



# Psychological Wages and Gifts as Reward System and Teachers' Job Effectiveness in Public Senior Secondary Schools in Rivers State

**Goodness Munachim ANELE**

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

**Iniyomu Kelvin OGONA**

Department of Educational Management  
Faculty of Education  
Ignatius Ajuru University of Education, Nigeria  
[kelvin.ogona@iaue.edu.ng](mailto:kelvin.ogona@iaue.edu.ng), [ogonakelvin2@gmail.com](mailto:ogonakelvin2@gmail.com)

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## Abstract

The study investigated the relationship between psychological wages and gifts as reward system and teachers' job effectiveness in public senior secondary schools in Rivers State. The study formulated two (2) objectives, two (2) research questions and two (2) corresponding hypotheses. The study adopted a correlational design, with a sample of one thousand and thirty three (1,033) teachers in public senior secondary schools in Rivers State, Nigeria. A questionnaire structured along a modified four (4) point Likert scale was used to gather data. Validity and reliability tests were used to check that all the items tested were valid and internally consistent. The reliability of the instrument was tested using Cronbach Alpha method and a coefficient index of .78 was established. The data that were got from the respondents were analysed using descriptive and inferential statistics through the aid of SPSS version 21. Mean and Standard deviation statistics were used to answer the research questions, while Pearson Product Moment Correlation Coefficient was used to test the null hypotheses. The study rejected the null hypotheses. The findings of the study revealed that psychological wages and gifts as reward system for teachers in the public senior secondary schools indicated a strong positive relationship with teachers' job effectiveness in public senior secondary schools in Rivers State. The study therefore recommended that teachers should be motivated with the use of psychological wages and gifts, because a happy teacher makes for an effective classroom.

**Keywords:** Psychological Wages, Gifts, Reward System, Teachers, Job Effectiveness, Public, Senior, Secondary Schools, Rivers State.

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## **INTRODUCTION**

Teachers are referred to as the most important human resources in the secondary education system. This is because they are saddled with the responsibility of impacting knowledge, building and shaping students from their foundation to their maturity. This process is not always easy as it involves different stages, roles, responsibilities that culminate into making students who they finally become in life. However, it has been observed that teachers in public secondary schools have not been fairly motivated to give or put in their best as regards the job of teaching. This is evident in the fact that most secondary schools today especially in Rivers State is a place where other business activities takes place order than the act of teaching as some of the teachers now indulge in selling of cosmetics, bags or other items within the school premises to make ends means (Ogona, 2022). This is not because they are not paid salaries but because the motivation and support system within the school system is not enough to propel them to put in their best as regards job effectiveness and satisfaction.

Also, it is crystal clear that most principals in secondary schools in Rivers State are not concerned about the welfare and wellbeing of their staff (teachers). As important the task or duties of the day are, one cannot rule out the place of human personalities. That is to say that, as human beings with flesh and blood, there are times teachers may go through some emotional, psychological or mental challenges and as such, it is the place of the principals who are leaders of that school to understudy, observe the behaviours or the countenance of the teachers to know that something is wrong and if that is done, then, it means that principals are now becoming more concerned about the human and welfare of teachers. This brings about the concept, “Psychological Wages”. Psychological wages are classified as the non-monetary incentives given to staff by their leaders to encourage, support and appreciate them. Psychological wages can come in form of praises, appraisal, commendation, thank-you, etc. (Ogona, 2021). This psychological wages go a long way in motivating and encouraging. It serves as a part at the back that makes teachers more proactive, productive and efficient. Other studies and researches have proven that when teachers are highly motivated or encouraged through giving out of gifts or other psychological wages, it helps to build their moral in giving out their best. However, this cannot be totally conclusive except a study is taken to find out the relationship between psychological wages and gifts and teachers job performance in public senior secondary schools in Rivers State.

### **Statement of the Problem**

It is strange to hear that teachers are awarded unlike the politicians, given additional allowances or even gifts to motivate and spur them to put in more efforts, unlike the senators who go home with fat psychological wages and gifts, etc. The job of teachers is highly tedious, coupled with the uncomfortable learning conditions of classrooms, over populations of students, inflation and harsh weather conditions among other things are enough to frustrate the Nigerian teacher, regardless of all these sad realities, teachers still try to do their job and some are struggling without being encouraged, spurred or motivated which leads to dissatisfaction among teachers. This ugly trend of lack of psychological wages and gifts to teachers has ultimately reduced their zeal and morale to the lowest ebb.

## **Purpose of the Study**

The purpose of this study is to investigate psychological wages and gift items as reward system and teachers' effectiveness in public secondary senior schools in Rivers State. Specifically, the objectives of the study are to:

- Determine the extent to which psychological wages enhances teachers' effectiveness in public senior secondary schools in Rivers State.
- Determine the extent to which Gifts enhances teachers' effectiveness in public senior secondary schools in Rivers State.

## **Research Questions**

The following research questions were raised to guide the study:

- To what extent do psychological wages enhance teachers' effectiveness in public senior secondary schools in Rivers State?
- To what extent do gifts enhance teachers' effectiveness in public senior secondary schools in Rivers State?

## **Hypotheses**

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

- **Ho<sub>1</sub>**: There is no significant relationship between psychological wages and teachers' effectiveness in public senior secondary schools in Rivers State.
- **Ho<sub>2</sub>**: There is no significant relationship between gifts and teachers' effectiveness in public senior secondary schools in Rivers State.

## **Significance of the Study**

The study will be of great benefit to teachers, principals, students, and the entire educational system. The significance of this study will be discussed under the following:

Teachers: The yearning of teachers in both public and private schools alike has been to have a better life that is commensurate to their level of input. This study will help teachers understand their value and essence in the educational system. The findings and recommendations of this study will increase teachers' morale, seriousness and effectiveness in their job, since teachers' welfare and conditions of service is paramount to their performance. Teachers knowing they will be adequately rewarded for their service will become more effective in their job.

Students: The students are at the receiving end of all teaching and learning activities, hence, when teachers are highly motivated, students will gain knowledge and depth; this knowledge will rapidly improve their academic performances.

Principals/Administrators: School leaders at the secondary school level require expertise and knowledge of their staff and students for improved educational growth. The study will help principals know how to appreciate the efforts of teachers with all the motivational strategies which includes but not limited bonuses, awards, psychological wages, gifts etc.

Government: The government will benefit from this study in areas of meeting the needs and aspirations of teachers. The government may see the need to improve on the salary structure of teachers, their working conditions and introduce other packages that will improve teacher's welfare. All these will be geared towards increasing teachers' capacity, commitment and satisfaction.

### **Scope of the Study**

The geographical scope of this study includes all the public senior secondary schools in Rivers State, Nigeria. The content dimension was delimited to psychological wages and gifts as reward system and teachers' effectiveness in public secondary schools in Rivers State. The content scope in this study represents the areas of concern with regards to gifts, psychological wages and additional allowances which constitutes the dimensions of reward system to enhance teachers' effectiveness in public secondary schools in Rivers State.

## **LITERATURE REVIEW**

### **Theoretical Framework**

#### **Equity Theory**

Equity theory matches the notions of "a fair day's work for a fair day's pay". It really focuses on perceptions of inequality in the output ratio whose effect may be similar to the hygiene factors of Herzberg et al. (Naylor, 1999). Equity and fairness in the workplace has been found to be a major factor in determining employee motivation and job satisfaction (Lewis et al. 1995, p. 502; Ololube, 2006, pp. 1-19). As such, equity theory assumes that one important cognitive process involves people looking around and observing what effort other people are putting into their work and what rewards follow that effort. This social comparison process is driven by our concern for fairness and equity. Research by Adams (1963) and others confirms equity theory as one of the most useful frameworks for understanding work motivation.

#### **Expectancy Theory**

According to Lewis et al. (1995), expectancy theory is the most comprehensive motivational model that seeks to predict or explain task-related effort. The theory suggests that work motivation is determined by two factors: (1) the relationship between effort and performance and (2) the desirability of various work outcomes that are associated with different performance levels. Simply put, the theory suggests that the motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort, performance, and the desirability of consequences associated with job performance (Lawler, 1973; Vroom, 1964). That is, employees are influenced by the expected outcomes of their behaviours and motivation at work or the perceptible link between effort and reward (Ololube, 2006, pp. 1-19).

The most important attribute of both types of process theory (equity and expectancy) has been to draw attention to the effects of cognitive and perceptual processes on objective teachers work conditions. It suggests that educational administrators and policy makers need to pay attention to the expectancy values that is the link between effort and teachers needs satisfaction and job performance, determine what outcome teachers value, link the reward that teachers value to their job performance, and ensure that teachers wages and salary rates are not perceived as unfair.

### **Teachers' Motivation**

Ofoegbu (2004) studied motivation of public primary and secondary school teachers selected from south-eastern part of Nigeria. Ofoegbu (2004) indicated that participating teachers almost unanimously agreed that teacher motivation is a vital and central factor for classroom effectiveness and improvement in student achievement. This concurs with Michaelowa (2002) observation where rewards could enhance teacher motivation and have been resolutely related to student achievement in sub-Saharan Africa, where Nigeria is located. It was therefore recommended that in this era where people feel secure in displaying how rich they might be and in face of persistent poverty, teachers need to be adequately motivated (salaries must be paid when due and teaching facilities have to be made available) for an effective viable school system (Ofoegbu, 2004). Chiemeka (2015) stated that governments and any relevant bodies need to seriously consider their remuneration of teachers which might increase teacher morale, thus enhancing teachers' classroom effectiveness. The assumption being that when teaching is effective, it could lead to student achievement.

### **Psychological Wages and Gifts**

Verbal praise and positive feedback are also a form of non-financial incentive. This may be something as simple as sending an email or phone call to the employee thanking him for doing a great job on a project or a manager taking time out to let the employee know how well they are doing. This is important at all levels because it makes the employees know that the management and the organization care about the job that they are doing; it makes employees feel special and appreciated (Lim, 2013).

Educational reimbursement is another example of non-financial incentive. This is a program that is offered to employees and sometimes their families. The company will reimburse the employee up to a certain amount for classes and education. Some companies require that the classes be in the same field while others do not make that distinction. Most companies do require an employee to pass a waiting period before they are eligible for educational reimbursement. This is important to any employee who would like to go to school and get more education to attain higher levels of pay and higher positions (Todd & Kent, 2012).

### **Additional Wages**

As a dimension of reward system, incentives are additional allowances which serves as stimulus to greater action. Incentive is something which is given in addition to wages. Examples of additional wages are as follows:

### **Fringe Benefits**

Cushway (1999) defined fringe benefits as additional payments beyond the basic pays. According to Longman Dictionary of contemporary English (1999), an allowance or fringe benefit is an amount of money or something paid to the worker, regularly for special reasons. Fringe benefit denotes rewards received in addition to direct wages or salaries, such as company car, accommodation allowance, medical insurance, paid holidays, pension schemes, subsidized meals, health insurance, group-term life insurance coverage, educational assistance, child care and assistance reimbursement. Fringe benefit may be paid in financial or non-financial forms. However, what is vital is the rate at which these benefits are paid and when actually they are paid to the employees. In most institutions such benefits include performance related pay, incentive pay, merit pay, knowledge contingent pay, team based pay and organizational based pay, based on profitability of the firm recognitions, promotion and praises. In schools, the provision of fringe benefits depends on the availability of resources and the culture of the institution and this result in the views that salaries do not have additions for productivity. According to Dessler (2008), fringe benefits in institutions provide a basis on which employees work towards the achievement of set goals.

Therefore, school administrators and managers in institutions often use fringe benefits as a means of improving on the teachers' performance. However, these do not exist in most schools and their inadequacy has created frequent absenteeism, reluctance in marking and teaching and failure to show their identities with the institutions they work for, which have also affected their actual performances. Kyambalesa (1998) stated that managers and administrators cannot effectively attain meaningful performances, unless they have the ability to induce their staff to fully invest their full energies, time and commitment at the workplace. Therefore, for teachers to fully exhibit their potentials, become more committed, responsible and accountable in various schools, attention need to be paid to their fringe benefits.

### **Pay Incentive**

Incentive Pay or Pay for performance is the term given for monetary benefits or salary given as an addition to the normal day to day salary or work (Lazear & Gibbs, 2009). There are a number of ways in which incentive pay is given to the employees some are bonuses, profit sharing, commissions, special reward recognition, stock options etc. Incentive pay schemes are adopted by many corporations in order to improve the employee morale, and increase the want to work for the employees. Based on performance measures and metrics defined by the human resources of the specific organization incentive plans are devised and the specific mode of incentive is decided (Lazear & Gibbs, 2009).

Monetary incentive is an essential component in recruitment and retention process, but benefits are equally important and can often be the deciding factor in whether an individual accepts an offer or even stays. Switzer (2004) concluded that as the competition increases for organizations, employees with the right skills and knowledge that most organizations need should be well paid. Many organizations rely on their benefit packages to give them the leading

edge. It is pertinent therefore that, present day human resource specialists are well informed about the various benefits available so that they adequately manage recruitment and employment.

Profit oriented organization typically offer a wide range of benefits to their employees to establish them; and employees are provided the same institutional benefits. These include retirement plans, medical care, sick and annual leave, sabbatical leave, study leave, maternity leave, child care, pension benefit, sponsorship to attend conferences and workshops, leave bonuses, on campus accommodation, and so on, which are referred to as establishment supported benefits. The responsibility is on the human resource specialist who must be aware of these benefits offered by other organization to ensure that his organization is not left behind. Some organization supported benefits have monetary value while some have no financial impact

Incentives can further be classified as casual incentives and structured incentives. Casual incentives are when companies give a small token of appreciation or gift for an outstanding performance in a given quarter. Structured incentives are more done on a regular basis, like giving a specific percentage of achieved number of sales by a particular salesman. A basic starting point in much of the literature on the discussion of relationships that affect the effectiveness of incentive pay is an analysis of the complementarities between properties of the performance measures and the incentive intensity (Lazear & Gibbs, 2009; Milgrom & Roberts, 1992).

### **Evidence on Incentive Pay**

A fundamental difficulty with evaluating teacher incentives is that school systems that choose to have incentives may differ from those that do not in unobservable ways. For example, a typical concern is that districts may be more inclined to implement incentive pay programs if they are having problems recruiting effective teachers. Thus, any measured impacts of the plan would pick up the existing, low-performing state of the district. To get around this problem much of the academic research on incentives has turned to using randomized controlled trials to evaluate teacher incentives. Randomization eliminates the unobserved differences between teachers affected by incentives and those not affected. However, randomized controlled trials are often limited in scope, and teachers may respond differently during these experiments than at other times, knowing that the experiments are temporary. Thus, in evaluating these programs one should also examine other evidence-based non-experimental studies that use methods that estimate causal impacts.

### **Ineffective Teachers with Low Morale in Schools**

There has been a consistent trend to improve job morale of teachers in Nigeria, especially with coming to power of a democratic government in 1999 (Ofoegbu, 2004). However, education sector in Nigeria appeared, to be staffed by teachers with poor morale and low levels of commitment to their work (Adeyeni & Oyetende, 2011). Adeyeni and Oyetende (2011) further pointed out that a motivation crisis exists in Nigeria which had been influenced by poor infrastructure in schools and a poor reward system in terms of salaries. Because of poor morale, Nigerian teachers are seen as having a negative attitude towards their work. This negative attitude had thus been manifested in numerous ill-behaviours that could not improve student

achievement. Nigerian teachers therefore, adopted various strategies to respond to poor working conditions, in particular low salaries, in order to supplement their salaries.

Chigbu (2006) conducted a study on morale and motivation of teachers in Nigeria and noted a multiplicity of factors that determine how teachers behave and perform in classroom learning environment. Chigbu (2006) furthermore indicated that motivation influences an individual's behaviour and performance. Teacher motivation has to do with a teacher's desire to participate in pedagogical processes within a school environment. It relates with teachers' interest in improving discipline and control of students and thus encompasses teachers' involvement or non-involvement in academic and non-academic activities, which are practiced in schools. During social interaction with students, teachers therefore command and emit the image of one who improves knowledge and physical conditions of a classroom through orderliness, discipline and control. Chigbu (2006) concluded that, major responsibility of working with students rests with teachers.

Adelabu (2005) indicated that teachers in Nigeria, just like any other teacher, have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be driven to take on a task for its own sake, for the satisfaction it provides, or for feeling of achievement and self-actualization. On the other hand, an extrinsically motivated teacher may perform an activity/duty in order to obtain some rewards, such as a salary increase. The assumption is that both intrinsic and extrinsic motivation plays an important part in people's lives which could influence and determine a person's behaviour. Therefore, any government school organisation that devotes its interest in education aims to enhance teachers' intrinsic and extrinsic motivation (Maliki, 2013). The argument being that when teachers' motivation is high, it could make them desire to improve student achievement.

## **METHODS**

### **Research Design**

The design for this study was a correlational and a survey study. Survey studies are usually appropriate in cases of social and behavioural sciences which are examples of field's research involving understanding and controlling relationships between variables. Surveys are concerned with describing, recording, analyzing and interpreting conditions that either exist or existed, opinions that are held, processes that are going on, and effects that are developing. The design for the study was appropriate because it collected data from teachers who were deemed very relevant in the finding of information regarding reward system that helps to motivate teachers in Rivers state as observed by the researcher.

### **Population of the Study**

The population is the entire group of items being studied and about which generalization was made. The population of the study therefore, comprised of the entire 6,893 senior secondary school teachers in public senior secondary schools in Rivers state (RSSSSB, 2021).

### **Sample and Sampling Technique**



A sample is a small group of elements or subjects drawn through a definite procedure from a specified population. Sampling technique refers to the statistical and research means used to arrive at the sample. A sample of 15% from the total population, which is 1,033 teachers was deemed suitable for the study, simple random sampling technique was employed.

### **Instrument for Data Collection**

Close ended questionnaires were used as data collection instrument. Questionnaire is any written instrument that produces respondents with a series of questions or statements to which they are to react by selecting amongst existing answers. The questionnaires were developed by the researcher called “Psychological Wages and Gifts in Public Senior Secondary Schools Questionnaire (PWGPSSSQ)” and “Teachers’ Effectiveness Questionnaire (TEQ)” The instrument consisted three sections, ‘A’, ‘B’ and ‘C’, section ‘A’ sought information on demographic data of the respondents, Section ‘B’ sought answers from the respondents on two (2) research questions with sub-items and two hypotheses, which cover variables of psychological wages and gifts as reward system, and ‘C’ sought information on teachers’ effectiveness. The questionnaire was structured along a four point modified Likert scale of: Very High Extent (VHE) = 4 Points, High Extent (HE) = 3 Points, Low Extent (LE) = 2 points, Very Low Extent (VLE) = 1 point.

### **Validity of the Instrument**

Validity refers to the degree to which a research instrument measures what it attempts to measure; that is, the ability of scale or instrument to measure what it is required to measure. The questionnaire (instrument) for data collection was face-validated by four experts in educational management and leadership and one measurement and evaluation experts. These experts were given initial drafts of the instrument including the purpose of the study, research questions and hypotheses for which they can use to scale the instrument. The experts were expected to scrutinize and examine the appropriateness and accuracy of the items contained in the instrument, and its ability to address research questions and hypotheses. The language structure, ambiguity and suitability of the rating scale were among the criteria for scrutiny of the instrument by the experts to ensure its validity.

### **Reliability of the Instrument**

Reliability refers to the ability of a research instrument to produce consistent results. Using the SPSS version 22 computer application, Crombach Alpha coefficient was adopted as a measure of internal consistency for this study, providing values of 0.70 and 0.71, showing that the instrument were reliable.

### **Method of Data Collection**

The questionnaire was administered personally with the help of the research assistants, who were directed on what to respond par adventure any question arise. While answering the questions, respondents were guided on how to respond to ensure that they understood the questions

perfectly before entering their answers. The instrument was personally retrieved from the respondents by the researcher and her assistant.

### Method of Data Analysis

The data was analyzed using descriptive and inferential statistics. Descriptive statistics such as percentage, frequency, mean, standard deviation were used to analyze the research questions, Cronbach Alpha for reliability analysis and Pearson product moment correlation coefficient for the analysis of hypotheses with the aid of SPSS Version 22. To answer the research questions, the mean scores of each item were compared with the Likert scale limit of the numbers:  $4+3+2+1 = 10$ ,  $10 \div 4 = 2.5$ .

## RESULTS

**Research Question One:** To what extent do psychological wages enhance teachers' effectiveness in public secondary schools in Rivers State?

Table 1: Mean and Standard Deviation on Psychological Wages and Teachers' Effectiveness in Public Secondary Schools in Rivers State

S/N	Items	Mean	SD	Remarks
1	Whenever I do well and I am praised for it, I feel encouraged to do more	2.55	1.111	High Extent
2	When I am recognized for the efforts I put into work, I expend more energy and do more work	2.53	1.095	High Extent
3	When I am commended at devotions and before other staff, I am encouraged to put in more efforts	2.53	1.129	High Extent
4	When I am verbally appreciated by the school head, this motivates me to work well	2.55	1.106	High Extent
5	Lack of psychological wages like commendation, praises, recognition and appreciation declines my effectiveness at work	2.51	1.108	High Extent
<b>Grand Mean</b>		<b>2.53</b>		High Extent

Data in The Table 1 above shows the mean and standard deviation of respondents in response to the effect of psychological wages on teachers' effectiveness in public secondary schools in Rivers State. From the responses gotten, and with a grand mean of 2.53, we deduce that the teachers respond positively to being commended for their efforts and psychological wages generally. It boosts their morale for work.

**Research Question Two:** To what extent do gifts enhance teachers' effectiveness in public secondary school in Rivers State?

Table 2: Mean and Standard Deviation on Additional Allowances and Teachers' Effectiveness in Public Secondary Schools in Rivers State

S/N	Items	Mean	SD	Remarks
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6	When Cars are given as gifts to deserving teachers at school, the teachers go above and beyond to do even more and be more effective	2.51	1.125	High Extent
7	Scholarship for children of teachers are serious incentives to increase the effectiveness of teachers	2.52	1.127	High Extent
8	Cash gifts when given to teachers tend to boost teachers' performance	2.55	1.116	High Extent
9	Without gifts, I feel unmotivated to work	2.53	1.129	High Extent
10	I am not satisfied with my work when there is lack of gifts to encourage me	2.57	1.103	High Extent
<b>Grand Mean</b>		<b>2.54</b>		High Extent

The information in Table 2 above shows the mean and standard deviation of respondents in response to the effect of gifts on teachers' effectiveness in public secondary schools in Rivers State. The result from our research shows that teachers are very motivated to do their work when they are given gifts such as cars, cash gifts, etc.

**Hypothesis One:** There is no significant relationship between psychological wages and teachers' effectiveness in public senior secondary schools in Rivers State.

Table 3: Pearson Correlation Coefficient of Respondents' Answer to Psychological Wages

		Psychological Wages	Teachers' Effectiveness	Decision
<b>Psychological Wages</b>	Pearson Correlation	1	.006	<b>Significant</b>
	Sig. (2-tailed)	1	.030	
	N		.035	
<b>Teachers' Effectiveness</b>	Pearson Correlation	940	940	
	Sig. (2-tailed)	.030	1	
	N	.035		

\*\* . Correlation is significant at the 0.001 level (2-tailed)

The results from the table of analysis for hypothesis one stated above showed that there is a significant relationship between Psychological Wages and teachers' effectiveness in public secondary schools in Rivers State, because p-value "0.043" is less than 0.05 level of significance indicating a significant relationship (correlation value  $r=.006$ ,  $p<0.043$ ). The implication of this result is that the respondents agreed that Psychological Wages helps to positively influence teachers' effectiveness in public secondary schools in Rivers State. Thus, the hypothesis was rejected.

**Hypothesis Two:** There is no significant relationship between gifts and teachers' effectiveness in public senior secondary schools in Rivers State.

Table 4: Pearson Correlation Coefficient of Respondents' Answer to Gifts

		Gifts	Teachers' Effectiveness	Decision
<b>Gifts</b>	Pearson Correlation	1	.027	<b>Significant</b>
	Sig. (2-tailed)		.040	
	N	940	940	
<b>Teachers'</b>	Pearson Correlation	.027	1	

<b>Effectiveness</b>	Sig. (2-tailed)	.040	
	N	940	940

\*\* . Correlation is significant at the 0.001 level (2-tailed)

The results in Table 4 of analysis for hypothesis two stated above showed that there is a significant relationship between Gifts and teachers’ effectiveness in public secondary schools in Rivers State, because p-value “0.043” is less than 0.05 level of significance indicating a significant relationship (correlation value  $r=.027$ ,  $p<0.040$ ). The implication of this result is that the respondents agreed that Gifts helps to positively influence teachers’ effectiveness in public secondary schools in Rivers State. Thus, the hypothesis was rejected.

### Summary of Findings

The following findings were made based on the results and data analysis given above:

- Research question one was raised to ascertain the extent to which psychological wages enhance teachers’ effectiveness in public senior secondary schools in Rivers State. From our findings, the respondents were of the opinion to a large extent that psychological wages do enhance teachers’ job effectiveness in public senior secondary schools in Rivers State.
- Research question two was raised to ascertain the extent to which gifts enhance teachers’ job effectiveness in public senior secondary schools in Rivers State. From our findings, the respondents were of the opinion to a large extent that gifts do enhance teachers’ job effectiveness in public senior secondary schools in Rivers State.
- The result from hypothesis one shows a significant relationship between psychological wages and gifts and teachers’ job effectiveness in public senior secondary schools in Rivers State.
- The result from hypotheses two revealed that there is a significant relationship between gifts and teachers’ job effectiveness in public senior secondary schools in Rivers State.

## DISCUSSION

### Psychological Wages and Teachers’ Job Effectiveness in Public Senior Secondary Schools in Rivers State

Hypothesis one of this study states that there is no significant relationship between psychological wages and teachers’ effectiveness in public senior secondary schools in Rivers State. The hypothesis was rejected because psychological wages do have a significant relationship with the effectiveness of teachers in public senior secondary schools in Rivers State, as evidenced by the result of our analysis; correlation value  $r=.006$ ,  $p<0.043$ . Psychological wages are important at all levels, this is according to Lim (2013) and Ololube (2017, 2019) who believed that it makes employees know that the management and the organization care about the job that they are doing, and it makes employees feel special and appreciated. This backs up the fact that

principals' leadership styles seriously affect the teachers' job effectiveness in public senior secondary schools in Rivers State.

### **Gifts and Teachers' Job Effectiveness in Public Senior Secondary Schools in Rivers State**

Hypothesis two of this study states that there is no significant relationship between gifts and teachers' effectiveness in public senior secondary schools in Rivers State. The hypothesis was rejected because gifts do have a significant relationship with the performance of teachers in public senior secondary schools in Rivers State, as evidenced by the result of our analysis; correlation value  $r=.027$ ,  $p<0.040$ . Having ascertained by Ofoegbu (2004) and Ololube (2017) that teacher motivation is a vital and central factor for classroom effectiveness and improvement in student achievement, it therefore makes sense to incentivize the teachers using gifts. This reinforces the notion that gifts assist in teachers' job effectiveness in public senior secondary schools in Rivers State.

### **CONCLUSION**

The findings of the study have revealed that a very significant relationship exists between reward systems and teachers' job performance in public senior secondary schools in Rivers State. From this study, we see the importance of psychological wages and gifts and the likes in keeping teachers motivated and effective, and getting the best out of them. It has been observed though that the teachers are not appreciated, or commended for their effectiveness, this scenario does not sit well with the teachers and not good for their effectiveness and productivity levels. This is absolutely a bad look, especially when considering the fact that their colleagues in the other sector of the economy, more especially in the private sector fare better than the teachers in the public secondary schools in Rivers State and possibly in Nigeria.

### **Recommendations**

Based on the study's findings, the following recommendations are made:

- When teachers deserve, they should be praised for work done, both in private and publicly. This boosts the morale of the teachers, and encourages them to do even more.
- Gift items should also be used to encourage the teachers for a job well done, as this generally helps maintain high morale.

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