five years. The appraisal needs to be conducted in line with an accepted professional standard. One possibility would be that annual appraisal, affecting only incremental progression within steps of the scale, might be conducted within the school whereas an appraisal that enabled progression to the next step might require an external evaluation

Promotion for academic staff is dependent on teaching, research and publications however, due to financial constraints; non-prioritization of research by government and inadequate publishing facilities, publishing of refereed articles has become a monumental challenge for academics (Kipkebut, 2010). Tetey (2006) established that promotional procedures in African Universities were long, stressful and cumbersome, while the requirements were unreasonable, for example possession of a doctorate as a prerequisite for promotion beyond the position of a lecturer I. Also, Waswa and Katana (2008) noted that other than the inconsistent promotion criteria, another challenge in Public Universities was how to de-link promotion from establishments and the availability given by the exchequer that this ends up denying deserving persons their rightful upward mobility.



Recognition and Teachers' Quality Service Delivery

Recognition of teacher is a crucial aspect of any monetary reward in an organization. Rewards and recognition that are achievable have the greatest impact on high quality service delivery of teacher. In the same way reward management and the dedication of secondary school teachers found out that when teachers are rewarded non-monetary things through things like recognition and assigning them with responsibilities, their job commitment increases more than that of the teachers who are only rewarded through monetary. A good recognition system should include issuing certificates or posting or memos, name of staff and even open declaration of staff that has made significant contributions to the organization (Bennet, 2004). Through recognition of staff, they are cared for and more is expected from them. And this chances that they will try to live up to this expectation is achievable.

Nelson (2003) says money is a motivator, it is not as powerful as the feeling of contribution to the job having management. He emphasizes that workers should be told that they are doing well, having respect to colleagues, been involved in development interest in work. There are some challenges with non-financial rewards that affect teachers' dedication for high service delivery and there rewards are: teachers failure to acknowledge the value of nonfinancial rewards, teachers failure to identify with colleagues in a bid to demand for working terms, lack of recognition and lack of a system that enhances effective commitment. Vegas and Umansky (2005) suggest nine types of actions that can operate as incentives in attracting teachers, retaining teachers, or in encouraging more effective teaching. These include intrinsic motivation, recognition and prestige, salary differentials, job stability, pension and benefits, professional growth, adequate infrastructure and teaching materials, subject master, and responding to stakeholders. The morale of a teacher is a fragile thing, because the value of a nation's education is premised on the quality of teachers, therefore, it needs a lot of attention by school administrators and the society at large (Akinfolarin, 2017). Principals' provision of merit award, bonuses, in- service training, equipping of staff offices and recognition of outstanding staff could encourage teachers' regularity and punctuality in school, preparation of their lessons, attending classes as scheduled and effective delivery of their classroom instructions. Goldring et al. (2014) found that of teachers who left the profession, more than half indicated they had more autonomy in their work and greater influence over workplace practices and policies in their current job than they did as teachers.

Statement of the Problem

It has been observed that secondary school teachers in Rivers State have demonstrated low level of morale in discharge of their services. Sometime, Nigerian Union of Teachers (NUT) engages in warning or full blown strike actions over remuneration and promotion which are lacking in Rivers State educational system. It is a notable fact that teachers' welfare, motivation and rewards that will pattern them to deliver quality service in most public educational systems has not always received needed attention despite the obvious leading roles they play in the classroom towards attaining educational objectives. This unpleasant situation has remained a serious concern among



stakeholders in education. Most at times, public school teachers render expected services without salary for several months. Preliminary observation have indicates that a large number of teachers working in public secondary schools in Rivers State are poorly motivated due to a combination of some factors among which are; low morale, lack of job satisfaction, poor incentives, and poor teacher management. These ugly situations may lead a decline in standards of professional conduct of teachers, and consequential decline in their services in many public secondary schools. Incentives for teachers in many public secondary schools in Rivers State to perform well are often weak and ineffective. Poor remuneration appears to be driving significant proportions of quality teachers out of public secondary schools in the State. In many secondary schools, teachers are often asked to take on more responsibilities without commensurate reward. The working condition of many teachers is evidently poor. This unpalatable situation of public school teachers is capable of discouraging the teachers from rendering sound services to their respective schools, thereby undermining the realization of secondary education goals.

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. These and many more might lead to a decline in the quality services rendered by teachers in public secondary schools in Rivers State. Considering the above, it therefore becomes imperative to investigate reward management and teachers quality service delivery in public senior secondary schools in Rivers State.

Aim and Objectives of the Study

Generally, the aim of the study was to investigate reward management for teacher's quality service delivery in public senior secondary schools in Rivers State. Specifically, the study sought to:

1. Determine how promotion of teachers enhances quality service delivery in public senior secondary schools in Rivers State.
2. Investigate how recognition of teachers enhances quality service delivery in public secondary schools in Rivers State.

Research Questions

The following research questions were raised to guide the study:

1. How does promotion of teachers enhances quality service delivery in public senior secondary schools in Rivers State?
2. How does recognition of teachers enhances quality service delivery in public secondary schools in Rivers State?

Hypotheses

The following hypotheses were formulated to guide the study and tested at 0.05 level of significance:



1. There is no significant difference between the mean ratings of male and female teachers on how promotion of teachers enhances quality service delivery in public senior secondary schools in Rivers State.
2. There is no significant difference between the mean ratings of male and female teachers on how recognition of teachers enhances quality service delivery in public secondary schools in Rivers State.

METHODOLOGY

The descriptive survey research design was used for this study. This was considered to be appropriate because the study aims at collecting pertinent data, analysing describing them in a systematic manner. This design looked into the respective opinions of the respondents in respect to the research questions and corresponding research questionnaire items of the study. The population of the study consisted of all the 6,893 teachers in the 286 public senior secondary schools across the 23 local government areas of the state, totaling 6,893 teachers (Rivers State Senior Secondary Schools Board, 2021). The sample of this study was 900 teachers that were selected from 60 schools among the 286 public senior secondary schools in Rivers State. The 60 schools were selected from 10 local government areas of the Rivers State. The 10 local government areas were selected using stratified random sampling technique from where each 6 schools were selected from each local government. The 10 local governments that were selected represented 43% of the total population of local government in Rivers State, while the 900 participants of the study represented 13% of the total population of teachers. The instrument for data collection was a self-structured 12 item questionnaire titled “Reward management Strategies for teachers for quality service delivery Questionnaire” (RMSTQSDQ). The instrument was divided into two sections: Section A was used to collect demographic data from the respondents, while section B contained questionnaire items that assessed the two raised research questions. The instrument was structured along four-point modified Likert-type rating scale of Strongly Agreed (SA) = 4 points; Agreed (A) = 3 points; Disagree (D) = 2 points; and Strongly Disagree (SD) = 1 point. The instrument for this study was subjected to face and content validation by the researcher’s supervisor and other experts in educational management, Ignatius Ajuru University of Education. Their corrections and comments were used to modify the instrument before administration of the instrument to the respondents

The degree of reliability of the instrument was established using Pearson Product Moment Correlation Analysis. In doing this, the researcher administer twenty (20) copies of the instrument to twenty (20) teacher who did not form part of the sample size. The two scores of the two sets of data were correlated using person product correlation analysis to determine the reliability index value of 0.87. The researcher and two trained research assistant administered 900 copies of the questionnaire instruments to the respondents by hand. Ethically, they were pleaded to attend to the research questions at the instance of administration to ensure maximum return rate, but some went



could not attend to it immediately, hence; the researchers visited again for its collection. Out of 900 copies of the distributed questionnaire, only 889 correctly filled questionnaires were retrieved, which amounted to 98.7% retrieval rate.

The data gathered from the fieldwork were collated and analyzed using mean and standard deviation statistics to answer the research questions. In answering the research questions, any mean value below 2.50 decision rule were disagreed and any mean value up to and above 2.50 was agreed, thus 2.50 was the decision mean value hence the instrument is a 4-point likert questionnaire. The mean scores, average mean scores and standard deviation was used to answer research questions, while the z-test statistics was used to test the postulated hypotheses at 0.05 level of significance.

RESULTS AND DISCUSSION ON FINDINGS

Answers to Research Questions

Research Question 1: How does promotion of teachers enhances quality service delivery in public senior secondary schools in Rivers State.

Table 1: Mean ratings and standard deviation of male and female teachers on how promotion of teachers enhances quality service delivery in public senior secondary schools in Rivers State.

How Promotion of Teachers Enhances Quality Service Delivery in Public Senior Secondary Schools									
		Male Teachers = 465				Female Teachers= 426			
S/N	Items	\bar{X}	S.D	\bar{X}	S.D	Weighted Mean	Rank Order	Remark	
1	Promotion makes teachers to be more committed in their service delivery.	2.83	1.09	2.88	0.99	2.85	3 rd	Agreed	
2	Teachers put in additional working hours into their job in the school if they are promoted.	2.75	1.16	2.9	1.13	2.82	4 th	Agreed	
3	Promotion will make teachers take up additional duties to justify their promotion.	2.89	1.03	2.96	0.97	2.92	2 nd	Agreed	
4	Teachers become fully involved in the activities of the school.	2.45	1.1	2.32	1.24	2.38	6 th	Disagreed	
5	Promotion of teachers makes them willing to increase their participation in decision making process in the school.	2.71	1.07	2.93	1.17	2.82	4 th	Agreed	
6	Promotion of teachers encourages teachers to perform better.	2.96	1.25	2.93	1.17	2.95	1 st	Agreed	
Grand Mean		2.75	1.12	2.82	1.11	2.79		Agreed	

Data on Table 1 shows the mean ratings and standard deviation of male and female teachers on how promotion of teachers enhances quality service delivery in public senior secondary schools in Rivers State. The data shows that the majority of the respondents agreed that promotion makes



teachers to be more committed in their service delivery, teachers put in additional working hours into their job in the school if they are promoted, promotion will make teachers take up additional duties to justify their promotion, Promotion of teachers makes them willing to increase their participation in decision making process in the school, and promotion of teachers encourages teachers to perform better as seen on item 1, 2, 3, 5 and 6 with the weighted mean ratings of 2.85, 2.82, 2.92, 2.82, and 2.95 respectively. However, the majority of the respondents disagreed that teachers become fully involved in the activities of the school when they are promoted as seen on item 4 with mean value of 2.38. In all, the grand mean value of 2.79 shows that the answer to research question 1 is that promotion of teachers enhances quality service delivery in public secondary schools in Rivers State.

Research Question 2: How does recognition of teachers enhances quality service delivery in public secondary schools in Rivers State?

Table 2: Mean ratings and standard deviation of male and female teachers on how recognition of teachers enhances quality service delivery in public secondary schools in Rivers State

How Recognition of Teachers Enhances Quality Service Delivery In Public Secondary Schools									
		Male Teachers = 465			Female Teachers= 426				
S/N	Items	\bar{X}	S.D	\bar{X}	S.D	Weighted Mean	Rank Order	Remark	
7	Recognition of teachers boosts their morale in delivering efficient service.	2.8	1.06	2.63	1.16	2.72	4 th	Agreed	
8	Recognition instills the sense of belongingness in to the teachers for higher productivity.	2.99	1.04	2.93	1.06	2.96	1 st	Agreed	
9	Teachers will be motivated to acquire more skills if they are recognized.	2.35	1.19	2.46	1.15	2.41	5 th	Disagreed	
10	Recognition makes the teacher put more effort in their service delivery.	2.88	1.14	2.97	1.14	2.92	2 nd	Agreed	
11	Teachers concentrate in the act of teaching if they are recognized.	2.34	1.2	2.41	1.26	2.37	6 th	Disagreed	
12	Teachers become proactive in their various specializations.	2.66	1.23	2.87	1.2	2.76	3 rd	Agreed	
Grand Mean		2.67	1.14	2.71	1.16	2.69		Agreed	

Data on Table 2 shows the mean ratings and standard deviation of the responses of male and female teachers on how recognition of teachers enhances quality service delivery in public secondary schools in Rivers State.

The data shows that recognition of teachers boosts their morale in delivering efficient service, recognition instills the sense of belongingness in to the teachers for higher productivity,



recognition makes the teacher put more effort in their service delivery, teachers become proactive in their various specializations, as seen on item 7, 8, 10 and 12 with the weighted mean ratings of 2.72, 2.96, 2.92 and 2.76 respectively. But they disagreed on item 9 and 11 with the mean values of 2.41 and 2.32 respectively. In all the grand weighted mean value of 2.69 shows that the answer to research question 2 is that recognition of teachers enhances quality service delivery in public secondary schools in Rivers State.

Test of Hypotheses

Hypothesis 1: There is no significant difference between the mean ratings of male and female teachers on how promotion of teachers enhances quality service delivery in public senior secondary schools in Rivers State.

Table 3: Summary of z-test analysis of mean ratings of male and female teachers on how promotion of teachers enhances quality service delivery in public senior secondary schools in Rivers State

Groups	N	\bar{x}	S.D	Df	z-cal.	z-crit.	Decision
Male Teachers	465	2.76	1.12	889	-0.72	± 1.96	Accepted
Female Teachers	426	2.82	1.11				No Significance
N=	891						

Level of significance = 0.05

From Table 3 above, the data depicts the summary of mean, standard deviation and z-test of difference between the mean ratings of male and female teachers on how promotion of teachers enhances quality service delivery in public senior secondary schools in Rivers State. The calculated z-value used in testing the hypothesis stood at -0.72 while the z-critical value stood at ± 1.96 using 889 degrees of freedom. At 0.05 level of significance, the calculated z-test of -0.72 is less than z-critical value of ± 1.96 , hence there is no significant difference between the mean ratings of male and female teachers on how promotion of teachers enhances quality service delivery in public senior secondary schools in Rivers State. From the foregoing, the stated null hypothesis was accepted, thus there is no significant difference between the mean ratings of male and female teachers on how promotion of teachers enhances quality service delivery in public senior secondary schools in Rivers State.

Hypothesis Two: There is no significant difference between the mean ratings of male and female teachers on recognition of teachers and enhancement of quality service delivery in public secondary schools in Rivers State.



Table 4: Summary of z-test analysis of mean ratings of male and female teachers on recognition of teachers and enhancement of quality service delivery in public secondary schools in Rivers State

Groups	N	\bar{x}	S.D	Df	z-cal.	z-crit.	Decision
Male Teachers	465	2.67	1.14	889	2.54	± 1.96	Rejected
Female Teachers	426	2.71	1.16				Significance
N=	891						

Level of significance = 0.05

From Table 4 above, the data reveals the summary of mean, standard deviation and z-test of difference between the mean ratings of male and female teachers on recognition of teachers and enhancement of quality service delivery in public secondary schools in Rivers State. The calculated z-value used in testing the hypothesis stood at 2.54. The z-critical value stood at ± 1.96 using 889 degrees of freedom. At 0.05 level of significance, the calculated z-test of 2.54 is greater than z-critical value of ± 1.96 , hence there is a significant difference between the mean ratings of male and female teachers on recognition of teachers and enhancement of quality service delivery in public secondary schools in Rivers State. With respect to that, it can therefore be concluded, that the stated null hypothesis was rejected, thus there is a significant difference between the mean ratings of male and female teachers on recognition of teachers and enhancement of quality service delivery in public secondary schools in Rivers State.

Discussion of Findings

How promotion of teachers enhances quality service delivery in public senior secondary schools in Rivers State

The findings of the study revealed that promotion makes teachers to be more committed in their service delivery, teachers put in additional working hours into their job in the school if they are promoted, promotion will make teachers take up additional duties to justify their promotion, Promotion of teachers makes them willing to increase their participation in decision making process in the school, and promotion of teachers encourages teachers to perform better.

The findings are in line with Dockel (2003), who opined that people should not only be rewarded financially but they should also be offered opportunities to grow within the organization. Employees who feel stagnant in their positions generally are not motivated and will not stay in unfulfilling position. Promotion offers opportunities for growth and is also one of Herzberg



motivators which can be used to enhance performances. By the act of promotion, teachers' morale became high for more productivity to take place. This also agreed with Muheeb (2004), who opined that if the individuals within an organization are deprived of their promotions, they would become disconnected and consequently leads to labour turnover. Promotion is another social benefit that creates an avenue that can motivate teacher to work tread the lines of quality service delivery, it is seen as a feed-back that the workers have performed well. It has been observed that promotion tends to put a new live in the individuals and activate their knowledge, skills and their level of commitment to the organization goals.

This finding is in line with Sali (2006), who investigated the effect of reward on job commitment of primary school teachers in primary school in Mityana district. His findings revealed a significant relationship between promotion and teacher job commitment. Teacher promotion is an important issue in school administration that deserves more academic attention. Promotion is another social benefit that creates an avenue that can motivate teacher to work actively, it is seen as a feed-back that the workers have performed well. It has been observed that promotion tends to put a new live in the individuals and activate their knowledge, skills and their level of commitment to the organization goals.

In the same vein, Ugboro (2013) saw teaching staff promotion as an upward carrier growth and job elevation with better status, higher responsibility and higher pay given to teachers in the school system. It is important that the appropriate authorities reward teachers with their promotions and at when due. Teachers' promotion can be a good instrument for reinforcement. It would curb the problem of teachers leaving the profession for other personal ventures as they are expected to remain in the job for a period of time before they would be entitled for a promotion. Newly recruited teachers would also find this reinforcing thus they would be committed to their job

How Recognition of Teachers Enhances Quality Service Delivery in Public Secondary Schools in Rivers State

The findings of the study revealed that recognition of teachers boosts their morale in delivering efficient service, recognition instills the sense of belongingness in to the teachers for higher productivity, recognition makes the teacher put more effort in their service delivery, teachers become proactive in their various specializations.

This finding is in line with Vegas and Umansky (2005), who opined that for a teacher to be attracted, retained and encouraged for more effective teaching; such incentives like recognition and prestige, salary differentials, job stability, pension and benefits, professional growth, adequate infrastructure and teaching materials have to be in place. The morale of a teacher is a fragile thing, because the value of a nation's education is premised on the quality of teachers, therefore, it needs a lot of attention by school administrators and the society at large. To recognize a teacher is a crucial aspect of any monetary reward in an organization. Rewards and recognition that are achievable have the greatest impact on high commitment of teacher. In the same way reward



management and the commitment of senior secondary school teachers found out that when teachers are rewarded non-monetary things through things like recognition and assigning them with responsibilities, their job commitment increases more than that of the teachers who are only rewarded through monetary.

In this same vein Akinfolarin, (2017) noted that the morale of a teacher is a fragile thing, because the value of a nation's education is premised on the quality of teachers, therefore, it needs a lot of attention by school administrators and the society at large. School administrators should be able to provide merit award, bonuses, in- service training, equipping of staff offices and recognition of outstanding which will encourage teachers' regularity and punctuality in school, preparation of their lessons, attending classes as scheduled and effective delivery of their classroom instructions. the society and the educational administrator's should never overlook the importance of recognition of teachers in order to boost the academical performances of teachers in their various specializes areas.

Conclusion

The study has established how promotion of teachers and how recognition of teachers enhances quality service delivery in public senior secondary schools in Rivers State. The findings of the study indicated that promotion of teachers enhances quality service delivery in public senior secondary schools in Rivers State. Promotion of teachers makes teachers to be more committed in their service delivery, teachers put in additional working hours into their job in the school if they are promoted. In secondary schools in Rivers promotion will make teachers take up additional duties to justify their promotion and also makes them willing to increase their participation in decision making process in the school, and promotion of teachers encourages teachers to perform better. The study also finds out that recognition instills the sense of belongingness in to the teachers for higher productivity and makes the teacher put more effort in their service delivery.

Recommendations

Based on the findings of this study and conclusion, the following recommendations are made;

1. The recognition of teachers should be given a high place by the government and educational administrators in order to instill a high sense of belongingness upon them.
2. It also recommended that the government and educational administrators should review teachers' promotion and promote those whose services and attainment of educational qualification affords it on the basis of meritocracy.
3. Care should be taken by both the government and the society in providing various rewards packages for teachers, if they must put in their best.

4. The school administrator should always reward deserving teachers and students in order to promote effective achievement of the goals of education.

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