

**PERCEPTIONS OF STAKEHOLDERS ON REWARD TECHNIQUE AS CLASSROOM  
MANAGEMENT TECHNIQUE IN UPPER BASIC SCHOOLS IN NORTH-CENTRAL ZONE,  
NIGERIA**

**BY**

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**Abstract**

*This study was carried out to assess the Perceptions of Stakeholders on Reward as Classroom Management Technique in Upper Basic Schools in North-Central Zone, Nigeria. The study was carried out with one objective which is to examine the perception of stakeholders on reward as classroom management technique in upper basic schools in North-Central Zone. Descriptive research design was used in this study. The total population of the study was 66,432 with 61,825 teachers, 3,187 principals and 1,420 supervisors while the sample size of 1034, which comprised of 346 principals, 382 teachers and 306 supervisors were used as the sample for the study. The instrument was validated by the experts in Educational Foundation department, Ahmadu Bello University, Zaria. The instrument was pilot tested using test re-test and coefficient reliability index of 0.79. The demographic data of the respondents was analyzed using frequency count and percentages while mean and standard deviation was used to answer the research question. One null hypothesis was tested using Analysis of Variance (ANOVA) at 0.05 level of significance. Findings from the study show that Physical rewards such as (giving of biros, exercise books, textbooks); Symbolic rewards like (placing of an intelligent student's picture on the notice board) and psychological rewards (various forms of clapping–locomotive, Arabia among others) were used to motivate students towards enhanced academic achievement. Teachers should pay more attention to a students' learning characteristics by asking him/her to stand in front of the class and give oral answers and such a student should be rewarded accordingly.*

**Keywords:** *Perceptions of Stakeholders, Reward, Classroom management techniques, Upper basic schools*

**Introduction**

The classroom is the focal point of attention in the implementation of educational goals, thus constituting an important issue as far as classroom management and organization are concerned. Classroom management is the most frequently addressed topic for teachers in service because a teacher's ability to effectively manage the classroom and to organize instructions are basic components of teaching and learning. Moreover, classroom management strategies have a strong potential to influence students' academic learning and achievement positively or negatively. They are of paramount importance to many teachers, especially novice teachers who are contemplating new instructional approaches for the first time.

Classroom management strategy is closely linked to issues of motivation, discipline and respect when it comes to the teaching and learning process. If students could be motivated to learn in the classroom, the fundamental problem on classroom discipline will be drastically reduced if not solved permanently during the teaching and learning process. Classroom management is linked with issues of reward and discipline. There are instances in the classroom that need the application of adequate classroom management techniques by the teacher. Sometimes, there are instances where students leave their class while the teacher is teaching. Some even chew gum, put their legs on desk or read other materials that have no bearing with what is being taught at that moment. There are also cases of a blatant refusal of students to

participate in classroom activities or even comply with the teacher's instructions. All these put together border on the absence of poor execution of classroom discipline. In some secondary schools, where punishment exists, students are made to undergo one form of punishment or the other for their wrong doing with the hope that such a student will not repeat such wrong doing.

However, the technique of classroom management does not come like that; it is a product of teachers' instructional management skills, personality and experience. Most often than not, teachers have a unique way of setting up a classroom in ways that will facilitate learning so that they can manage the classroom environment. Successful classroom management requires the teacher to understand the unique nature of the classroom and his/her role as a teacher. The classroom is a complex environment which means that members of the classroom often differ in their ability and interest; invariably, the teacher may not be able to predict what will happen inside and outside the classroom. A classroom without a teacher can change into a parliament, a jungle market or even a mixture of everything; gossip, eating, naughtiness, laughter and craziness. Once a teacher enters the classroom, there is always silence at its perfectness and everyone is busy with his assigned work provided the teacher is a professional one. In most cases, students' behaviour will always be that of students, once the teacher leaves, their true identities are revealed. So a good classroom management is an important key to classroom success.

Similarly, one aspect of classroom management technique which cannot be ignored is the appropriate use of reward. Reward is an act that motivates a person to do something meaningful. Reward as an incentive incites, inspires and promotes the desire for the individual in learning. It also makes learning interesting to the students when referring to the concept of reward. It is important to distinguish between two basic orientations which are intrinsic and extrinsic motivational value. Intrinsic motivational patterns have been associated with high perceived ability and control. Patrick (2013) referred to reward as an act that causes a person to act or to do something, he viewed reward as an incentive which incites, inspires and promotes the desire for the individual in learning. It also makes learning interesting to the students when referring to the concept of reward. It is important to distinguish between two basic orientations, which are intrinsic and extrinsic. Intrinsic motivational patterns have been associated with high perceived ability and control, realistic task analysis and planning and the belief that efforts increased one's ability and control (Abel, 2010). An extrinsic orientation towards learning is characterised by a concern with external reasons for working such as the judgments of others regarding one's performance (Goldberg, 2010). In the same vein, he stated that intrinsic motivation is postulated by the use of extrinsic rewards and tends to change or decrease as the age of the child increases. Motivation, be it intrinsic or extrinsic is used to maximise the students' efforts and minimise some of their potentially inappropriate behaviours. On the other hand, Kelly (2010), defined reward as materials and intangible values that can be employed to motivate students to learn. James (2011) saw reward as a reinforcement that teachers can use to maintain discipline in the class.

Reward is defined as the internal and external factors that stimulate desire and energy in students to be continually interested and committed to their studies, or to make an effort to attain a goal. Reward leads to sustained activity towards learning goals (Abayomi, 2014). Reward therefore is a technique in classroom management that describes alternative reinforcement. There is no one ready-made familiar, strategy or set of techniques that can be used to motivate all students since what motivates one student at one instance may fail to motivate others.

### **Statement of the Problem**

The purpose of good classroom management in the realization of the objectives of education cannot be over emphasized. This is fundamental because classroom management is the oil that lubricates and ensures the efficiency of teaching and learning process. As such, teachers whether new or experienced are supposed to be conversant with classroom management techniques. However, this is not the case in many upper basic schools in North-Central Zone, Nigeria where teachers, both old and

new, hardly make use of classroom management techniques and deviant behaviours are mostly seen among learners. The absence or near absence of employing classroom management techniques has perhaps made teaching and learning problematic, brought chaos into the classroom environment, made the acquisition of skills almost impossible and rendered management and planning in the class almost impossible among others, hence the in-dispensation of adequate classroom management techniques.

Reward technique is a technique that teachers both new and experienced are supposed to employ at all times, this is because students at this level of education (upper basic schools) would always want to be cheered-up, or rewarded whenever they answer questions correctly but the reverse, is often the case. Students, therefore tend to feel disappointed when no reward is given and as a result, they hardly respond to questions.

### Purpose of the Study

The objective of the study is to:

1. Examine the perceptions of stakeholders on application of reward as a management technique in upper basic schools in North-Central Zone.

### Research Question

The following research question was set in line with the objective.

1. What is the stakeholders' perception on application of classroom reward technique in upper basic schools in North-Central Zone?

### Research Hypothesis

The following null hypothesis was used for this study:

**H<sub>01</sub>:** There is no significant difference in the perception of principals, teachers and supervisors on application of classroom reward technique in upper basic schools in North-Central Zone.

### Methodology

The research design used for this study was survey research. Survey research seeks to document and describe what exists or the present situation of existence or absence of what is being investigated. The population of this study is 66,432 comprised of 3,187 school principals, 61,825 teachers and 1,420 Supervisors. This gives us a total of 66,432.

**Table 1: Population of the Study**

S/N	State	Principals	Teachers	Supervisors
1	Kwara	520	10,200	200
2	Kogi	420	7,200	220
3	Niger	417	8,925	200
4	Nassarawa	420	7,100	150
5	Plateau	520	11,000	200
6	Benue	420	7800	200
7	FCT Abuja	470	9,600	250
<b>Total</b>		<b>3,187</b>	<b>61,825</b>	<b>1,420</b>

**Sources: States Ministry of Education (2017)**

The total sample size for the study was 1034 that is, 346 principals, 382 teachers and 306 supervisors. Simple random sampling technique was used to distribute the copies of questionnaire to the selected schools and respondents. However, the percentage of the population was used together with the total sample size obtained through the research advisor. This is in line with Adetoro (2009) who stated that the percentage of a population can be used to get the total sample desired, therefore, the percentage of each population of the respondents according to each state were derived through the total population of each

respondent divided by the total population multiplied by 100 to get the percentage, while the percentage arrived at was divided by 100 and multiplied by the total sample size from research advisor. Invariably, the percentage used differs as the total population of each respondent differs. The instrument that was used for this research was a self-Structured constructed Questionnaire, which was designed by the researcher and the instrument was designed using 5 Likert scales of Strongly Agree (5), Agree (4), Undecided (3), Strongly Disagree (2), Disagree (1). The copies of the questionnaire were divided into series of sections.

Validity of this instrument was determined by the Experts in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The pilot study was carried out in two states within the North-Central Zone but outside the sampled schools used for the main study. These were Kogi and Kwara state using 50 respondents from each state ministry of education. The respondents comprised 10 supervisors, 10 principals and 30 teachers of upper basic schools from the various states outside the study area. The reliability co-efficient of the instruments was statistically calculated at 0.05 level of significance and reliability coefficient of 0.799 was obtained. Test re-test was used in the administration of the instrument. The data was subjected to analysis using Pearson Product Moment Correlation Coefficient (PPMCC). A Reliability Coefficient of Alpha level of 0.799 was obtained. The descriptive statistics involves the use of frequency and percentage, for the bio data and in answering research questions. Inferential statistics that is analysis of variance (ANOVA) was used in testing the postulated null hypothesis.

## Results

**Table 2: Perceptions of Stakeholders on Application of Reward as Management Technique in Upper Basic Schools in North-Central Zone of Nigeria**

S/N	Items statement	Category of Respondents	Agree		Undecided		Disagree	
			F.	%	F.	%	F.	%
1	In my school, teachers use verbal praise to reward students who answer questions intelligently, using verbal rewards such as excellent, good, great, to mention but few.	Principals	204	58.6	0	0	142	41.4
		Teachers	220	57.7	5	1.3	157	40.9
		Supervisors	197	64.8	5	1.6	104	33.8
2	In this school, teachers acknowledge excellent response from students by nodding the head.	Principals	205	58.9	0	0	141	41.1
		Teachers	214	56.2	6	1.8	162	42.0
		Supervisors	186	61.0	3	1.0	117	38.0
3	In my school, gifts like textbooks, biros, exercise books are given to students in form of reward.	Principals	185	53.7	4	1.1	157	45.1
		Teachers	205	53.8	9	2.1	168	44.1
		Supervisors	129	42.3	3	1.0	174	56.7
4	Teachers smile at students whenever they respond well in spoken and written work.	Principals	216	62.1	29	8.3	103	29.6
		Teachers	226	59.3	29	7.6	127	33.1
		Supervisors	190	62.6	10	3.3	106	34.1
5	Teachers encourage other students in the class to clap for a student who responds well.	Principals	224	64.4	31	8.9	91	26.7
		Teachers	239	62.7	21	5.8	121	31.5
		Supervisors	193	63.3	9	3.0	104	33.8
6	In this school, teachers give a thumbs up to a student who in one way or the other has been remarkable in class activities.	Principals	196	56.3	36	10.3	114	33.3
		Teachers	177	46.5	28	7.6	177	45.9
		Supervisors	188	61.6	24	7.9	94	30.5
7	In this school, teachers reward students, who are exceptionally good and are	Principals	191	54.9	21	6.0	134	39.1

	constantly taking first position.	Teachers	178	46.7	20	5.2	184	48.0
		Supervisors	183	59.7	18	5.9	105	34.4
8	In my school, students are given the opportunity to be the teachers' helpers when they step out of the class.	Principals	93	26.7	25	7.2	228	66.1
		Teachers	87	22.8	27	6.8	268	70.3
		Supervisors	91	29.8	22	6.9	193	63.3
9	In my school, teachers give intelligent students a hearty handshake as a form of reward.	Principals	194	55.7	10	2.9	142	41.4
		Teachers	188	49.3	13	3.1	181	47.5
		Supervisors	186	61.0	17	5.2	103	33.8
10	In this school, symbolic rewards such as placing an excellent student's picture in the bulletin board for other students to see encourage them to improve.	Principals	142	40.8	14	4.0	190	55.2
		Teachers	117	30.7	19	4.7	246	64.6
		Supervisors	150	49.2	9	2.6	147	48.2

In response to items 1 to 10 in table 4.2 which sought to know the extent of the application of reward as a management technique in upper basic schools in North-Central Zone of Nigeria, responses of all respondents were collected, analysed and discussed. Response to item 1 reveals that 204 (58.6%) of principals agreed that teachers use verbal praise to reward students who answer questions intelligently, using rewards such as excellent, good, great, 142 (41.4%) of the principals were undecided. While 220 (57.7%) teachers agreed to the statement, 157 (40.9%) disagreed, while an insignificant number of respondents, 5 (1.3%) were undecided. Among the supervisors, 197 (64.8%) agreed that teachers use verbal praise to reward students who answer questions intelligently, however, 104 (33.8%) disagreed while 5 (1.6%) were undecided. In all, the responses showed that a greater number were of the view that teachers used verbal praise to reward students who answer questions intelligently, using rewards such as excellent, good, great, in upper basic schools in North-Central Zone of Nigeria. The result showed that, the respondent was affirmative. In response to item 2, it was revealed that teachers acknowledge excellent response from students by nodding and this invariably influences the students' performance in the school, the result showed that 205 (58.9%) principals agreed to the statement and 141 (41.1%) were undecided. 214 (56.2%) teachers agreed, 162 (42.0) disagreed while 6 (1.8%) were undecided. Among the supervisors, 186 (61.0%) agreed that teachers acknowledge excellent responses from students by nodding, 117 (38.0%) disagreed and 3 (1.0%) were undecided with the statement. In all, the respondents showed a greater magnitude in their responses that teachers acknowledge excellent response from students by nodding their head which in variably improves their learning in upper basic schools in the North-Central Zone of Nigeria.

Going by the respondents' perceptions on items 3 to 7 where no respondent had less than 65% in respect of disagreement, it is evident that there was a positive perception from the respondents toward application of reward as a management technique in classroom in Upper Basic Schools in North-Central Zone. It is believed that, gifts like textbooks, biros, exercise books are given to students in forms of reward in the school, teachers encouraged other students in the class to clap such as locomotive clapping, Arabia clapping, cloud and rainfall clapping, finger 1-5 clapping, to mention but a few, for the student who responds well. Teacher rewards students, who are exceptionally good and are constantly taking first position, which motivates the students to keep it up in upper basic schools in the North-Central Zone, Nigeria. In response to item 8, it was revealed that students are given the opportunity to be the teachers' helpers when the teacher steps out of the class, which helps to develop the students in the school, the result showed that 93 (26.7%) of principal agreed, 228 (66.1%) disagreed and 25 (7.2%) were undecided with the statement. Among teachers, 87 (22.8%) of teachers agreed, 27 (6.8) were undecided and 268 (70.3%) disagreed. 91 (29.8%) of supervisors agreed, 193 (63.3) were undecided and 22 (6.9%) disagreed with the statement. In all, the respondents showed a greater magnitude that students are given

the opportunity to be the teachers' helpers when they step out of the class, which helps to develop students' confidence in upper basic schools, in the North-Central Zone of Nigeria.

In response to item 9, it was revealed that teachers give intelligent students a hearty handshake as a form of reward, which motivates them to perform better in the school, the result showed that 194 (55.7%) principals agreed, 142 (41.4%) disagreed and 10 (2.9%) were undecided with the statement. Among the teachers, 188 (49.3%) of teachers agreed, 13 (3.1) were undecided and 182 (47.5%) disagreed. 186 (61.0%) of supervisors agreed, 17 (5.2) were undecided and 103 (33.8%) disagreed with the statement.

In response to item 10, it was revealed that symbolic rewards such as placing an excellent student's picture in the bulletin board for other students to see in the school, the result showed that 142 (40.8%) principals agreed, 190 (55.2%) disagreed and 14 (4.0%) were undecided with the statement. Among teachers, 117 (30.7%) teachers agreed, 17 (4.7) were undecided and 246 (64.6%) disagreed. 150 (49.2%) supervisors agreed, 9 (2.6) were undecided and 147 (48.2%) disagreed with the statement. In all, the responses showed that greater magnitudes of the respondents are of the view that symbolic rewards such as pinning an excellent student's picture in the bulletin board for other students to see in upper basic schools in the North-Central Zone of Nigeria.

**Hypothesis 1: There is no significant Difference in the perception of Principals, Teachers and Supervisors on the Application of Classroom Reward in Upper Basic Schools in North-Central Zone, Nigeria.**

**Table 3: Analysis of Variance (ANOVA) on the Application of Classroom Reward in Upper Basic Schools in North-Central Zone, Nigeria**

Source	Sum of Square	DF	Mean Square	F-ratio	F-critical	P-value
Between groups	307.482	2	153.741	18.274	45.515	.134
Within groups	3482.506	1031	.356			
<b>Total</b>	<b>3789.988</b>	<b>1033</b>				

In table 3, the computed probability is .134 and this is higher than the 0.05 level of significance set for this study. In other words, the calculated F- ratio value of 18.274 is less than the critical value of 45.515 while the calculated P-value of .134 is greater than the 0.05 level of significance. Therefore, the null hypothesis (Ho1) failed to be rejected (in other word it was retained). This is because teachers encourage other students in the class to clap for a student who responds well such as locomotive clapping, Arabia clapping, cloud and rainfall clapping to mention but a few. It could be concluded that there was no significant difference on the perception of principals, teachers and supervisors on application of classroom reward in upper basic schools in North-Central Zone, Nigeria, Nigeria.

### Discussion of Findings

In response to research question one presented in table 2 which sought to know perceptions of stakeholders on application of reward as a management technique in upper basic schools in North-Central Zone, Nigeria responses of all respondents were collected, analysed and discussed. The findings revealed that gifts such as textbooks, biros, and exercise books were given to students in forms of reward, symbolic reward such as pinning up excellent students' pictures on the board was seen, in addition, different kinds of clapping such as locomotive clapping, Arabia clapping to mention but a few have been found to motivate students towards excellent academic achievement.

The hypothesis leading to this finding was retained of which the p.value was .134 which was higher than 0.05 level of significance. This could be compared to the study conducted by Asiya, (2011) on the Effective Rewards as Classroom Management Techniques for Secondary School in Delta State. Results

obtained from the study revealed that effective classroom management techniques include constant engagement of students in activities, use of innovative instructional strategies by teachers, teachers acting as models, monitoring and effective communication during instruction. Findings also showed that teachers' classroom management effectiveness was a powerful motivator of students learning. This is because the p.value obtained was 0.027 which is lower than that of 0.05 level of significance.

### **Conclusion**

Based on the findings of this study, this study established that there is no technique for classroom management that will totally overcome students' behaviour problems if the teachers do not provide interesting and engaging programmes that allow each student to become actively involved in classroom activities as teachers encourages students' participation in teaching and learning through application of reward technique.

### **Recommendations**

From the findings of the study, the following recommendations are put forward:

Teachers should pay more attention to a student learning characteristics by asking him/her to stand in front of the class and give oral answers and such a student should be rewarded accordingly. Also, teachers should use verbal praise to reward students who answer questions intelligently, using rewards such as excellent, good, great, which invariably will enhanced their learning;

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