

PRINCIPALS REWARD PRACTICES AS PREDICTORS OF TEACHERS JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN AWKA EDUCATION ZONE OF ANAMBRA STATE, NIGERIA

¹ADINDE, NGOZI MARGARET, ²UGHAMADU, UJU, ³IFEDIORAH-OKEKE, NONYE, & ⁴ONYEKAZI, PEARL IFEOMA

1, 2, 3 & 4 CHUKWUEMEKA ODUMEGWU OJUKWU UNIVERSITY, IGBARIAM CAMPUS, ANAMBRA STATE, NIGERIA.

¹E-mail: adindengozi0@gmail.com, ²Email: Ughamaduju@gmail.com, ³E-mail: nonvemifediorah@gmail.com, & ⁴E-mail: pearlifeoma@gmail.com

Abstract

Teachers foster critical thinking and problem-solving skills in students through their job commitment. This study examined principals reward practices as predictors of teachers' job commitment in public secondary schools in Awka Education Zone of Anambra State. Two research questions and two null hypotheses guided the study. The null hypotheses were tested at 0.05 level of significance. Correlational research design was adopted for the study. The population of the study consisted of 1546 teachers in 65 public secondary schools in Anambra State. Simple random sampling procedure was used to draw the sample of 773 respondents for the study. The instruments for data collection were two sets of structured questionnaires by the researcher tagged; "Principals Reward Practices Questionnaire (PRPQ)" and "Teachers Job Commitment Scale (TJCS)". The face validity of the instruments was established by three experts, two in Educational Management and one in Measurement and Evaluation, all from the Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The construct validity was established using Principal Component Analysis Approach. Cronbach Alpha procedure was used to determine the internal consistency of the instruments, PRPQ yielded coefficient value of 0.85 and 0.76 for TJCS. Simple regression was used to answer the research questions and to test the null hypotheses. The findings revealed that extrinsic reward practice was significant factors for predicting teachers' job commitment in public secondary schools in Awka Education Zone of Anambra State. Also the study indicated that principals' intrinsic reward practice is not a significant factor for predicting teachers' job commitment. Based on the findings of the study, it was recommended that principals' should motivate teachers to be more committed to their job whenever they show outstanding performance by giving them cash prizes, awards, recommending them for promotion and involving them in decision-making, Anambra State Post Primary School Service Commission should organize periodic programmes for principals on reward practices and that teachers who are not commitment to their job after several corrections should be rewarded negatively through delaying their salaries or promotion.

Keywords: Principals, Reward Practices, Teachers' Job Commitment.

Introduction

Education also encourages national integration, inculcation of literacy and numeracy which is germane to the social, economic and political development of any country. Okonkwo and Ngozi (2021) defined education as the transmission of knowledge from one generation to another. Education helps in the development of individuals and the society at large. Secondary education is a level of education where young adult learners are prepared for further acquisition of knowledge in higher institutions of learning or successful living and positive contribution to the society. It helps to inculcate the right values in learners through the teaching and learning process which is propelled by teachers' job commitment.

Job commitment is the dedication and bond between staff and their duties. It is the physical and psychological attachment of staff to the values and goals of the organization. Okotoni and Akinwale (2019) opined that job commitment is an individual's attraction and attachment to the work and the organization. Job commitment refers to the socio-psychological bonding of an individual to his group, profession and organization's goals and values. Some of the indicators of job commitment include low absenteeism from duty, high performance, low staff turnover, fewer strikes and so on. Teachers are employees in the school

who play vital role of delivering the curriculum content to students and they are expected to be committed to their job. In other words, the success of the secondary education is largely dependent on the job commitment of teachers.

Teachers' job commitment denotes loyalty, punctuality, self-devotion and dedication to the teaching profession. Ifediorah and Okaforcha (2019) noted that professionally committed teachers assist students in their extra time, cooperate with and are willing to work with parents, and utilize class time profitably. Loyalty and attitudes of employees are determinants of their job commitment. The attainment of school objectives to a large extent depend on the attitude and commitment of the teachers. On the contrary, Mbonu and Azuji (2021) noted that lower commitment produces dilemmas that both have a detrimental effect on the success of the school and could lead teachers to be less effective in their professional output or to leave the profession. Furthermore, the authors also added that less committed teachers can both create problems and cause gaps in the educational objectives of schools. The success in the attainment of secondary school objectives depends on teachers' commitment which is directly related to their dedication to duties.

It is worrisome to note that teachers' job commitment in public secondary schools in Awka Education Zone of Anambra State is poor. There are problems of poor teachers' incentives, low staff morale, and low teachers' motivation in public secondary schools in Awka Education Zone of Anambra State. These series of problems appear to be the reason most teachers are poorly committed to their as could be observed in their poor attitude to work, absenteeism, lack of dedication to teaching and carrying out assigned tasks. The observed lapses in teachers' job commitment in public secondary schools in Awka Education Zone of Anambra State could be due to poor reward practices of principals. Thus, it becomes necessary to examine principals' reward practices as predictors of teachers' job commitment in secondary schools in Anambra State.

Reward is benefit received by a person for successfully performing some tasks. It is anything given to members of staff for good contributions and performance in an organization. Okoli, et al. (2020) noted that reward has to do with what employees receive in exchange for their productive contribution to an organization which could be in form of positive reinforcement and motivation. Reward is what an employee expects to get after performing work in days, months or years in cash or in kind. It is any benefit that makes an employee feel happy, satisfy, comfortable and calm at workplace environment. In the conceptualization of Wilbrodahn (2018), reward is the recognition of the contribution or achievement of individuals or groups by a financial payment or some form of non-financial recognition. It is implicit in the above definition that reward is often in form of financial and non-financial benefits. The reward system is used to cater for the needs of employees. Reward could make members of staff to put every effort to properly accomplish a task. Reward can come in the form of handshake, a smile, praise, commendation to everyone involved not just the team member when a job is assigned to a team. Reward is a strong driving force that stimulates employees to effectively discharge their duties. Ewim, et al. (2020) asserted that it is the driving force that could energize a teacher to show more commitment to teaching. Reward plays crucial roles in attracting, retaining and motivating employees of an organization. It is the duty of principals to motivate members of staff to work hard to enhance the attainment of organizational goals and objectives through reward practices.

Reward practices are techniques of administering monetary and non-monetary benefits to employees for discharging their responsibilities and rendering services in the workplace. Adetunji, et al. (2020) defined reward practices as all the monetary payments and non-monetary benefits which an organization administer to its employees for service rendered. In the conceptualization of Chukwuma, et al. (2022), reward practices are the strategies of providing incentives and compensations whether financial or non-financial to the employees for their contributions to the organization. The financial aspect of reward are salary, bonus and commission, while the non-financial aspect are recognition, teamwork, communication, cordial interpersonal relationship, work environment, participatory decision-making, training and career development. This study defined reward practices as the methods of showing appreciation for the performance or contribution of an individual or group towards the achievement of a goal. Reward can be generally classified in two, extrinsic and intrinsic reward (Okoli et al. 2020). This study examined extrinsic and intrinsic reward practices.

Extrinsic rewards are monetary and tangible benefits that members of staff receive in exchange of their contributions and services in an organization. Adetunji, et al. (2020) asserted that extrinsic reward is a tangible form of reward that is provided to an employee after work performance such as salary, promotion, cash bonus and so on. The authors added that they are not inherent to the work itself but emerge from outside the work. Haruna, et al. (2018) noted that they are financial rewards or cash related comprising such factors

as pay, fringe benefits, job security, promotions, private office space, the social climate, competitive salaries, pay raises, merit bonuses

Extrinsic reward comes from the outside the content of the job. Extrinsic reward concerns such motivations like money, retirement benefits, health insurance scheme, compensation, salary, bonus, among others. Other forms of monetary reward are loan for purchase of personal cars, study leave with payment, subsidy for housing rent and subsidy for health benefits among others. Extrinsic rewards are external to teachers' job and thus termed as monetary rewards. Ndungu (2017) stressed that monetary or extrinsic rewards are actually tangible rewards such as pay rises, promotion, bonuses and respective benefits presented to the employees by the management. Continuing, Ndungu (2017) stressed that extrinsic reward may include hazard pay, health care, maternity, paternity and adoption leave, paid holidays, pay raise, severance pay, sick leave, termination, vacation leave, work breaks and meal breaks. Extrinsic rewards in this study is defined as tangible rewards employees receive as compensation for their valued effort in an organization.

Extrinsic rewards are the tangible rewards that can be given physically to employees which include salaries medical benefits, life insurance, promotions, private office spaces, competitive salaries and merit bonuses among others (Okoli, et al. 2020). Similar to this, Zaraket and Saber (2017), opined that financial rewards include pay, bonuses, transportation facility, health insurance, and pensions. Gebayaw (2019) asserted that extrinsic reward help to fulfill the human being related to biological and physical needs like food, shelter, cloth and others award from work that employees accomplished. Onaolapo, et al. (2019) noted that promotion is a shifting of employee for a job of higher significance and higher compensation. Onaolapo et al. (2019) also asserted that the movement of an employee upward in the hierarchy of the organization, typically that leads to enhancement of responsibility and rank and an improved compensation package. Besides extrinsic rewards, another means of motivating members of staff is intrinsic rewards.

Intrinsic rewards are internal rewards. Gebayaw (2019) posited that intrinsic rewards are psychological satisfaction, self-esteem, self-actualization and recognition employees gained from work rather than money and other remuneration. Intrinsic rewards are usually psychological in nature. Similarly, Ndungu (2017) noted that intrinsic rewards come from verbal rewards such as positive feedback and praise which lead to job satisfaction. They are related to non-financial or non-cash rewards like achievement, variety, interesting and challenging work, autonomy, self-direction and responsibility, personal and professional growth, status, recognition, praise from superiors and co-workers, personal satisfaction, and feelings of self-esteem, creativity, opportunities to use one's skills and abilities, and sufficient feedback regarding the effectiveness of one's efforts among others (Haruna, et al. 2018). This means that intrinsic rewards are intangible to teachers' job. The absence of intrinsic rewards could make teachers display negative attitudes which depicts that they are not committed to their job.

Obviously, this negative attitude could be as a result of insufficient reward practices in secondary schools. To buttress this, Obiekwe and Mbanefo (2019) reported that there are problems of poor teachers' incentives, low staff morale, staff disciplinary issues and low teachers' motivation in secondary schools in Anambra State. It is against this background that this study examined principals' reward practices as predictors of teachers' job commitment in public secondary schools in Awka Education Zone of Anambra State.

Statement of the Problem

Observation and report from other researchers indicated that teachers commitment to job in public secondary schools in Awka Education Zone of Anambra State is poor. Their poor attitude to work which manifests in incessant missing of classes without cogent reasons, absenting oneself from staff meetings, sleeping on duty, selling of goods during school hours, unwillingness to do delegated work, challenging of constituted authority is a clear evidence. Secondary school teachers' promotion and other entitlements are unduly delayed; their training programmes seemed to be irregular and some staff offices are ill-equipped. This is worrisome because if poor job commitment of teachers could make the academic output of students to be poor. If students do not learn the right values which they are supposed to learn for successful living in the society, they will turn out to be generating problems to their families and the society instead of proffering solution to them. Lack of teachers' job commitment could be as a result of stress, family influence, leadership style of principals, conflict in the school, communication gap and principals reward practices. It is against this backdrop that this study examined principals' reward practices as predictors of teachers' job commitment in public secondary schools in Awka Education Zone of Anambra State.

Purpose of the Study

The main purpose of this study was to examine if principals' reward practices predict teachers' job commitment in public secondary schools in Awka Education Zone of Anambra State. Specifically, the study sought to:

1. Determine the predictive value of principals' extrinsic reward practice on teachers' job commitment in public secondary schools in Awka Education Zone of Anambra State.
2. Examine the predictive value of principals' intrinsic reward practice on teachers' job commitment in public secondary schools in Awka Education Zone of Anambra State.

Research Questions

The following research questions guided the study:

1. What is the predictive value of principals' extrinsic reward practice on teachers' job commitment in public secondary schools in Awka Education Zone of Anambra State?
2. What is the predictive value of principals' intrinsic reward practice on teachers' job commitment in public secondary schools in Awka Education Zone of Anambra State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. Principals' extrinsic reward practice is not a significant predictor of teachers' job commitment in public secondary schools in Awka Education Zone of Anambra State.
2. Principals' intrinsic reward practice is not a significant predictor of teachers' job commitment in public secondary schools in Awka Education Zone of Anambra State.

Method

Correlational research design was adopted for this study. Correlational research as the type that aims at establishing the relationship that exists between two or more variables (Ifeakor, 2018). Correlational research design is suitable for this study because the researcher sought to establish the relationship between principals reward practices and teachers' job commitment in public secondary schools Awka Education Zone of Anambra State.

Results

The results were presented in line with the research questions and hypotheses that provided a guide to this study.

Research Question 1

What is the prediction of principals' extrinsic reward practice on teachers' job commitment in public secondary schools in Awka Education Zone of Anambra State?

Table 1: Simple regression analysis of the amount of variation of teachers' job commitment predicted by principals' extrinsic reward practice in public secondary schools in Awka Education Zone of Anambra State.

Model	R	R square	Adjusted R square	Std Error of the estimate	Change R ² change	Statistics F change	df ₁	df ₂	Sig. F change
1	0.123 ^a	0.015	0.013	3.37990	0.015	6.684	1	750	0.010

a. predictor: (constant), principals extrinsic reward practice

Table 1 showed the regression analysis of the amount of variation in teachers' job commitment that was predicted by principals' extrinsic reward practice. The finding showed that when the responses of respondents of principals' extrinsic reward practice were correlated with teachers' job commitment, a correlation coefficient (R) of 0.123 with associated coefficient of determination (R²) of 0.015 were obtained. This coefficient of determination (R²) of 0.015 revealed that 1.5% variation in teachers' job commitment can be predicted by principals' extrinsic reward practice.

Research Question 2

What is the prediction of principals' intrinsic reward practice on teachers' job commitment in public secondary schools in Awka Education Zone of Anambra State?

Table 2: Simple regression analysis of the amount of variation of teachers' job commitment predicted by principals' intrinsic reward practice in public secondary schools in Awka Education Zone of Anambra State.

Model	R	R square	Adjusted R square	Std Error of the estimate	Change R ² change	Statistics F change	df ₁	df ₂	Sig. F change
1	0.162 ^a	0.026	0.024	3.56375	0.026	6.774	1	750	0.095

a. predictor: (constant), principals intrinsic reward practice

Analysis from Table 2 displayed the regression analysis of the amount of variation in teachers' job commitment that was predicted by principals' intrinsic reward practice. Finding showed that when the responses of respondents of principals' intrinsic reward practice were correlated with teachers' job commitment, a correlation coefficient (R) of 0.162 with associated coefficient of determination (R²) of 0.026 was obtained. This coefficient of determination (R²) of 0.026 revealed that 2.6% variation of teachers' job commitment can be predicted by principals' intrinsic reward practice.

Testing of Hypotheses

In order to make decision on teachers' job commitment in public secondary schools in Awka Education Zone of Anambra State based on principals' reward practices, the following null hypotheses were tested at 0.05 level of significance.

Hypotheses 1

Principals' intrinsic reward practice is not a significant predictor of teachers' job commitment in public secondary schools in Awka Education Zone of Anambra State.

Table 3: Regression ANOVA test of significance for the variation of teachers' job commitment that can be predicted by principals' extrinsic reward practice in public secondary schools in Anambra State.

Model		Sum of squares	df	Mean squares	F	Sig.	Decision
1	Regression	74.464	1	74.464	6.684	0.010	Significant
	Residual	5726.425	751	11.141			
	Total	5800.890	752				

Dependent variable: Teachers' job commitment

Predictor: (constant), principals' extrinsic reward practice

Analysis from Table 3 depicted that the variation in teachers' job commitment that was predicted by principals' extrinsic reward practice was significant ($F(1,751) = 6.684$, $p = 0.010$). Since the associated probability value of 0.010 was less than 0.05 level of significance, the null hypotheses was rejected. The conclusion drawn was that there was a significant variation in teachers' job commitment that was predicted by principals' extrinsic reward practice in public secondary schools in Awka Education Zone of Anambra State.

Hypotheses 2

Principals' intrinsic reward practice is not a significant predictor of teachers' job commitment in public secondary schools in Awka Education Zone of Anambra State.

Table 4: Regression ANOVA test of significance for the variation in teachers' job commitment that can be predicted by principals' intrinsic reward practice in public secondary schools in Awka Education Zone of Anambra State.

Model		Sum of squares	df	Mean squares	F	Sig.	Decision
1	Regression	75.460	1	75.460	6.774	0.095	Not Significant
	Residual	5725.430	751	11.139			
	Total	5800.890	752				

Dependent variable: Teachers' job commitment

Predictor: (constant), principals' intrinsic reward practice

Table 4 displayed that the variation in teachers' job commitment that was predicted by principals' intrinsic reward practice was not significant ($F(1, 715) = 6.774$, $p = 0.095$). Since the associated probability value of 0.095 was greater than 0.05 level of significance at which the hypotheses was being tested, the null hypotheses was not rejected. Henceforth, the conclusion drawn was that there is no significant variation in teachers' job commitment predicted by principals' intrinsic reward practice in public secondary schools in Awka Education Zone of Anambra State.

Discussion of findings

The findings of this work were discussed based on the research questions and hypotheses under the following headings as shown below:

The prediction of Principals' Extrinsic Reward Practice on Teachers' Job Commitment in Public Secondary Schools in Awka Education Zone of Anambra State.

Results of the study indicated that when the responses of respondents of principals' extrinsic reward practice were correlated with teachers' job commitment, a correlation coefficient (R) of 0.123 with associated coefficient of determination (R^2) of 0.015 were obtained. This coefficient of determination (R^2) of 0.015 revealed that 1.5% variation in teachers' job commitment can be predicted by principals' extrinsic reward practice. The test of hypothesis 1 revealed that the variation in teachers' job commitment that was predicted by principals' extrinsic reward practice was significant ($F(1,751) = 6.684$, $p = 0.010$). The p -value of 0.010 was less than 0.05 level of significance. Therefore, the null hypotheses which states that principals' extrinsic reward practice is not a significant predictor of teachers' job commitment in public secondary schools in Awka Education Zone of Anambra State was rejected. This means that there was a significant variation in teachers' job commitment that was predicted by principals' extrinsic reward practice in public secondary schools in Awka Education Zone of Anambra State.

This finding agrees with that of Onaolapo et al., (2020) which depicted that extrinsic reward helps to boost the morale of teachers and which positively enhances their commitment and productivity. Rewarding of teachers by principals extrinsically through, presentation of cash, praises, awards, promotion among others is a determinant of their job commitment in public secondary schools in Awka Education Zone of Anambra State. This finding is also in line with Ishaka and Waziri (2019) which showed that there was a significance variation between extrinsic reward and classroom teachers' job commitment in Senior Secondary Schools in Taraba State, Nigeria. The outcome of the study also agreed with the finding of Ezeala and Oluwuo (2019) which stressed that extrinsic reward such as remuneration and promotion predicted teachers' morale and commitment to work. The reason for the agreement could be because the studies were conducted in public secondary school.

The Prediction of Principals' Intrinsic Reward Practice on Teachers' Job Commitment in Public Secondary Schools in Awka Education Zone of Anambra State.

(R) of 0.162 with associated coefficient of determination (R^2) of 0.026 was obtained. This coefficient of determination (R^2) of 0.026 revealed that 2.6%

Results of the work showed that when the responses of respondents of principals' intrinsic reward practice were correlated with teachers' job commitment, a correlation coefficient (R) of 0.162 with associated coefficient of determination (R^2) of 0.026 was obtained. This coefficient of determination (R^2) of 0.026 revealed that 2.6% variation of teachers' job commitment can be predicted by principals' intrinsic reward practice. The test of hypothesis 2 depicted that the variation in teachers' job commitment that was predicted by principals' intrinsic reward practice was not significant ($F(1,751) = 6.774$, $p = 0.095$). The p -

value of 0.010 was greater than 0.05 level of significance. Since the p-value of 0.010 was greater than 0.05 level of significance at which the hypotheses was being tested, the null hypotheses which states that principals' intrinsic reward practice is not a significant predictor of teachers' job commitment in public secondary schools in Awka Education Zone of Anambra State was not rejected. In other words, there is no significant variation in teachers' job commitment predicted by principals' intrinsic reward practice in public secondary schools in Awka Education Zone of Anambra State. This means that principals' intrinsic reward practice is not a predictor of teachers' job commitment in public secondary schools in Awka Education Zone of Anambra State. Even if teachers do not receive intrinsic reward from principals, they are most likely to be committed to their job as professionals.

This finding agreed with that of Adetunji et al (2020) but it does not support that of Chukwuma, et al. (2022) which asserted that intrinsic rewards had strong positive and significant relationship with teachers' job commitment and that they are strong predictors of teachers' commitment to their job. Study by Ollor and Uwakwe (2020) also revealed that employees agreed that when they are valued, appreciated and allowed to work in a threat free environment, they will give their best to the organization not necessarily cash rewards. Despite the closeness of the time when the two studies were conducted, there was disagreement in the findings. The reason for the disagreement could also be because of the difference in the geographical location, population and sample size of the two studies

Conclusion

The result of this study indicated that principals' The result showed that there is no significant variation in teachers' job commitment predicted by principals' intrinsic reward practice in public secondary schools in Awka Education Zone of Anambra State. It was deduced from the result of the study that extrinsic reward practice is a significant factor for predicting teachers' job commitment in public secondary schools in Awka Education Zone of Anambra State. Principals' intrinsic reward practice is not a significant factor for predicting teachers' job commitment in public secondary schools in Anambra State. This means that intrinsic reward does not determine the level of teachers' commitment to their job in public secondary schools in Anambra State. The use of appropriate reward by could help to boost teachers' commitment to their job. This is vital since teachers are instrumental to teaching and learning and the realization of educational goals.

Recommendations

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

1. Principals should motivate teachers to be more committed to their job whenever they show outstanding performance by giving them cash prizes, awards, recommending them for promotion and involving them in decision-making.
2. Anambra State Post Primary School Service Commission should organize periodic programmes for principals on reward practices.
3. Teachers who are not commitment to their job after several corrections should be rewarded negatively through delaying their salaries or promotion.

REFERENCES

- Adetunji, O. K., Abari, A. O., & Mohammed, M. O. B. (2020). Reward system, teachers' attitude to work and their productivity in public senior secondary schools in Ogun west senatorial district, Nigeria. *Journal of Educational Research in Developing Areas*, 1(3), 214-225.
- Chukwuma, O. I., Agbanu, R. O., Agbo, C. S., & Ezenwa, O. I. (2022). Relationship between reward and employee performance in Oyi Local Government Area. *Journal of Policy and Development Studies*, 13(2), 147-157.
- Ewim, E.C., Unachukwu, G.O. & Ugwu, I. (2020). Reward and training practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State, Nigeria. *Unizik Journal of Educational Management and Policy*, 4 (1), 36-50.
- Ezeala, I. L. & Oluwuo, S.O. (2019). Reward system and teaching staff morale in public senior secondary schools in Imo State. *International Journal of Innovative Social & Science Education Research*, 7(4), 21-30.

- Gebayaw, A. A. (2019). Impact of rewards management system on employees' satisfaction in Case of DebreBirhan University administrative staffs. *Journal of Investment and Management*, 8(1), 16-24.
- Haruna, T. M., Mustapha, N.M., & Musa, I. (2018). Employee rewards and organizational performance: A review of literature. *Journal of Business and Organizational Development*, 10 (4), 20-34.
- Ifeakor, A. C. (2018). *What to write & how to write research proposal and report*. Lincel Publishers.
- Ifediorah, O. N., & Okaforcha, C. (2019). Extent of principals' support services for teachers' job commitment in public and private secondary schools in Anambra State. *African Research Review*, 13(2), 156-168.
- Ishaka, B. & Waziri, G. E. (2019). Relationship between promotion and classroom teachers' job satisfaction in senior secondary schools in Taraba State, Nigeria. *International Journal of Philosophy and Social-Psychological Sciences*, 5 (3), 63-67.
- Mbonu, V.C. & Azuji, M.I. (2021). Relationship between school principals' distributed leadership style and teachers' organizational commitment in public secondary schools in Anambra State, Nigeria. *European Journal of Education and Pedagogy*, 2(1), 7-11.
- Ndungu, D.N. (2017). The effects of rewards and recognition on employee performance in public educational institutions: A Case of Kenyatta University, Kenya. *Global Journal of Management and Business Research: Administration and Management*, 17(1), 43-68.
- Obiekwe, K. K., & Mbanefo, N.J. (2019). Teachers' perception of principals' human resource management practices as correlates of their job performance in Anambra State. *Global Scientific Journal*, 7(8), 571-585.
- Ollor, H.Y. & Uwakwe, F.O. (2020). Organizational reward system and employee job satisfaction in Hotels in Rivers State. *African Scholar Publications & Research International*, 12(2), 373-394.
- Onaolapo, T.M., Olajiga, D.G. & Onaolapo, A.A. (2019). Responding to teachers' commitment through job satisfaction in secondary schools. *International Journal for Innovative Research in Multidisciplinary Field*, 5(3), 88-92.
- Okotoni, C. A. & Akinwale, A. S. (2019). Principals' communication styles and teachers' job commitment in secondary schools in Osun State, Nigeria. *British Journal of Education*, 7(12), 7-19.
- Okoli, I., Okoli, D. & Nuel-Okoli, C. (2020). Reward management practices and employee performance of public universities in South-East, Nigeria. *European Journal of Business and Management Research*, 5(3), 1-9.
- Wilbrodahm, M.M. (2018). Assessment of reward management practices on organizational commitment: A case of Mumias Sugar Company Limited. *School Journal of Economics Business and Management*, 5(7), 705-711.
- Zaraket, W.S. & Saber (2017). The impact of financial reward on job satisfaction and performance: Implications for Blue Collar Employees. *China-USA Business Review*, 16(8), 369-378.