

Reward Variables and Technical College Teachers' Job Performance in Abia and Bayelsa States

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Abstract

This study investigated reward variables that brings about teachers' job performance in technical colleges in the two states of Abia State and Bayelsa state. Two research questions and two null hypotheses were formulated to guide the study, and the hypotheses were tested at .05 level of significant. The population of the study involved 228 teachers in mechanical related subjects and electrical subjects. There was no sample as the number is manageable for the study. A researcher-developed instrument "Reward Variables Questionnaire" (RVQ) and "Teachers Job Performance Questionnaire" was used to generate data for the study. The instrument was validated by three experts, two from the Department Industrial Technology Education, Faculty of Vocational Education, Library and Information Science, University of Uyo and one from Educational Management, Faculty of Education, Niger Delta University, Bayelsa State. The reliability coefficient of the instrument, using Cronbach Alpha statistical tool was 0.85. Simple Linear Regression was used to answer the research questions and test the null hypotheses. The findings of the study revealed the existence of a significant relationship between recognition, promotion and teachers job performance in public technical colleges in Abia State and Bayelsa State. It was recommended among others, that recognition of excellent award to deserving teachers should carry more weight than what is done in other organizations such as national merit award and movie.

Keywords: Curriculum, Teachers, Technical College, Job-Performance, Reward

Introduction

Teachers or instructors in technical colleges are the most important agents in the implementation of the educational curriculum. The success or failure of the programme depend largely on their contributions in the attainment of the educational goals and objectives stated in the National Policy on education. Nigeria is gradually beginning to realize the importance

of skills acquisition as the major solution to the developmental challenges of the nation and economic growth. These skills can only be acquired through a well-planned and implemented educational system, because the life, well being and survival of any nation depends on the nature of the education. The whole man, who is made up of his mental, physical, social state and technological, can only function effectively in the society when properly educated (Federal Republic of Nigeria, 2013). The educational system can only function effectively in an environment where the reward system for motivating teachers is functional.

Whatever an employee or a service provider hold at high esteem that will motivate him or her to perform his/her duly effectively and is been given to the employee or service provider by the employer for a job well done is a reward (Bustaman, *et al*, 2014). This means that a reward is a compensation or salary or an income a worker receives for doing a job well. There must be a contractual term between the employer and the employee in technical colleges, the employees are the teachers and other support staff, while the government or the ministry responsible for the welfare of the workforce is the employer. The importance of reward in educational administration cannot be overemphasized, as seen in the grading of teachers, and other administrative functions geared towards evading or reducing, to the barest minimum, the cos of hiring and training new teachers (Armstrong, 2016).

In recognition of the importance of rewards, Sonawana (2018) identify reward variables as financial and non-financial. The financial variables include; health care allowance, rural allowance, housing allowance and remuneration, among others. While promotion and award for excellence performance as non-financial rewards. These variables play major roles in teachers' job performance.

Teachers' job performance are the activities, roles functions, actions etc, teachers performance in the colleges geared towards implementing the curriculum in order to achieve the educational goals and objectives. Teachers as builders of characters, play vital roles in the lives of students, both in the class room and outside, within the college environment. Teachers serves as role model to students, they mentor and nature students and provide conducive environment for learning. Other indices that makes up teachers' job performance can be found in the National Union of teachers Guide (NUT, 2019).

Statement of the Problem

Teachers are the field workers in executing the curriculum formulated for the development and acquisition of skills by students to grow the economy and improve the Gross Domestic Product (GDP) of any nation. Teachers are instrumental to the positive impact on the educational system, without the teacher's instructional environment conducive and instructional objectives would not be achieved hence, there lack of effective learning. Teachers are the backbone of the educational system. Take an instance when the teachers union in the University, Academic Staff Union of University (ASUU), are on strike or sit-at-home, the

instructional process of the university become comatose for that given period. In technical colleges or other sister schools, the absence of effective reward causes a near collapse or dysfunction situation as a result of; leaving school before official closing time, absenteeism, late coming to school, poor evaluation of students performance, devoting more time to extra-curricular activities, poor students-teacher relationship, poor time management, quitting the teaching profession for other alternative jobs, while making room for unprofessional teachers among others. This study, therefore, is to compare reward variables and job performance of technical college teachers.

Research Questions

This study is designed to provide answers to the following research questions.

1. What is the relationship between recognition and teachers' job performance in public technical colleges in Abia State and Bayelsa State?
2. What is the relationship between promotion and teachers' job performance in public technical colleges in Abia State and Bayelsa States?

Null Hypotheses

The following null hypotheses were formulated to guide the study and were tested at .05 level of significant.

Ho₁: There is no significant relationship between recognition and teachers' job performance in public technical colleges in Abia State and Bayelsa States.

Ho₂: There is no significant relationship between promotion and teachers job performance in public technical colleges ibn Abia State and Bayelsa State.

Methodology

The study adopted correlational design this design was deemed appropriate because it enable the researcher to determine the relationship between reward variables and teachers job performance in public technical colleges in Abia and Bayelsa States. The population of the study is 228 teachers teaching mechanical related and electrical subjects from the 15 public technical colleges in the two states. There was no sample as the whole population was used, since it is manageable for the study. A researcher developed instrument on titled "Reward Variables Questionnaire" (RVQ) and "Teachers Job Performance Questionnaire (TJPQ) was used to generate data for the study. The instrument was face validated by three experts two from the Department of Industrial Technology Education, Faculty of Vocational Education, Library and Information Science, University of Uyo and one from Educational Management, Faculty of Education, Niger Delta University, Bayelsa State. Trial testing technique was used to determine the reliability and a reliability coefficient of the instrument, using Cronbach Alpha

statistical tool was .85. The study was delimited to technical colleges teachers in mechanical and electrical subjects in two states of Abia State and Bayelsa State. Research questions and the null hypotheses were answered and tested, respectively, using simple linear regression at .05 level of significance.

Results

Research Question 1: what is the extent of the relationship between recognition and teachers' job performance in public technical colleges in Abia State and Bayelsa states?

Table 1: Summary of Result on the relationship between recognition and teachers' job performance in public technical colleges in Abia State and Bayelsa States.

Variables	R	R ²	Adjusted square	R	Std error of the estimate	Remark
Recognition and teachers job performance	.790	.624	.623		.62813	very strong relationship

Table 1 indicates that relationship between recognition and teachers job performance in public technical colleges in Abia State and Bayelsa State and with the coefficient of determination, $R^2 = 624$, indicates that about performance in Abia State and Bayelsa State is attributed to recognition with a corresponding correlation of .79. This implies that recognition has a very strong relationship with teacher's job performance.

Research Question 2: What is the extent of relationship between promotion and teachers' job performance in public technical colleges in Abia and Bayelsa States.

Variables	R	R ²	Adjusted square	R	Std error of the estimate	Remark
promotion and teachers job performance	.720	.689	.682		.75255	very strong relationship

Table 2 indicates that the relationship between promotion colleges in Abia State and Bayelsa. with the coefficient of determination, $R^2 = 689$, indicated that about 68.9 of the total variances in teachers' job performance in public technical colleges in Abia State and Bayelsa state is attributed to promotion with a corresponding correlation coefficient of .72. This implies that promotion has a very strong with teachers' job performance.

Analysis of Null Hypotheses

Null Hypothesis1: There is no significant relationship between recognition and teachers job performance ibn public technical colleges in Abia State and Bayelsa State

Table 3: Linear Regression Relationship between recognition and teachers' job performance in Public technical colleges in Abia State and Bayelsa State

Source of variance	Sum of square	Df	Mean square	F	P-value	Remark
Regression	121.312	1	121.312	203.082	.020	Significant
Resident	201.308	337	.591			
Total	322.620	338				

Data presented in table 3 indicates that the relation between recognition and teachers job performance in public technical colleges in Abia State and Bayelsa State, Nigeria. F-value as 203.082 and the p-value as .020. Therefore, since the p-value is less than .05 ($P < .05$), the null hypothesis which states that there is no significant relationship between recognition and teachers' job performance in public technical colleges in Abia State and Bayelsa State is rejected and the alternative hypothesis upheld. It therefor indicates and concluded that there is a significant relationship between recognition and teachers' job satisfaction in public technical in Abia State and Bayelsa State.

Null Hypothesis 2: There is no significant relationship between promotion and teachers' job performance in public technical colleges in Abia State and Bayelsa State

Table 4: Summary of Linear Regression on Relationship between Promotion and Teachers' Job Performance in Public Technical Colleges in Abia State and Bayelsa State

Source of variance	Sum of square	df	Mean square	F	P-value	Remark
Regression	118.993	1	118.993	201.113	.004	Significant
Residual	190.853	337	.566			
Total	309.847	338				

Data presented in Table 4 indicated that the relationship between promotion and teachers' job performance in Public technical colleges in Abia State and Bayelsa State, Nigeria. F-value as 210.113 and the P-value as .004. Therefore, since the p-value is less than .05 ($P < .05$), the null hypothesis which states that there is no significant relationship between promotion and teachers' job performance in public technical colleges in Abia State and Bayelsa State is rejected and the alternative upheld. If therefore indicates and concluded that there is a significant relationship between promotion and teachers' job performance in public technical colleges in Abia State and Bayelsa State

Findings of the Study

Based on the data analysis, the findings of the study are stated thus:

1. Recognition has a very strong relationship in teachers' job performance.
2. Promotion has a very strong relationship on teachers' job performance.
3. There is a significant relationship between in recognition and teachers' job performance in Public Technical Colleges in Abia State and Bayelsa State.
4. There is a significant relationship between promotion and teachers job performance in public technical colleges in Abia State and Bayelsa State

Discussion of the Findings

In consideration of the results of the research questions answered and the null hypotheses tested in the study, the study is discussed in line with the findings to unveil their implication on teachers' job performance. It is, therefore, imperative to embark on the discussion based on the two variables of the study as follows.

Recognition and Teachers' Job Performance

The findings in research question 1 shows the fact that recognition has a strong relationship with teachers' job performance the corresponding hypothesis also affirm this outcome with a significant relationship between teachers' recognition and job performance in public technical colleges in Abia State and Bayelsa State. recognizing teacher's job outstanding performance is a means of saying thank you for a job well done for the building of characters of the future generation of the society. A society with a good reward mechanism, especially in the college's environment, encourage positive growth, and give room for how achievement. Teachers recognition has been very low in this part of the world that hardly would you see a motivated teacher the technical colleges. Teachers welfare needs are rarely looked upon and at the sometime, stakeholders in the educational sectors wants their children to acquire skills and knowledge that will make them compete favorably in the labour market, without the teachers who facilitate these advancements being recognized. This finding agrees with that of Okumbe (2017) which states that the position of teachers in the teaching profession places them at a strategic position where they should be recognized for their capabilities and accomplishments. The finding of the study shows that recognition is appreciation for the job a teacher does, to acknowledge the efforts of the teacher and to say well done. This singular effort gives the teachers satisfaction and the enthusiasm to work harder.

Promotion and Teacher's Job Performance

The finding of research question 2 shows that promotion has a very strong relationship with teachers' job performance. The corresponding hypothesis also affirm this outcome with a

significant relationship between teachers' promotion and teachers' job performance in public technical colleges in Abia State and Bayelsa State, promoting a teacher from their previous level to a higher one enhance their economic status and encourage loyalty, but make the teacher to put in their best in service delivery. For these reasons, technical college administrators, should deploy fairness in promotion procedure and create room for regular promotion and the corresponding increase of salaries on promotion. This finding supports that of Akande (2017) which states that a significant relationship exists between prompt payment of salary, promotion, fringe benefits, staff development and teachers' job performance. It is the believe of the researchers that teachers' job performance relies, among other factors, on teacher's recognition and their promotion for good service delivery in technical colleges.

Conclusion

Based on the data analysed and findings of the study, it is concluded that teachers' recognition and promotion significantly influence teachers' job performance in technical colleges in Abia State and Bayelsa State, Nigeria.

Educational Implications of the Study

The educational implication of this study is that teachers in technical colleges can be greatly motivated to and consequently improve on their job performance if they are recognized and promoted as at when due by the administrators of these institutions.

Recommendations

Based on the findings of this study, the following recommendations were made.

1. Recognition of excellent award to deserving individuals of other organizations are done yearly including national honors, teacher's recognition should carry more weight than these institutions, this will plunge the teaching profession in to the society favorably.
2. Promotion of teachers should be highly transparent and deserving without undue bottleneck.

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