

UTILIZATION OF AWARD AND TEACHERS' JOB PERFORMANCE IN NIGERIA**BY****ABA ARCHIBONG EMMANUEL A. Ph. D AEMPP, NAEAP****FEDERAL CAPITAL TERRITORY ADMINISTRATION FCTA****emmarchis2015@gmail, emmarchis@yahoo****08036284255, 09053067792, 08078930692, 08124666339****Abstract**

This paper discussed utilization of awards and teachers' job performance in Nigeria. The paper looked at award, teacher and job performance. It discussed the nature of award, the role of award in teachers' job performance, factors affecting teachers' award, disadvantages of lack of teachers' award in Nigeria. The paper established that award improves teachers' job performance through motivation, loyalty and dedication, innovative ideas, abilities and skills, moral boosting, productivity, efficiency and effectiveness. It also conveys to teachers, the feeling of worth, esteem and value to the institutions. The paper concluded that utilizing award, impacts significantly on teachers' job performance in Nigeria. The paper therefore recommended amongst others that management of organizations should ensure that teachers are frequently recognized and awarded in order to have an actively engaged workforce in schools. It also

recommended that the management of various organizations should put their best foot forward on the path to building strong programmes and culture of recognition and award at workplace. This will go a long way towards enhancing commitment and job performance.

Key words: Award, Teacher, Job Performance

Introduction

Generally, accomplishment of goals of organizations is a function of workers' performance and effective management. However, there has been increasing concern on how to ensure optimal performance as there is outcry on falling standards in most institutions including educational institutions. Motivating workers to perform better is a topic of concern for Heads of institutions today. According to Okwori & Ede (2012) Motivation provides the power or the drive which urges individuals to perform

certain tasks or carryout activities aimed at achieving certain goals, people who work to put in their best on the job, should be highly motivated by recognizing and awarding them. Award is considered as one of the stimulants of motivation, it is a significant factor for excellent performance (Eliot and Dweck, 2005). It is generally believed that staff performance is a function of two things: capacity to perform, which has to do with aptitudes and disposition; and the extent to which they are willing to direct such aptitudes and dispositions towards the attainment of the organizational goals, that is, the level of recognition, award, appreciation and motivation. An understanding of what motivates individuals is needed to reveal how abilities and skills are activated and employed to achieve organizational goals.

Traditionally, reward is the main instrument to induce desired behaviours. Many managers of organizations seem not to adequately acknowledge the role it plays, lack of it creates gaps in service delivery. Staff of organizations can be rewarded through recognizing their inputs and awarding them for excellence. It is believed that the main challenge of management is to get all personnel to work willingly and enthusiastically to attain overall organizational goals and objectives. To

achieve this, awards are adopted to motivate the employee. According to Bua (2020) excellent performance should be rewarded to boost ego of the employee. This could be verbal praise, monetary, rewards for suggestions, awards and recognition for years of services and honesty. Bua sees proper recognition of a worker's contribution by the management as highly morale-boosting. It gives them the feeling of worth and esteem. It is human nature to be happy when appreciated. This is the fourth level need in Maslow's model of hierarchy needs and boosts the ego of esteem factors. When the education sector expresses recognition and appreciation for their staff, it is a great feeling. They experience the power of gratitude first hand. They help the organizations to build truly successful programs.

Once effective fulfillment of desires like a need for awards become an organic part of everyday system, managers will realize that it takes few minutes to give proper recognition and the long term pay-off is high. Recognizing the positive efforts of employees and awarding them is a low cost, high-impact action. Players in the sector may be reluctant to invest time and resources into it but time shows the power that gratitude, recognition and utilization of award have

over human motivation. This increase in positive feelings and motivation translates into bottom-line gains for organizations. For example, studies show that a simple expression of thanks by someone in authority leads people to be more productive. These prove the return on investments of recognition and award is more predictable than managers assume. A real culture of recognition takes time to cultivate. Investing in recognition, appreciation and award is a long game but when executed correctly, the program will have profound effects on staff morale, productivity and retention.

The main objective of human resource management is to enhance and increase the effectiveness and efficiency of each worker by trying to do those things that will boost the morale of the workers and elicit from them the desired behavior to work. It is therefore important to develop reward strategies designed to support a performance driven culture and building greater commitment to the organization. Akpaku (2012) opined that managers should meet workers' lower-level needs so that those needs will not dominate the workers' motivational process. Enlightened managers who truly understand that human resources are the organization's most valuable assets are rare and this is true with respect to motivating people in

organizations. Akpaku saw award as a motivational or satisfier factor which has a positive influence on morale, satisfaction, efficiency, achievement, the job itself, responsibility, advancement, growth and higher productivity.

Awards are commonly utilized in many different sectors to motivate desirable behaviours (Frey and Gallus, 2017). Most academic settings make use of awards or other forms of recognition for good performance. These includes gold stars, certificates, prizes, honour rolls and selection for advance tracks or honour courses, recognition and "gift" programmes. They are generally intended to encourage efforts and reward good performance.

In work environment, it is expected that employees' award, boost morale and encourage productivity. Unfortunately, most stakeholders in the education sector today seem to lack the initiative to utilize awards to motivate and attain the full advantage of their employees. At times, employees are not appreciated for their exemplary qualities, commendable efforts and work, the service delivery of employees in the education sector are at low ebb due to lack of recognition, praises and utilization of awards for extraordinary dedication and service, exceptional performance, passion and

commitment to achieving excellence. In another dimension, they may be weak and lagging behind due to poor recognition for new, innovative and productive ideas or ways of doing things to improve service delivery and productivity. Having recognized the imperatives of giving employees awards in relation to the impact they have on job performance, it is only necessary for the handlers of the sector to imbibe the culture of motivating employees by rewarding their performance with recognition and award of every kind. It is based on this that this study is undertaken to unravel the utilization of award and teachers' job performance in Nigeria. The main objective of the study is utilization of award and teachers' job performance in Nigeria.

The study specifically sought to:

1. Explore the concept of award, teacher and teachers' job performance
2. Explore the nature of teachers' award in Nigeria
3. Identify factors affecting award and teachers' job performance in Nigeria
4. Identify the advantages of award and teachers' job performance in Nigeria
5. Discuss the problems associated with lack of award and teachers' job performance in Nigeria.

Conceptual Clarifications:

Award:

An award is a prize or certificate that a person is given for doing something exceptionally well. It could be a gift, trophy or decoration (Bua, 2020). It is a distinction. It is given to a recipient as a token of recognition of excellence in a certain field. The recipient often a single person or a representative of a group of people, be it an organization, a sports team or a whole country. The award item may be a decoration that is an insignia suitable for wearing, such as a medal, ribbon, badge or rosette (award). It can also be a token object such as certificate, diploma, championship belt, trophy or plaque.

Award is the pleasure which the organization brings to employees in recognition of good and exemplary qualities of the employee. It is a show of gratitude for the commendable efforts and work of the employee which has caused an increase in value of productivity over a period of time. Awards can be based on absolute performance pared to peers (Angrist and Lavy, 2009), relative performance compared to peers or relative performance where the reference point is the individual's own past behavior. Awards can be offered prospectively (i.e. the criteria for earning the award are stipulated in advance) or given retrospectively as recognition for past behavior. Prospective awards are "pre-

announced' or 'ex ante" contingent rewards, also referred to as "fatten motivators". Leaders define their expectations in advance and aspirants can work towards fulfilling them in order to attain the awards. Retrospective awards are "now-that" "motivators or ex-posts" rewards. They acknowledge a job well done after a task is completed and come as a surprise to recipients. While there is concern that announced awards may undermine people's intrinsic motivation much like monetary incentives would, retrospective awards are often considered more appropriate to preserve recipients' sense of autonomy and boost their intrinsic motivation (Banabou & Tirole, 2003; Frey and Gallus, 2017).

Award is a variable of performance which appears to influence employee' job performance in education sector as observed by relevant education stakeholders such as University Vice Chancellors, Rectors of Polytechnics, Provosts of Colleges, Head Teachers, Inspectors of Education and Community Members among others. Ineffective reward system may kill morale and cause discouragement of staff in relation to little efficiency and productivity, increase in absenteeism and turnover rate, internal conflicts, absence of commitment and reliability, delay and unfair treatment. The

main purpose of reward programmes is to provide a systematic method that delivers more positive outcome for institutions which is very critical. The variables of rewards have significant positive relationship with academic staff's job performances.

Teacher

A teacher is a professionally trained person who is engaged in imparting knowledge, competencies or values into learners. Yawe and Ivagher (2019) defined teacher as a person or individual who has undergone approved professional training in education to impact knowledge to learners using all the learning experiences at his disposal to stimulate, guide, direct and facilitate the learner to acquire adequate mastery of skills being imparted. The teacher is a focal and indispensable personnel in the school system. He gives instruction in the teaching-learning process to bring expected learning outcomes. Teaching is a superior profession, it is the most humane, humble, divine, methodical, systematic and most effective of all professions globally. This means that the teacher is a superior professional. The teacher is the pivot in which education wheels revolve (Akpakwu, 2013). He is the implementer of educational curriculum which is society centered. Therefore, for education to live up to expectations and fulfil

its obligations to the society, the teacher must be adequately equipped with the necessary competencies to play the ultimate role. Teaching must be effective, relevant and qualitative, it then means that the ultimate challenge of the teacher is the ability, talent and capability to deliver. The teacher exists and operates within the school system to provide valued services which are consistent with the aims and objectives of nation's education. Consequently, he must possess the capacity to effectively acquire and apply relevant professional skills to achieve performance targets.

Teachers' Job Performance

In services of educational organizations, employees' job performance refers to the extent to which employees are committed to the delivery and display of excellence in the job. It is concerned with the overall ability of employees to exhibit the right attitude to work and efforts towards the attainment of goals and objectives (Bua, 2020). Employees' job performance in the education sector particularly has become a great concern to all stakeholders as it relates to service delivery, many administrators in educational organizations, seem to deviate from the proper practice of using employees' award for excellent performance, success and significant achievements which ought to

encourage improved service delivery of employees. Others do not apply appropriate method of recognizing exemplary qualities, new, innovative and productive ideas or ways of doing things to improve service delivery and productivity.

It is pertinent to state that employees' job performance is a key in quality service delivery. It is important therefore, to look at how it impacts on employees' job performance. The issues that form the focal variables are: performance awards, innovation awards to enhance service delivery, productivity and achievement of the employees.

There have been issues of poor recognition and utilization of awards affecting employees' job performance, particularly in various institutions of the education sector. This seems to be due to poor recognition and award system, appreciation, recognition amongst others. In some cases, there seems to be ineffectiveness and inefficiency among employees due to gross neglect of effective utilization of the right means of appraising, appreciating, recognizing and awarding the employees for excellent performance, by the management of educational institutions in Nigeria. Also, there seem to exist, a lack of effectiveness and efficiency in employees' job performance in educational organizations

in Nigeria as a result of the management's inability to use proper recognition and award programmes such as performance awards and innovation awards. It is important to consider the impacts of performance on employees' job performance and ascertain the impact of innovation award on employees' job performance in educational organizations.

Teachers' job performance refers to the extent to which they are committed to pedagogical delivery and display of moral uprightness and productive excellence in job delivery, it is concerned with overall ability of the teachers to exhibit the right attitude to work, be committed and dedicated to the job roles and making deliberate efforts towards the attainment of educational goals and objectives. The indicator of a teacher's job performance is evaluated in his or her ability to make deliberate efforts to enhance performance, possession and display of in-depth knowledge of his or her job, effective organization and control, participation in the institutional activities, regularity and punctuality to duty, maintenance of good interpersonal relationship with subordinates and superiors, discipline, motivation and compliance to professional code of conduct amongst others. Every institutional management employs her staff with expectations that they are equal to the task

they are employed and as such, would perform well in their jobs. It therefore means that the employees are very important resources that may either mar or make the system. The staff in any organization "are the life wire of the institution." This means that there can be no institution without staff. The efforts, skills and attitudes of the staff therefore need to be sharpened from time to time through human resource development programmes like performance appraisal so as to enhance better job performance (Yawe & Ivagher, 2019).

The Expectancy theory propounded by Victor Vroom 1964 in Baker-Eveleth, L & Stone, R.W., (2008). states that an individual will behave or act in a certain way he is motivated to select a specific behavior over others due to what he expects the result of the behaviour to be. This theory stresses the need for organizations to relate rewards directly with top performance and to ensure that the rewards provided are deserved and wanted by the recipients. The theory is a motivation theory which sees award as motivator of future performance by linking a specific effort to a desired outcome.

Job performance include preparation and planning, effectiveness in role play, poise, relationship with other members and customers, self-improvement, relationship

with other staff and relationship with host community. The effective and efficient execution of these duties depends on how employees could value their jobs. When they have negative views on their jobs, they could be grossly discouraged in carrying out their responsibilities effectively and efficiently and this could possibly undermine the achievement of goals. The teacher's job is guided by values. These are ideals that guide or qualify an individual's personal conduct, interaction with others and involvement in his or her career. Values help and prepare one on how he or she can conduct one's life in a meaningful way. They are traits, practices, acts, ideals, beliefs, attitudes and principles that people consider to be of merit, worthwhile, dear, acceptable and right. These ideals, beliefs or understanding of members of the society tend to guide and are reflected in peoples' behaviours. They are the basis of standards in public life and they inform the morality of society and drive the design of institutions and their enforceability.

The Nature of Teachers' Awards in Nigeria

Teachers' awards can be structured in such a way that it is formal, planned, ceremonial and happens at predictable times. It can also be unstructured, typically using spontaneous, unplanned methods creating space for

spontaneous gestures of appreciation. They all aim at recognizing particular exemplary, exceptional and outstanding acts of Nigerian teachers to the advancement of service delivery, integrity, diligence and the promotion of transparency and accountability. According to Bua (2020), these affect the teachers' moral, productivity and effectiveness.

Teachers' award is credit for work done and arises from the egoistic needs for recognition for excellent performance of teachers, which could be through verbal praise, monetary rewards, public recognition through awards, releases in school newsletters, newspapers, bill boards and the like. It is an act of remembering and officially identifying with teachers for their peculiar and excellent or outstanding performance in the achievement of the goals and objectives of education. The more recognition the teachers receive, the more they feel a part of the system, appreciated, engaged in the process and committed to the long-term goals of education. According to Frey and Gallus, (2017), educational institutions looking to improve teachers' engagement need to build a culture of appreciation and awards by ensuring:

Performance Award: This award is given to the teacher who is found worthy of having

recorded huge success in the area of service delivery. The goal is to recognize and reward him as a top performer.

Innovation/Creativity Award: This is given to the teacher who introduces new, creative and productive ideas or ways of doing things to improve service delivery and productivity.

Teacher of the Year Award: This is award given usually at the end of the session or year, to a teacher adjudged as the most influential and outstanding staff during the academic year. This is in recognition of extraordinary dedication and service, exceptional performance, passion and commitment to achieving excellence, superior dedication and performance.

Work Anniversary Award: This refers to formal work anniversary celebrations marking a specified number of years which communicate to teachers that loyalty is valued. Its purpose is to thank teachers for their dedication.

Years of Service/Long Service Award: This type is given to the teachers after having devotedly completed a certain number of years in service for example, ten or twenty-five years.

Teacher Achievement Award: This award is usually given to the teachers who have made significant achievements to positively impact on the productivity and achievement

of the goals of education.

Teacher Leadership Award: This type of award is given to teachers who are outstanding in the areas of competent and exceptional leadership qualities which facilitate the smooth operation and running of the educational institution.

Service Achievement Award: This award is given to the teacher who record the most significant service delivery during a period of review.

Behaviour and Value Award: This type of award is given to the teacher who outstands himself in the area of exemplary behaviour and ethical/core values and team anchoring during uncertain times.

Teacher of the Month/Term Award: This is given to the teacher who is seen as the most outstanding during the month or term. The teacher is selected each month or term by peers or leaders.

Retirement/Exit Award: This is given to teachers who must have successfully completed the statutory requirement of service years and due for retirement either as a result of attainment of retirement age or service years.

End of Year/Holiday Award: This is organized in form of graduation and or end of year get together parties or retreats. It does not specifically single out teachers but

organized collectively at the end of the session or year for all to mark collective achievements during the outgoing year.

Diligence Award: This type of award is given to the most diligent teacher at the end of a specified period of review.

Mentorship Award: This is given to the teacher who is outstanding in terms of experience and using the experience, to give useful and productive advice that helps the less experienced teachers and even learners.

Teamwork Award: This is given to teachers as a team, perceived to have made achievements during a specified period of time. It helps to hold the team together, from the collective willingness to provide support and recognizing the contributions of others.

Department Most Valued Personnel (MVP) Award: This award is for outstanding department in terms of achievements and productivity after a period of review. The members, who are punctual at work, take extra assignments without fuss and give their all, to every project and do more than the outlined responsibilities are the most valued teachers.

Most Creative Award: This type of award is given to the teacher who is considered exceptional in the area of creativity, thinking of ideas and use of skills, imagination and ability to produce new things. It recognizes

exceptional skills in task accomplishment.

Teacher Accomplishment Award: This is given to the teacher who is known for successfully completing a task within a specified period of time. It is referred to as the driving success award. It recognizes revamped key institutions' processes that drive success in alignment with the winning strategy.

Attendance Award: This is given to the teacher who is adjudged as the most punctual to duty within a period of review. One who reports on a daily basis, stays and works until the close of work, and sometimes observes overtime while delivering on his duties.

Safety Award: This is given to a teacher who is considered to be the most careful and cautious. He ensures a conducive work environment; devoid of risks, and ensuring adequate protection of the staff, learners and equipment against damages, creating an environment of psychological safety.

Factors Affecting Award and Teachers' Job Performance in Nigeria

Several factors affect teachers' award and their job performance in Nigeria. According to Frey and Gallus (2017), these factors include:

1. Lack of definite policy, blue prints and institutionalization of award as a deliberate part

of the Nigerian education system.

2. Poor monitoring, inspection and evaluation of teachers' performance to have a standard appraisal system.
3. Corrupt tendencies on the part of key players who either divert the provisions for teachers' award, distort the processes or exhibit biased attitude in the evaluation and appraisal of teachers' job performance.
4. Lack of funding of award programmes for teachers in Nigeria.
5. Lack of enthusiasm and willingness on the part of Nigerian teachers to make themselves available and actively participate in the processes leading to their job appraisal and award.

Advantages of Utilization of Award and Teachers' Job Performance in Nigeria

Teachers' award has several advantages in their job performance. Frey and Gallus identified these advantages as follow:

1. Utilization of award gives the sense of recognition to teachers, influences their performance and boost their daily motivation to deliver their jobs more effectively and efficiently.
2. Award encourages teachers to exhibit exemplary qualities leading to exceptional job performance and excellent performance, communicate their value to the management of educational institutions in Nigeria and improve their job performances.
3. Teachers' performance awards create collaborative work environment for enhanced service delivery and excellence in the job of delivering the goals of education.
4. Teachers' performance award maximizes human resources and increases their productivity and output
5. Utilization of awards encourage the loyalty of

teachers and their dedication to work and in turn facilitate performance and the achievement of the goals of education.

6. Utilization of teachers' creativity and innovative ideas award, makes them feel fulfilled, improves motivation, commitment and retention in the education sector.

7. Utilization of award makes teachers to feel a part of the system, appreciated, engaged in the process and committed to the long-term goals of education in Nigeria.

8. It boosts teachers' morale, brings out desired behavior and makes them to improve in their ability to accomplish tasks, helps to uncover potentials and hidden talents in them, hence improved job performance.

9. Utilization of teachers award activates their abilities and skills, it makes them feel their worth and esteem and triggers more innovative ideas to achieve the goals of education.

10. They help to engage and retain other employees. They feel validated, work harder and are excited about work. They believe their contributions are valued and are much more likely to recognize their peers as well.

Problems associated with lack of award and teachers' job performance in Nigeria. Lack of recognition and utilization of awards for teachers have some consequences, these according to Frey and Gallus (2017) leads to:

1. Low teacher output and productivity in Nigerian education.
2. Loss of commitment and reliability in the job
3. Poor performance and service delivery of job.
4. Loss of morale and motivation to exhibit exemplary qualities amongst Nigerian teachers

5. Lack of loyalty and dedication to service.
6. Lack of willingness to bring out desired behavior, creativity and innovative ideas.
7. Loss of the feeling of worth, esteem and the spirit to activate abilities and skills of teachers to achieve the goals of educational.

Conclusion

Based on the paper, it has been established that utilization of award has significant influence on teachers' job performance in Nigeria. The paper therefore concludes that award is a worthy motivator which influences teachers' service delivery, ability, innovation, productivity, effectiveness, efficiency and general job performance amongst others. The absence of award in the sector may cause poor performance, inefficiency, low productivity and poor turnover rate, internal conflicts, absence of commitment and reliability, delay and unfair treatment.

Recommendations:

Based on the paper, the following recommendations are made:

1. Players in the Nigerian educational institutions should adequately utilize award to boost teachers' morale, encourage their commitment and trigger exemplary qualities and improve their job performance and productivity.
2. Government should enlighten school administrators, on the relevance of teachers' awards so as to acknowledge the roles played by awards in the achievement of educational goals.
3. Government should develop definite policies and blueprints and institutionalize the award system as part of the programmes and activities of educational institutions in Nigeria.
4. Teachers should subject themselves for monitoring, supervision and inspection for an effective appraisal process leading to improved job

performance and selection for award.

Contributions to Knowledge

The study has contributed to knowledge by establishing the basis for utilization of award and teachers' job performance in Nigeria. This may serve as literature for those who may want to carry out studies of this kind. Researchers may anchor their studies on the established incidence to deepen their studies.

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