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RELATIONSHIP BETWEEN STAFF PERFORMANCE APPRAISAL AND REWARD PRACTICES ADOPTED BY PRINCIPALS AND TEACHERS' JOB PRODUCTIVITY IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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ABSTRACT
The study aimed at determining the relationship between principals' staff performance appraisal and reward practices and teachers' job productivity in public secondary schools in Anambra State, Nigeria. In attempt to achieve this, two research questions were answered, and two hypotheses were tested at 0.05 alpha level. The study adopted correlation research design. Population of the study comprised 266 principals in the 266 state government public secondary schools in the State. The sample size was 78 principals which was drawn using multiple stage sampling procedure. Two instruments, Staff Performance Appraisal and Rewards Practices adopted by Principals (QSPARP), and Teachers' Job Productivity Questionnaire (TJPQ) which were developed by the researchers, and validated by three research experts, were used to collect data. Cronbach Alpha method with reliability coefficients, 0.712 and 0.821 for QSPARP and TJPQ, respectively, ensured that the instruments were certified to be satisfactory for the study. Data was collected by the researcher through direct method with the help of six research assistants. Pearson Product Moment Correlation was used for the data analysis. The result revealed among others that there is moderate positive relationship between staff performance appraisal practices adopted by principals and teachers' job productivity in the public secondary schools in the State. It was concluded that the staff performance appraisal and reward practices applied by principals are positively and significantly associated with the productivity of teachers' job.

Keywords: Teachers' Job Productivity; Reward; Staff Performance Appraisal; Principal.

Introduction

Human resource is universally considered indispensable for the smooth operations of organsations around the world, including secondary schools. This is because human resource (HR) is endowed with the capacity to manipulate other resources for effective operations of any organisation. In secondary schools, it is impossible to actualize its goals without the roles played by principals, students, teaching and non-teaching staff, parents, and all visitors who constitute the human resource. Each of the aforementioned categories of school's HR play key roles that directly or indirectly smoothen the school's pursuit of set goals. However, in other to ensure smooth operations of secondary schools, the activities of the various categories of HR have to be continually coordinated and managed properly. This is where the position of principals are deemed necessary.

A principal is the chief administrator of a secondary school, saddled with the responsibility of ensuring smooth operations of the school on daily basis. Kareithi (2018), posits that it is the principal's duty to utilize available resources of the school to attain predetermined objectives and goals of the school. Supporting this, Udoka (2018), stressed that the principal is the head of leadership in a secondary school and is charged with the responsibility of overseeing daily operations of the school, on behalf of the government. In this situation, the principal serves as the eye of the secondary school board, which in Anambra State, is the Post Primary School Service Commission (PPSSC) with its

headquarters in Awka. The principal helps the PPSSC to carry out HRM practices in public secondary schools in Anambra State (Obiekwe & Mbanefo, 2019). These HRM practices include but are not limited to: staffing, coordinating, planning, instructional supervision, reward and motivation (Udechukwu, 2016). However, the aspects of HRM practices which the current study focused on, are performance appraisal of staff, and rewards practices.

Performance appraisal is the approach through which the activities of units, sections and teachers are cross-checked and evaluated. It helps in checkmating competencies, adherence to guiding principles, and compliance to instructions in a transparent manner. It is through performance appraisals that the subjects (teachers) become more conscious of the demand of the teaching job. Kareithi (2018), state that the outcome performance appraisals could be the indices for taking decisions on compensation, promotion, sack, demotion, and retention. On the basis of this, the principal is expected to carry out this excess with the concerned staff in transparent, fair and neutral manner. If the principal executes appraisal without sentiment, the outcome would be appreciated by the teachers involved. This could aid the teachers to attract appropriate rewards.

Reward system in secondary schools include compensation and non-compensation dimensions. The compensation component comprises all monetary payments and in-kind payments while non-compensation systems are situation-related rewards not included in the compensation package to the beneficiary. The principals could reward or make recommendations that could lead to the teacher being rewarded. In doing this, the teacher's financial, physical and psychological well-being could be impacted (Uwannah, Eteete & Mark, 2019). In essence, the manner in which rewards are administered through the principal in public secondary schools in Anambra State could be a source of motivation or demotivation to the concerned teacher. Perhaps, if the teacher is included in the decision making process with regard to rewards in the school, it could give them more sense of belonging.

Teachers' job productivity has to do with the teacher's dedication in executing the responsibilities assigned to, in line with set standards. Teachers' job productivity measures teacher's completion of tasks effectively and efficiently based on indices for measurement of productivity in the school. This is in line with Wood (2015), who described teachers' job productivity as the accomplishment of a specific task in relation to preset standards that dictate the accuracy, cost, speed, and completeness in a manner that quickens attainment of a predetermined goal in the school. The ability of principals to ensure that teachers get fairly appraised and rewarded, could impact on teachers' commitment in the school. This would makes the teachers perceive the practices as fair, and not bias.

However, there seems to be favouritism and prejudice exhibited by some principals when it comes to performance appraisal and rewarding of teachers in the school. Some teachers complain of lack of transparency and fairness when being appraised or rewarded in public secondary schools in Anambra State. Udoka (2018) pointed out that the appraisal system in the schools in Anambra state seems to be malfunctioning, as it is left only in the hands of school heads who carry out appraisals based on prejudice. It is on the basis of this, that some teachers are being denied of promotions. This is supported by Unachukwu, Ihueze and Onyali (2018), who decry the existence of favouritism, discrimination, poor salary (giving the current economic reality in the country) and delayed promotion in public secondary schools in Anambra State. Based on the problems, this study sought to determine the relationship between principals' staff performance appraisal and reward practices and teachers' job productivity in public secondary schools in Anambra State.

Research Questions

The study was guided by the following research questions:

1. What is the relationship between staff performance appraisal practices adopted by principals and teachers' job productivity in public secondary schools in Anambra State?
2. What is the relationship between reward practices adopted by principals and teachers' job productivity in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at the 0.05 level of significance.

1. There is no significant relationship between staff performance appraisal practices adopted by principals and teachers' job productivity in public secondary schools in Anambra State.
2. There is no significant relationship between reward practices adopted by principals and teachers' job productivity in public secondary schools in Anambra State.

Research Method

The study adopted correlation research design. The population of the study comprised of 266 principals in the 266 state government public secondary schools spread across the six Education zones of Anambra State (Post Primary Schools Service Commission, Awka, 2021). The sample size was 78 principals sampled from 78 public secondary school in the 6 education zones of Anambra State. The sample which is approximately 30% of the population which is in line with the recommendation by St. Otaf College USA in 2021, was drawn using multiple stage sampling procedure. Firstly, proportionate stratified sampling technique was used to draw 30% of schools from each of the six Education Zones. This yielded 15, 18, 15, 12, 10, and 8 schools from the zones respectively. Secondly, simple random sampling technique through balloting without replacement was used to draw the schools. The principal of any school sampled was automatically sampled, and this yielded 15, 18, 15, 12, 10, and 8, respectively. Two questionnaires developed by the researchers were used for data collection for the study. The two instruments are titled Questionnaire on Staff Performance Appraisal and Rewards Practices adopted by Principals (QSPARP), and Teachers' Job Productivity Questionnaire (TJPQ). The QSPARP had two sections, namely: section A which contains the demographic data of the respondent, and section B which contains 20 items that provided answers to the research questions. On the other hand, TJPQ contained 10 items which covered key aspects of teachers' job productivity. The two questionnaires were structured on a four point rating scale of Often, 4 points; Sometimes, 3 points; Rarely, 2 points, and Never, 1 point. The instruments were validated by three research experts. These included two lecturers in the Department of Educational Management and Policy, and a lecturer in Measurement and Evaluation, Department of Educational Foundations, all from the Faculty of Education, Nnamdi Azikiwe University, Awka. To ensure internal consistency of the instruments, a trial test was carried out on six principals from six secondary schools in Enugu State. The collected data were organised and analysed using Cronbach Alpha which yielded reliability coefficients of 0.712 and 0.821 for QSPARP and TJPQ, respectively. The data were collected using direct delivery method. The researchers, together with six research assistants who are teachers, successfully administered and retrieved all the copies of the instruments within two weeks. Pearson Product Moment Correlation was used for data analysis. For decision on research questions, the Pearson Correlation Coefficient, r was interpreted using the guideline provided by Downie and Heath cited in Nworgu (2015), which recommended 0.80 and above as high correlation; above 0.30 but below 0.80 as moderate correlation, and below 0.30 as low correlation. For decision on the null hypotheses, in line with the recommendations of Lumen (2021), if probability value (P-value) was less than or equal to the level of significance or alpha levels of 0.05, the null hypothesis was to be rejected, and if the probability value (P-value) was greater than the level of significance of 0.05, the null hypothesis would not be rejected.

Presentation of Results

The results are presented hereunder according to the research questions.

Research Question 1: What is the relationship between staff performance appraisal practices adopted by principals and teachers' job productivity in public secondary schools in Anambra State?

Table 1: Pearson r on Staff Performance Appraisal Practices and Teachers' Job Productivity

	N	Staff Performance Appraisal Practices	Teachers' Job Productivity	Remarks
Staff Performance Appraisal Practices	78	1.00	0.78*	Moderate
Teachers' Job Productivity	78	0.78*	1.00	

From the Table 1, the correlation coefficient, r between staff performance appraisal practices of principals and teachers' job productivity was 0.78. This indicated that there is moderate positive relationship between staff performance appraisal practices adopted by principals and teachers' job productivity in public secondary in Anambra State.

Research Question 2: What is the relationship between reward practices adopted by principals and teachers' job productivity in public secondary schools in Anambra State?

Table 2: Pearson r on Reward Practices and Teachers' Job Productivity

	N	Reward Practices	Teachers' Job Productivity	Remarks
Reward Practices	78	1.00	0.77*	Moderate
Teachers' Job Productivity	78	0.77*	1.00	

On Table 2, it was revealed that the correlation coefficient, r between reward practices of principals and teachers' job productivity was 0.77. This showed that the relationship between reward practices adopted by principals and teachers' job productivity in public secondary in Anambra State is positive and moderate.

Hypothesis 1: There is no significant relationship between principals' staff performance appraisal practices and teachers' job productivity in public secondary schools in Anambra State.

Table 3: Test of Significance of Pearson Correlation, r between Principals' Staff Performance Appraisal Practices and Teachers' Job Productivity

	N	Staff Performance Appraisal Practices	Teachers' Job Productivity	Sig. (P-Value)	Alpha Level, α	Decision
Staff Performance Appraisal Practices	78	1	.784	.014	.05	Significant
Teachers'	78	.784	1			

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Job Productivity

A shown on table 3, alpha level, α = .05, which is greater than the .014 for P-Value. This shows there is a significant relationship between principals' staff performance appraisal practices and teachers' job productivity in public secondary schools in Anambra State. Hence, the null hypothesis is rejected.

Hypothesis 2: There is no significant relationship between principals' staff reward practices and teachers' job productivity in public secondary schools in Anambra State.

Table 4: Test of Significance of Pearson Correlation, r between Principals' Staff Reward Practices and Teachers' Job Productivity

	N	Staff Reward Practices	Teachers' Job Productivity	Sig. (P-Value)	Alpha Level, α	Decision
Staff Reward Practices	78	1	.773	.010	.05	Significant
Teachers' Job Productivity	78	.773	1			

Results on table 4 revealed that alpha level, α = .05 which is greater than the .001 for P-Value. This shows there is a significant relationship between principals' staff reward practices and teachers' job productivity in public secondary schools in Anambra State. Based on this, the null hypothesis is rejected.

Discussions of Findings

The findings indicated that there is moderate and positive relationship between staff performance appraisal practices adopted by principals and teachers' job productivity in public secondary in Anambra State. This implies that the more performance appraisal practices are applied by principals, the more the productivity of teachers. This is in consonance with Udoka (2018), whose study reported among other findings that there is a positive significant relationship between teacher-based evaluations and teacher performance. The finding is also in agreement with Kareithi (2018), who reported a significant positive relationship between goal setting practices, performance feedback practice and teachers' performance. The similarity of findings of the three studies could be because they were carried out in secondary schools. Finding on hypothesis also showed that there is a significant relationship between principals' staff performance appraisal practices and teachers' job productivity in public secondary schools in Anambra State.

Performance appraisal of teachers is an exercise that must always be carried out with utmost sincerity, otherwise, its purpose would be defeated. Principals in Anambra State have demonstrated that consistent and fair application of performance appraisal practices is significant, and brings about positive changes on teachers' job productivity. This is the more reason the research advocates that staff performance assessments should be executed by principals with every sense of honesty, and objectivity. If this is continually done based on integrity, the effect on teachers' job productivity would be an increase.

The findings further showed that the relationship between reward practices adopted by principals and teachers' job productivity in public secondary in Anambra State is positive

and moderate. This shows that improvement in rewards to teachers could trigger off improved teachers' job productivity. The findings supports a similar study, Uwannah, Eteete and Mark (2019), who reported a significant combined contribution of work environment and compensation on teachers' productivity with contribution of compensation to teachers' productivity more significant than work environment. The finding of this study is also in consonance with Obiekwe and Mbanefo (2019), whose study revealed among other things that a substantial positive and significant relationship exists between teachers' perception of principals' staff reward practices, staff relations practices and their job performance. Obviously all these studies were carried out in Anambra State, and a period of one year might not be enough to cause a change in findings. Finding on hypothesis further revealed that there is a high significant relationship between principals' staff reward practices and teachers' job productivity in public secondary schools in Anambra State.

Positive reward is the oil that lubricates performance. This is demonstration that rewards, when fairly and appropriately administered on the recipients, always turn out to motivate them to be committed to their duties. It is to be recalled that the common saying 'to whom much is given, much is expect from too', is likened to rewards that teachers get through the impact of the principal. Principals who ensure that teachers are appropriately rewarded for their dedications, would certainly attract teachers are ready to cooperate and ensure that relevant targets are met in the school. This is because rewards have been confirmed to have positive relationship with teachers' job productivity, if properly administered.

Conclusion

In pertinent to the findings, the study concludes that there is relationship between staff performance appraisal, and rewards practices adopted by principal and teachers' job productivity in public secondary schools in Anambra State. The staff performance appraisal, and rewards practices often applied by principals are positively and significantly associated with the productivity of teachers' job. Thus, the more a principal applies the two identified dimensions of human resource management practices, namely: staff performance appraisal, and rewards the productivity of teachers' job would be improved. In all, the principal routinely utilizes the practices for staff performance appraisal, and rewarding of staff, and teachers' job productivity appreciated.

Recommendations

Based on the findings, the following recommendations are made:

1. The Ministry of Education should organize more training programmes that would expose the principals to other strategic ways of carrying out staff performance appraisals, to improve their capacities in this appraisals system. This will aid them to improve their appraisal strategies to enhance and sustain teachers' job productivity.
2. The Ministry of Education should give topmost priority to training of principals on rewards and compensation administration in addition to the reward practices the principal is familiar with. This will consolidate on the positive relationship already established between his reward practices and teachers' job productivity.

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