

# ***THE INTERNATIONAL JOURNAL OF BUSINESS & MANAGEMENT***

## **Monetary Rewards and Teachers' Performance in Selected Public Secondary Schools in Kano State, Nigeria**

**Garba Bala Bello**

Professor, Department of Business Administration and Entrepreneurship,  
Bayero University Kano, Nigeria

**Abdu Ja'afaru Bambale**

Professor, Department of Business Administration and Entrepreneurship,  
Bayero University Kano, Nigeria

**Muhammad Bello Jakada**

Ph.D. Student, Department of Business Administration and Entrepreneurship,  
Faculty of Social and Management Sciences, Bayero University Kano, Nigeria

**Kabiru Sani Yakubu**

Lecturer, Department of Agriculture and Extension Management,  
Audu Bako College of Agriculture, Danbatta, Kano, Nigeria

### ***Abstract:***

*This work examined the relationship between monetary rewards and teachers' performance in selected public secondary schools in Kano State. The study is quantitative in nature, and used survey research design. A total of 475 copies of survey questionnaire were distributed to teachers and 352 copies were retrieved and used for the study. Both cluster sampling and random sampling techniques were used. Using the SPSS version 17, descriptive statistics and regression analyses were employed in the analysis of the data for this study. The study found that there is significant positive relationship between salary, allowances and benefits (monetary rewards), and teachers' performance in public secondary schools in Kano State. Generally, it is recommended that monetary reward for teachers in public secondary schools should be adequately provided. Specifically, it is recommended that teachers' allowances should be given priority because it accounts for more variation in teachers' performance than any other dimension of monetary rewards (salary and benefits) used in the study.*

***Keywords:*** Job performance, allowances, benefit, monetary reward, salary, teachers

### **1. Introduction**

No organization operates in a vacuum, hence the need for individuals to perform for the organization to function. Employee performance is very vital for the survival of an organization and is largely influenced by the reward in place. When an employee does what is prescribed in the job description, job is performed. Therefore, individual job performance is of high relevance for the existence and wellbeing of organizations (Sonnentag, Volmer & Spychala, 2008). Armstrong (2010) argues that one of the most important, if not the most important, of the responsibilities undertaken by managers of organizations is to ensure that the members of their entities achieve high levels of performance. These arguments justify the fact that performance of an organization is a reflection of the performance of employees and that the better the employees perform, the better the organization perform and vice versa. Therefore, there is the need for both government and private organizations to employ appropriate reward mechanism for compensating employees' contributions and ginger them towards higher performance.

Monetary reward is a financial measure of influencing individual's drive to act towards desired direction. Monetary rewards comprise of rewards that have a monetary value and add up to total remuneration such as base pay, pay contingent on performance, contribution, competency or skill, pay related to service, financial recognition schemes, and benefits such as pensions, sick pay and health insurance (Armstrong, 2010). The importance of monetary reward cannot be over emphasized. Guajardo (2011) found that monetary rewards are the strongest incentive in Africa, especially salary increase or performance based rewards. Armstrong (2010) argues that monetary rewards are the core element in total reward. Also, a study conducted by Narsee (2012) in South Africa found that monetary reward is the most important reward category. These findings cannot be far from the fact that people work so that they can satisfy their economic needs and wants from the reward they get. Therefore, a good monetary reward package attracts not only competent workers and retain them, but also determine their commitments and attitudes towards work: and Kano State teachers may not be an exception.

Literature shows that in most of the organizations monetary rewards have positive effect on job performance (Ahn & Vigdor, 2010; Engellandt & Riphahn, 2004; Met & Ali, 2014; Njanja, Maina, Kibet, & Njagi, 2013; Yamoah, 2013). Despite the several studies conducted about monetary rewards and job performance, the subject would continue to be relevant in theory building and practice. Rewards help management to retain efficient and experienced workforce in organizations (Sajuyigbe, Olaoye, & Adeyemi, 2013). In Nigerian context, several studies have examined the relationship between monetary rewards and job performance in different settings including banking industry (Chijioke & Chinedu, 2015); tertiary institutions (Calvin, 2017; Samson, 2015); manufacturing companies (Charity & Timinepere, 2011; Sajuyigbe, Bosede, & Adeyemi, 2013); government parastatals (Olubusayoa, Stephenb, & Maxwell, 2014); electricity distribution companies (Achie & Kurah, 2016). Despite the numerous studies, the findings could not be considered to be conclusive because they largely represent the views and perceptions of samples from the predominantly Christian southern parts of Nigeria. There is need to survey samples from the predominantly Muslim northern part of Nigeria, which Kano State is part of, for a better understanding of the influence of monetary rewards in motivating employee performance in Nigeria.

Teachers' performance is very vital such that poor performance by teachers (lateness, absenteeism, laziness) seriously compromises teaching quality, learning outcomes, and social development (Bennell & Akyeampong, 2007). Akira and Ugborugbo (2009) opined that the quality of education depends on teachers as reflected in the performance of their duty. A study by Salman, Mohammed, Ogunlade, and Ayinla (2012) found that payment of poor remuneration, in terms of salary and allowances for teachers, affects teachers' performance, which in turn causes students' failure in mathematics in Ondo State, Nigeria. Therefore, the main aim of this study was to investigate the relationship effects of salary, allowances, and employee benefit (monetary reward s) on teachers' performance in public secondary schools in Kano State.

## 2. Literature Review

### 2.1. Concept of Job Performance

Individual job performance is of high relevance for the existence and wellbeing of organizations (Sonnentag et al, 2008). Armstrong (2010) argues that one of the most important of the responsibilities undertaken by managers of organizations is to ensure that the members of their entities achieve high levels of performance. Therefore, the importance of employee performance for the survival of an organization cannot be overemphasized. Employee job performance is a behaviour that accomplishes results (Armstrong, 2014). Performance is something a person does and is highly affected by motivation (Inayatullah & Jehangir, 2012). Gungor (2011) opines that employee performance is originally what an employee does or does not do and that performance of employees could include: quantity of output, quality of output, timeliness of output, presence at work, cooperativeness. Shaari, Yaakub, and Hashim (2002) opined that performance can be regarded as almost any behavior; which is directed towards task or goal accomplishment.

Performance can be referred to as the outcome of any economic activity and in secondary schools it is basically on teachers academic performance like teaching and marking, preparing report forms, doing school duties, attending staff meetings, schemes of work and lesson plans (Justine, 2011). Teacher performance can also be defined as a function of standardized test score, that is the higher the scores the higher the performance (Baeder, 2011). Therefore, organizations need individuals who can perform to the highest level towards achieving their ultimate goals.

### 2.2. Concept of Monetary Reward

Reward is one of the important elements that motivate employees to put in their best effort. It contributes to the improvement of organizational performance by helping them to attract, retain and engage the people upon which the business relies (Armstrong, 2010). The aim of both monetary and non-monetary rewards system in an organisation is to motivate employees to put in their best effort and skills optimally towards achieving the goals of an organisation. Reward system aims to encourage employees to explore and apply their creativity and innovation ability, to take on greater responsibility and demonstrate commitment with their tasks execution, resulting in higher achievement and improved working performance (Delicet at, 2014).

However, Aktar, Sachu, and Ali (2012) argued that among all those factors which affect employee performance and commitment, motivation that comes with rewards is of utmost importance. Money, in the form of pay or some other sort of remuneration, is regarded by many people as the most obvious extrinsic reward and seems to provide the carrot that most people want (Armstrong & Taylor, 2014). Armstrong and Taylor (2014) argued that, money is a powerful force because it is linked directly or indirectly to the satisfaction of many needs. And even though, Money may in itself have no intrinsic meaning, but it acquires significant motivating power because it comes to symbolize so many intangible goals (Armstrong & Taylor, 2014). An interview conducted by Met and Ali (2014) with human resource managers and employees of Oil and Gas Offshore facility in Malaysia revealed that pay or monetary reward is one of the primary concerns among employees and money has been one of the key factors associated with employee's motivation.

Agarwal (2010) states that money is still the most crucial motivating factor for employees and that it makes them perform well in the company. Even though he agrees that non-monetary rewards motivate but argues that after a certain point in an individual's career, money has the greater significance. Monetary rewards comprise all rewards that have a monetary value and add up to total remuneration – base pay, pay contingent on performance, contribution, competency or skill, pay related to service, financial recognition schemes, and benefits such as pensions, sick pay and health insurance (Armstrong, 2010). Monetary motivation (reward) is a measure of individual's drive to achieve something in exchange for money (Met & Ali, 2014).

However, even though, there are different types of monetary reward, this study adopted salary, allowances and benefits only. After consulting the Kano State Secondary Schools Management Board (KSSMB), a government agency responsible for regulating the

activities of all public secondary schools in Kano State, on the monetary packages that are available and applicable to the teachers in Kano State Public Secondary Schools, the study found that only salary, allowances and benefits are available to teachers. The study, hence, focused attention on these three packages (Salary, Allowances, and Employee Benefits) and they were adopted as dimensions of monetary reward.

### 2.2.1. Salary

Braton & Gold, (2003) defined salary as a fixed periodical payment for non-manual employees usually expressed in annual terms, paid per month with generally no additions for productivity. In another words, salary is a fixed amount paid to the employees at regular intervals for their performance and Productivity (Surbhi, 2015).

### 2.2.2. Allowances

Allowances are cash incentives, but tied to the specific action that education officials are trying to encourage, such as teaching in a double-shift school or taking that remote assignment (World Bank, 2009). In other words, allowances are monetary benefits other than salary granted to an officer for a special purpose and shall where applicable paid along with the officer's salary (Kano State Government, 2014).

### 2.2.3. Employee Benefits

Employee benefits consist of arrangements made by employers for their employees which enhance the latter's well-being (Armstrong, 2010). They are provided in addition to pay, and form important parts of the total reward package. As part of total remuneration, they may be deferred or contingent, like a pension scheme, insurance cover or sick pay, or they may be immediate like a company car or a loan (Armstrong, 2010). Employees' benefits are elements of remuneration given to employees in addition to the various forms of cash pay (Chepkwony, 2014). This is defined as monetary benefit other than salary granted to an officer for a specific purpose (federal public service rule, 2006).

## *2.3. Monetary Rewards and Job Performance: Empirical Evidences*

Most of the studies on monetary reward and teachers' job performance reported significant positive relationship. For example, a study by Engellandt and Riphahn (2004) in Switzerland found that a surprise bonus payment is an effective incentive for employee effort. Ahn and Vigdor (2010) who wrote on the impact of bonus incentives on teachers' effort in USA found that monetary incentives (bonus) lead teachers to try harder. A study on the mediating role of motivation on the relationship between reward management system and employee performance by Gungor (2011) in Turkey revealed that financial rewards have positive effects on employee performance. Yamoah (2013) who wrote on reward and job Performance of teachers of public schools in Ghana reported a significant relationship between teachers' rewards and job performance. Mphil, Ramzan, Zubair, Ali, and Arslan (2014) in their study on the impact of compensation on employee performance in Pakistan reported positive impact of compensation on employee performance. Negussie (2014) who wrote on the motivational factors that affect teachers' work performance in secondary schools in Ethiopia concluded that lack of motivational factors such as salary, rent allowances and transport allowances negatively affect teachers' work performance.

In the Nigerian context only a few studies have examined the effects of monetary rewards on employee performance and were mostly conducted in southern part of country. Expectedly, all of these studies have demonstrated positive relationship. Charity and Timinepere (2011) have investigated the effects of monetary and non-monetary rewards on the performance of employees of some selected manufacturing firms in Rivers State where 312 employees participated, while Olubusayoa, Stephen and Maxwell (2014) conducted the study using civil servants of some selected government parastatals in Ogun State. Similarly, Chijioke and Chinedu (2015) conducted a similar study using bank employees in Awka Metropolis in Anambra State. Another monetary rewards and employee performance study was conducted in Kogi State University, Anyigba by Samson (2015) and 99 employees participated in the study. Study on monetary rewards and employee performance was conducted in Lagos in which 200 teachers participated (Wasiu, & Adebajo, 2014). Therefore, more studies are still warranted since organisations need to continuously understand the importance of monetary reward in improving employees' performance. This study also used a larger sample of 375 teachers.

Thus, based on the extant literature discussed in the previous sections, three hypotheses were formulated for testing in this research work.

- i. There is no significant relationship between salaries and teachers performance in public secondary schools in Kano State.
- ii. There is no significant relationship between allowances and teachers performance in public secondary schools in Kano State.
- iii. There is no significant relationship between benefit and teachers performance in public secondary schools in Kano State.

## *2.4. Conceptual Framework*

Expectancy theory (Vroom, 1964) was used by some researchers to underpin the relationship between monetary reward and job performance (for e.g. Adkins, 2004; Viscardi, 2014). The theory advocated that money is an instrument of motivation and postulates that employee will put his effort if he views that his performance will be duly rewarded. Therefore, if teachers believed that performing well will be highly rewarded and the rewards are achievable they will put all their effort to achieve it. Thus, this study like that of Adkins (2004) and Viscardi (2014) adopts expectancy theory as underpinning theory of the model of the study. The independent variable (IV) is monetary reward which has three dimensions and the dependent variable is teachers' performance (DV). Hence, the model of the study is depicted below.

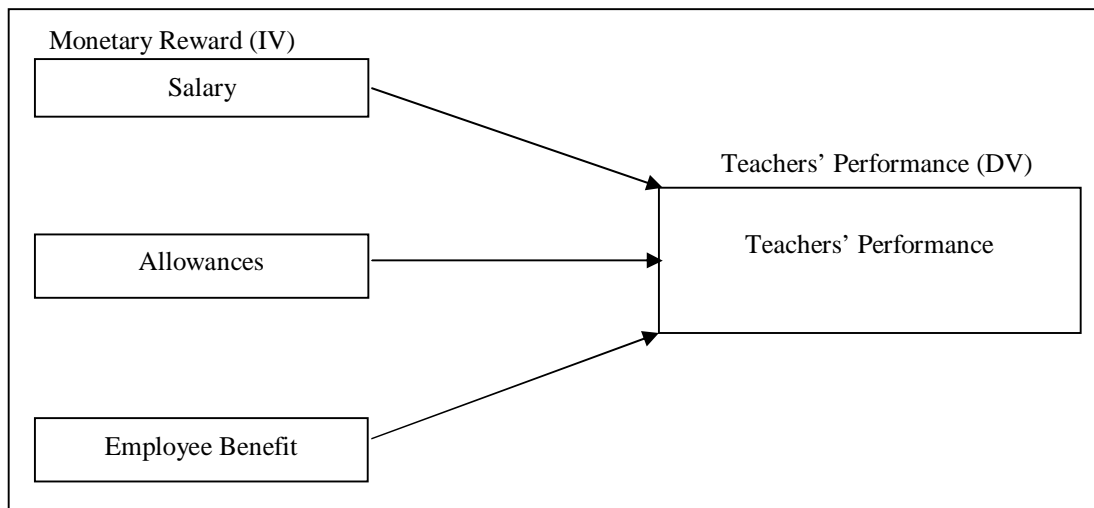


Figure 1: Conceptual Framework Model

### 3. Method

#### 3.1. Sample

This research work is quantitative in nature and used survey design research. The population of the study consists of the entire 13,357 public secondary schools teachers under Kano State Secondary Schools Management Board (KSSSMB). The sample size of the study is three hundred and seventy five (375) teachers of public secondary schools in Kano State based on the Krejcie and Morgan (1972) sample size table.

However, since teachers are posted to various public secondary schools across the 44 local government areas of Kano State, cluster sampling technique was adopted for economic efficiency. The clusters in this study were the 14 zonal education offices under KSSSMB. Five zonal education offices which comprised Dala, Danbatta, Nassarawa, Dakin Kudu, and Municipal were randomly selected from the list of the fourteen zonal education offices (clusters) under KSSSMB to represent the population. Furthermore, seven public secondary schools were randomly selected from each of the five zones (See Appendix) to participate in the study. Teachers from these selected public secondary schools were also randomly selected to participate in the study.

Questionnaire instrument was used to obtain data for the study. The questionnaire has twenty nine (29) items which were divided in to five sections. Background information has six items, teachers' salary has eight items, teachers' allowances have three items, teachers' benefit has two items, and teachers' performance has ten items. The instrument was coded based on five point Likert scale with a range of option from 1 (strongly agreed) to 5 (strongly disagreed). The questionnaire was adapted from previous studies.

#### 3.2. Measurement of the Variables

Salary was measured using 8 items which were adapted from instrument developed by Gerald (2011). Allowance was measured using 3 items which were adapted from instrument developed by Justin (2011). Benefit was measured using 2 items which were adapted from instrument developed by Artz (2014). Finally, performance was measured using 10 items which were adapted from the work of Aacha (2010). The 5 point Likert scale was used for measuring all the items of the 4 variables.

#### 3.3. Reliability of the Instrument

Chronbach Alpha was used to determine the scale reliability of the instrument. An alpha of 0.712, 0.745 and 0.747 were recorded for salary, allowances and performance. This means that alphas for these three variables are good since an alpha between 0.70 and 0.80 is regarded as good alpha (Zikmund et al, 2010). An alpha of 0.670 was recorded for benefit. Bandar, Jani and Karim (2014) argued that an alpha scores greater than or equal to 0.60 are considered acceptable and adequate internal consistency. Thus, alpha score for benefit is adequate. Table 1 depicts summary of the reliability analysis of the variables.

Variable	Cronbach's Alpha	Number of Items
Salary	0.712	8
Allowances	0.745	3
Benefit	0.670	2
Performance	0.747	10

Table 1: Summary of Reliability Analysis of Variables  
Source: Field Survey, 2017

## 4. Result and Discussion of Findings

### 4.1. Demographic Data

Table 1 depicts the demographic statistics of the respondents. It shows frequencies and valid percentage of the characteristics of the respondents in terms of gender, marital status, qualification, age, working experience, and salary. Tables 2, 3, and 4 on the other hand showed the results of the regression analysis.

Respondents' Characteristics		Frequencies	Valid Percentage
Gender:	Male	236	67.0
	Female	116	33.0
	Total	352	100.0
Marital Status:	Single	111	31.5
	Married	241	68.5
	Total	352	100.0
Qualification:	Diploma	45	12.8
	NCE	98	27.8
	HND/B.Sc/B.Ed	184	52.3
	Master Degree	25	7.1
	Total	352	100.0
Age:	18-25 years	26	7.4
	26-35 years	174	49.4
	36-45 years	109	31.0
	46-55 years	32	9.1
	56 years and above	11	3.1
	Total	352	100.0
Working Experience:	Less than 2 years	73	20.7
	2-5 years	83	23.6
	6-10 years	97	27.6
	11-15 years	49	13.9
	16 years and above	50	14.2
	Total	352	100.0
Salary Earning:	25,000-35,000	97	27.6
	36,000-45,000	83	23.6
	46,000-55,000	66	18.8
	56,000-65,000	53	15.1
	66,000 and above	53	15.1
	Total	352	100.0

Table 2: Demographic Information of the Respondents  
Source: Field Survey, 2017

### 4.2. Results

Multiple Regression technique of analysis was used to analyze the relationship between monetary reward and teachers' performance. On the other hand, the demographic variables of the respondents were analyzed using descriptive statistics. Both analyses were done using the SPSS 17 version. Based on the results of this study as depicted in Table 2, the multiple correlation coefficients between the independent variables (salaries, allowances and benefit) and the dependent variable (teachers' performance) is more than 60% (R is 0.603). The adjusted R square value is .358, which means that the research model accounted for more than 35% variation in the dependent variable.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.603 <sup>a</sup>	0.363	0.358	5.60085	0.363	65.268	3	343	0	1.686

Table 3: Model Summary

a. Predictors: (Constant), Benefits, Salaries, Allowances

b. Dependent Variable: Performance

Source: Field Survey, 2017

Table 3, however, determines whether the model is statistically significant and can predict the outcome of the dependent variable using the F-value and P-value (sig). The F-value of this model is 65.268 and P-value is .000 (P<.001). These results meant that the

model of this research work is statistically significant and explain a large portion of variation in the dependent variable (Teachers Performance).

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	14.432	1.336		10.798	0.000
Salaries	0.138	0.069	0.087	2.006	0.046
Allowances	1.439	0.118	0.535	12.151	0.000
Benefit	0.678	0.187	0.159	3.617	0.000

Table 4: Anova  
Source: Field Survey, 2017

Table 5 on the other hand reveals the result of the regression model for the study. The table presents results of hypotheses testing of the study and determines whether null hypotheses would be accepted and alternate hypotheses rejected or otherwise.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	14.432	1.336		10.798	0.000
Salaries	0.138	0.069	0.087	2.006	0.046
Allowances	1.439	0.118	0.535	12.151	0.000
Benefit	0.678	0.187	0.159	3.617	0.000

Table 5: Regression Coefficients  
Dependent Variable: Performance  
Source: Field Survey, 2017

#### 4.3. Discussion

This research work examines the relationship between monetary reward and teachers' performance in some selected public secondary schools in Kano State. Based on the issues identified and research gap established from the literatures reviewed, three hypotheses were formulated for testing in the study.

Hypothesis one, which states that there is no significant relationship between salaries and teachers' performance in Public Secondary Schools in Kano State, is rejected. The standardized beta value for salaries is .087, and t-value is 2.006 with a significance of 0.046 ( $p < 0.005$ ). These results meant that there is statistically significant positive relationship between salaries and teachers performance in Public Secondary Schools in Kano State, and that an increase in salaries will lead to an increase in teachers' performance by 8.7%. This finding is consistent with the findings by Aktar et al (2012) in Bangladesh, Gohari, Ahmadloo, Baroujeni, and Hosseinipour, (2013) in Ghana, Seniwoliba (2013) in Ghana, Chepkwony (2014) in Kenya, Negussie (2014) in Ethiopia, and Viscardi (2014) in USA.

Hypothesis two, which states that there is no significant relationship between allowances and teachers' performance in Public Secondary Schools in Kano State, is rejected. The standardized beta value for allowances is 0.535, and t-value is 12.151 with a significance of 0.001 ( $p < 0.001$ ). These results meant that there is statistically significant positive relationship between allowances and teachers performance in Public Secondary Schools in Kano State, and that an increase in allowances will lead to an increase in teachers' performance by 53.5%. Similarly, this finding concurs with findings by Uche, Fiberesima, and Unwucheka (2011) in Nigeria, and Negussie (2014) in Ethiopia.

Hypothesis three, which states that there is no significant relationship between benefit and teachers' performance in Public Secondary Schools in Kano State, is rejected. The standardized beta value for employee benefits is 0.159, and t-value is 3.617 with a significance of 0.001 ( $p < 0.001$ ). These results meant that there is statistically significant positive relationship between benefit and teachers performance in Public Secondary Schools in Kano State, and that an increase in benefit will lead to an increase in teachers' performance by 15.9%. This finding is also consistent with findings by Yamoah (2013) in Ghana, and Chepkwony (2014) in Kenya.

The findings of this study that there is a significantly positive relationship between monetary rewards (salary, allowances and benefits), and teachers' performance in in Public Secondary Schools in Kano State concurred with the findings of most previous studies conducted in Nigeria and overseas. The local studies conducted in Nigeria that have similar findings include: Charity and Timinepere (2011); Olubusayoa, Stephen and Maxwell (2014); Chijioko and Chinedu (2015); Samson's (2015); and Wasiu and Adebajo (2014). The findings are justified because in Nigeria people have higher recognition for money as a means for satisfying their basic needs (food, shelter, health etc). In addition, more than 53% of Kano State citizens, where this study is conducted, are core poor (National Bureau of Statistics, 2010). These statistics justify the reasons why teachers in Kano state public secondary schools greatly need monetary rewards in terms of salary, allowances and benefit to be motivated.

Moreover, the overseas studies with similar findings include Lavy (2001) conducted in Israel; Narsee (2012) in South Africa; Uzonna (2013) in Cyprus; Wekesa and Nyaroo (2013) in Kenya; Yamoah (2013) in Ghana; Chepkwony (2014) in Kenya; Negussie (2014) in Ethiopia; and, and finally Met et al (2015) which was conducted in Malaysia. The reason for this similarity of findings can be due to

the fact that Nigeria, like many of the foregoing mentioned countries, Nigeria is also a developing country with 41% of its citizens living in extreme poverty (World Bank, 2015).

## 5. Conclusions, Implications, and Suggestions for Further Studies

### 5.1. Conclusions

This research work examines the relationship between monetary reward and teachers' performance in selected public secondary schools in Kano State. The study concluded that all the three dimensions of monetary reward used; salary, allowances and benefit, significantly affect teachers' performance in Public Secondary Schools in Kano State. Further findings by the study suggested that teachers in Kano State place higher value on monetary reward since the model of the study can predict their performance by more than 35% (Table 1).

### 5.2. Implications

The findings of this study have both theoretical and practical implications. The theoretical implication is the study's contribution to the reservoir of knowledge by testing the direct effect of salary, allowances and benefit as monetary reward on teachers' performance in Kano State, Nigeria for the first time. In addition, students and scholars who are interested in human resource management and other area of research related to this study will find this research work very helpful.

Furthermore, the findings of this study will practically assist the government to better understand the value that teachers of public schools in Kano State attached to salary, allowances, and benefit as a means of improving their performance. Thus, the study will help the government in formulating effective monetary reward package that will enable the teachers in Kano State put in more effort and perform better. Therefore, it is recommended that monetary rewards for teachers in public secondary schools in Kano State should be improved by the government. It also recommended that allowances should be given priority because it accounts for bigger variation in teachers' performance in Kano State more than any other dimension of monetary reward used in the study.

### 5.3. Suggestion for Further Study

This study is limited by focusing on only monetary aspect of total reward, therefore further research can include both monetary and non-monetary aspects of reward. Secondly, future research should investigate the mechanisms through which monetary rewards affect employee performance. For example, job satisfaction, organizational commitment, and perceived organizational support (POS) should be tested as possible mediators or moderators in the present model.

## 6. References

- i. Aacha, M. (2010). Motivation and the Performance of Primary School Teachers in Uganda: A Case of Kimaanya-Kyabakuza Division, Masaka District (Masters dissertation, Makerere University, Uganda). Retrieved from: Aacha\_Mary.pdf
- ii. Achie, S.T. Kurah, J.T. (2016). The Role of Financial Incentives as a Motivator in Employee's Productivity in Nigeria Electricity Distribution Companies. *International journal of Research in Business Studies and Management* Volume 3(1), 1-8.
- iii. Adkins, G.K. (2004). Teacher Performance Pay: The Perception of Certified School-Based Personnel (Doctoral thesis, University Of Central Florida Orlando, Florida, USA). Retrieved from; [purl.fcla.edu/fcla/etd/cfe0000200](http://purl.fcla.edu/fcla/etd/cfe0000200)
- iv. Agrawal, S. (2010). Motivation and Executive Compensation. *The IUP Journal of Corporate Governance*, 9(Nov. 1 & 2), 27-46.
- v. Ahn, T. and Vigdor, J. (2010). The Impact of Incentives on Effort: Teacher Bonuses in North Carolina (working paper series NO. 10-06). Retrieved from: [https://sites.hks.harvard.edu/pepg/MeritPayPapers/Ahn\\_10-06.pdf](https://sites.hks.harvard.edu/pepg/MeritPayPapers/Ahn_10-06.pdf)
- vi. Akiri, A.A., & Ugborugbo, N.M. (2009). Teachers' Effectiveness and Students' Academic Performance in Public Secondary Schools in Delta State, Nigeria. *Stud Home CommSci*, 3(2), 107-113.
- vii. Aktar, S., Sachu, M.K., Ali, Md.E. (2012). The Impact of Rewards on Employee of Performance in Commercial Banks of Bangladesh: An Empirical Study. *IOSR Journal Business and Management (IOSR-JBM)*, 6 (2), 09-15.
- viii. Armstrong, M. (2010). *Armstrong's Essential Human Resource Management Practice: A Guide to People Management*. London, England: Kogan Page Limited.
- ix. Armstrong, M., and Taylor, S. (2014). *Armstrong's Hand Book of Human Resource Management Practice* (13th ed.). London, England: Kogan Page Limited.
- x. Artz, B. (2014). Fringe Benefits and Job Satisfaction (working paper NO 08-03). University of Wisconsin – Milwaukee: United State.
- xi. Baeder, J. (2011). Performance or Effectiveness? A Critical Distinction for Teacher Evaluation. Retrieve from: [blogs.edweek.org/edweek/on-teacher-performance/2011](http://blogs.edweek.org/edweek/on-teacher-performance/2011).
- xii. Bandar, N.A., Jani, R., & Karim, M.A. (2014). Psychometric Properties of the WHOQOL-BREF Questionnaire among Disabled Students in Malaysian Higher Learning Institutions. *Applied Research Quality Life*, 9(3), 469-478.
- xiii. Bennell, P. & Akyeampong, K. (2007). Teacher Motivation in Sub-Saharan Africa and South Asia. Department for International Development (DFID): Educational Papers.
- xiv. Calvin, O.Y. (2017). The Impact of Remuneration on Employees' Performance (A Study of Abdul Gusau Polytechnic, Talata-Mafara and State College of Education Maru, Zamfara State). *Arabian Journal of Business and Management Review (Nigerian Chapter)*, 4(2), 34-43.

- xv. Charity, A. E., & Timinepere, C. O. (2011). The effects of monetary and non-monetary rewards on the employees' performance in manufacturing firms in Rivers State, Nigeria. *Journal of Sociology, Psychology and Anthropology in Practice*, 3, 1, 120-129.
- xvi. Chepkwony, C.C. (2014). The Relationship between Rewards System and Job Satisfaction, A case Study of Teachers Service Commission Kenya. *European Journal of Business and Social Sciences*, 3(1), 59-70.
- xvii. Chijioke, N. N., & Chinedu, E. F. (2015). Effect of rewards on employee performance in organizations: a study of selected commercial banks in Awka Metropolis. *European Journal of Business and Management*, 7(4), 80-88.
- xviii. Delic, A., Kozarevic, E., Peric, A., & Civic, B. (2014). The Monetary and Non-Monetary Incentives Impact on Job Satisfaction: Evidence from Bosnia and Herzegovina Banking Sector. *Proceedings of Annual Paris Business and Social Science Research Conference*, 7 - 8 August 2014, Hotel Crowne Plaza Republique, Paris, France. Retrieved from: [www.1407134765\\_608-Amela.pdf](http://www.1407134765_608-Amela.pdf)
- xix. Engellandt, A., & Riphahn, R.T. (2004). Incentive Effects of Bonus Payments: Evidence from an International Company. Discussion Paper Series NO 1229. Retrieved from: <http://ftp.iza.org/dp1229.pdf>
- xx. Gerald, S. (2011). Rewards and Job Commitment of Primary School Teachers in Mityana District (Master dissertation, Makerere University, Kampala, Uganda). Retrieved from: [www.google.com.ng/url?q=https://news.mak.ac.ug/documents/makfiles/theses/Ssali\\_Gerald.pdf&sa=U&ved=0ahUKEwiNgOycwK3OAhWJKsAKHdloDrUQFggTMAQ&usq=AFQjCNHh1wHCOZ11QjbMbgDpxaLa0zw](http://www.google.com.ng/url?q=https://news.mak.ac.ug/documents/makfiles/theses/Ssali_Gerald.pdf&sa=U&ved=0ahUKEwiNgOycwK3OAhWJKsAKHdloDrUQFggTMAQ&usq=AFQjCNHh1wHCOZ11QjbMbgDpxaLa0zw)
- xxi. Gohari, P., Ahmadloo, A., Baroujeni, M.B., & Hosseinipour, S.J. (2013). Relationship between Rewards and Employee Performance. *Interdisciplinary Journal of Contemporary Research in Business*, vol. 5(3), 543-570.
- xxii. Government White Paper on the Report of the Presidential Committee on the Review of the Public Service Rules (2006).
- xxiii. Guajardo, J. (2011). Teacher Motivation: Theoretical Framework, Situation Analysis of Save the Children Country Offices, and Recommended Strategies. *Save the Children Basic Education Intern*, Spring 2011.
- xxiv. Gungor, P. (2011). The Relationship between Reward Management System and Employee Performance with the Mediating Role of Motivation: A Quantitative Study on Global Banks. *Procedia Social and Behaviora Sciences*, 24, 1510-1520.
- xxv. Inayatullah, A., & Jehangir, P. (2012). Teachers' Job Performance: The Role of Motivation. *Abasyn Journal of Social Sciences*, 5(2), 78-99.
- xxvi. Justine, N. (2011). Motivational Practices and Teachers Performance in Jinja Municipal Secondary Schools, Jinja District, Uganda (Master dissertation, Bugema University, Kampala, Uganda). Retrieved from: [files.eric.ed.gov/fulltext/ED5311219.pdf](http://files.eric.ed.gov/fulltext/ED5311219.pdf)
- xxvii. Kano State of Nigeria (2014). Human Resource Management Policy. A Publication of the Office of the Head of Civil Service, Kano.
- xxviii. Lavy, V. (2001). Evaluating the Effect of Teachers' Performance Incentives on Pupil Achievement. Department of Economics, Hebrew University Mt. Scopus, Jerusalem 91905, Israel.
- xxix. Met, M., & Ali, I. (2014b). Moderating Effect of Demographics on Monetary Motivation and Employees' Job Performance Relationship: Evidence from Malaysia. *International Journal of Sustainable Development & World Policy*, 3(3), 67-89.
- xxx. Mphil, A., Ramzan, M., Zubair, H.M.K., Ali, G., and Arslan, M. (2014). Impact of Compensation on Employee Performance (Empirical Evidence from Banking Sector of Pakistan). *International Journal of Business and Social Science*, 5(2), 302-309.
- xxxi. Narsee, N. (2012). Comparing the Impact of Monetary and Non-Monetary Reward Programmes Towards Employee and Organisation Motivation (Master dissertation, Gordon Institute of Business Science, University of Pretoria, South Africa). Retrieved from: [www.google.com.ng/search?q=comparing+the+impact+of+monetary+and+non+monetary+reward+programs+towards+employee+and+organization+motivation+pdf&btnG=&client=ms-opera-mini-android](http://www.google.com.ng/search?q=comparing+the+impact+of+monetary+and+non+monetary+reward+programs+towards+employee+and+organization+motivation+pdf&btnG=&client=ms-opera-mini-android)
- xxxii. National Bureau of Statistics (2012). Nigeria Poverty Profile 2010. Retrieved from: [http://www.google.com.ng/url?sa=t&source=web&rct=j&url=http://www.nigerianstat.gov.ng/pdfuploads/Nigeria%2520Poverty%2520Profile%25202010.pdf&ved=0ahUKEwicqfol6PQAHXLSlQKHwzLAh8QFggYMAA&usq=AFQjCNfDK1\\_Y32Ph5HTxfEbil0mX\\_alAwg](http://www.google.com.ng/url?sa=t&source=web&rct=j&url=http://www.nigerianstat.gov.ng/pdfuploads/Nigeria%2520Poverty%2520Profile%25202010.pdf&ved=0ahUKEwicqfol6PQAHXLSlQKHwzLAh8QFggYMAA&usq=AFQjCNfDK1_Y32Ph5HTxfEbil0mX_alAwg)
- xxxiii. Negussie, Y. (2014). Motivational Factors that Affect Teachers' Work Performance in Secondary Schools of Jijiga City, Somali Regional Staff, Ethiopia (Master dissertation, Haramaya University, Ethiopia). Retrieved from: [www.google.com.ng/search?q=motivational+factors+that+affects+teachers+work+performance+pdf&btnG=&client=ms-opera-mini-andriod](http://www.google.com.ng/search?q=motivational+factors+that+affects+teachers+work+performance+pdf&btnG=&client=ms-opera-mini-andriod)
- xxxiv. Njanja, W.L., Maina, R.N., Kibet, L.K., & Njagi, N. (2013). Effect of Reward on Employee Performance: A Case of Kenya Power and Lighting Company Ltd., Nakuru, Kenya. *International Journal of Business and Management*, 8(21), 41-49.
- xxxv. Olubusayo, F. H., Stephen, I. A., & Maxwell, O. (2014). Incentives packages and employees' attitudes to work: a study of selected government parastatals in Ogun State, South-West, Nigeria. *International Journal of Research in Business and Social Science*, 3(1), 63-74.
- xxxvi. Sajuyigbe, A. S., Olaoye, B. O., & Adeyemi, M.A (2013). Impact of Reward on Employees Performance in a Selected Manufacturing Companies in Ibadan, Oyo State, Nigeria. *International Journal of Arts and Commerce*. 2(2); 27-32
- xxxvii. Salman, M.F., Mohammed, A. S., Ogunlade A. A., & Ayinla, J.O. (2012). Causes of Mass Failure in Senior School Certificate Mathematics Examinations As Viewed By Secondary School Teachers and Students in Ondo, Nigeria. *Journal of Education and Practice*, 3(8), 79-89.



- xxxviii. Samson, A. J. (2015). The colossus of rewards and motivation on employees performance in Kogi State University, Anyigba. *International Journal of Public Administration and Management Research (IJPAMR)*, 2(5), 85-94.
- xxxix. Seniwoliba A. J. (2013). Teacher motivation and job satisfaction in senior high schools in the Tamale metropolis of Ghana. *Merit Research Journal of Education and Review*, 1(9), 181-196.
- xl. Shaari, A.S., Yaakub, N.F., & Hashim, R.A. (2002). Job Motivation and Performance of Secondary School Teachers. *Malaysian Management Journal*, 6(I & 2), 17-24.
- xli. Sonnentag, S., Volmer, J., & Spychala, A. (2008). Job Performance. *Micro approaches (Sage Handbook of Organizational Behavior; vol. 1)*, Los Angeles, Calif. [u.a.]: SAGE, 427-447. Retrieved from: <http://nbn-resolving.de/urn:nbn:de:bsz:352-opus-121834>
- xlii. Surbhi, S. (2015). Differences between Salaries and Wages. Retrieved from [.http://keydifferences.com/difference-between-salary-andwages.html#ixzz4IG1CT6Vu](http://keydifferences.com/difference-between-salary-andwages.html#ixzz4IG1CT6Vu)
- xliii. Uche, A.L., Fiberesima, D., & Unwucheka, O.A. (2011). Relationship between Motivational Factors and Teachers' Performance on the Job in Ogba/ Egbema/ Ndoni Local Government Area, of Rivers State. *Mediterranean Journal of Social Sciences*, 2 (5), 23-26.
- xliv. Viscardi, D. (2014). The Teacher Pay for Performance Phenomenon (Doctoral thesis, Setan Hall University, New Jersey, USA). Retrieve from [www.google.com.ng/search?q=teacher+pay+for+performance+phenomenon+pdf&btnG=&client=ms-opera-mini-android](http://www.google.com.ng/search?q=teacher+pay+for+performance+phenomenon+pdf&btnG=&client=ms-opera-mini-android)
- xlv. Wasiu, B.O., & Adebajo, A.A. (2014). Reward System and Employees Performance in Lagos State. *Kuwait Chapter of Arabian Journal of Management Review*, 3(8), 14-28.
- xlvi. Wekesa, J.N., Nyaroo, S.M.A (2013). Effect of Compensation on Performance of Public Secondary School Teachers in Eldoret Municipality Kenya. *International Journal of Scientific and Research Publications*, 3(6), 1-4.
- xlvii. World Bank Policy Brief #8 (final Draft), (2009). Teacher Motivation, Incentives, and Working Condition. Retrieved from: <http://siteresources.worldbank.org/INTSOUTHASIA/Resources/PolicyBrief8.pdf>
- xlviii. World Bank (2015). Global Monitoring Report 2014/2015: Ending Poverty and Sharing Prosperity. International Bank for Reconstruction and Development / The World Bank 1818 H Street NW, Washington DC 20433.
- xlix. Yamoah, E.E. (2013). Exploratory Study on Reward and Job Performance of Teachers of Public Schools in Ghana. *Public Policy and Administration Research*, 3(7), 27-26.
1. Zikmund, Barbibn, Carr, & Griffin (2010). *Business research method* (8th ed). Ohio, USA: South-Wentern Cengage Learning.

**Appendix**  
**Questionnaire for Public Secondary School Teachers in Kano State**

**A. Section A**Teacher's Background Information

Tick (✓) the right option or fill the right answer in the spaces provided

- A1. Gender: (a) Male (b) Female  
 A2. Marital Status: (a) Single (b) Married  
 A3. Academic Qualification: (a) Diploma (b) NCE (c) HND/B.Sc/B.Ed (d) Master Degree (e) PhD  
 Any other (specify) \_\_\_\_\_  
 A4. Age Bracket: (a) 18-25 years (b) 26-35 years (c) 36-45 years (d) 46-55 years (e) above 55 years  
 A5. How long have you been in the teaching profession?  
 (a) Less than 2 years (b) 2-5 years (c) 6-10 years  
 (d) 11-15 years (e) 16 years and above  
 A6. Salary earning bracket per month: (a) ₦25,000- ₦35,000 (b) ₦36,000- ₦45,000 (c) ₦46,000- ₦55,000  
 (d) ₦56,000- ₦65,000 (e) ₦66,000 and above

**B. Section B**Teacher's Salaries

The following are some statements on teachers' salaries. Please indicate *by ticking* the extent of your agreement with each statement in relation to your salary pay.

→ 1-Strongly Agree, 2-Agree, 3-Neutral, 4-Disagree, 5-Strongly Disagree

S/N	Statement	Options				
		1	2	3	4	5
B1	Your salary meets your basic needs (food, housing, health)					
B2	Teachers are being paid enough salaries					
B3	Teachers' salaries are usually paid on time					
B4	Teachers normally retrieve their salaries easily					
B5	You are satisfied with your current salary as a teacher					
B6	The pay given to teachers is worth the services they render					
B7	Government takes the issue of teachers' salary seriously					
B8	Teachers' salary pay is a good one					

**C. Section C**Teacher's Allowances

The following are some statements on teachers' allowances. Please indicate *by ticking* the extent of your agreement with each statement in relation to your allowances pay.

→ 1-Strongly Agree, 2-Agree, 3-Neutral, 4-Disagree, 5-Strongly Disagree

S/N	Statement	Options				
		1	2	3	4	5
C1	Teachers are being paid all their entitled allowances					
C2	Teachers allowances are paid as at when due					
C3	Government takes the issue of teachers' allowances seriously					

**D. Section D**Monetary Benefits

The following are some statements on monetary benefits. Please indicate *by ticking* the extent of your agreement with each statement in relation to incentives pay.

→ 1-Strongly Agree, 2-Agree, 3-Neutral, 4-Disagree, 5-Strongly Disagree

S/N	Statement	Options				
		1	2	3	4	5
D1	Providing subsidized health services to teachers will motivate them and improve their performance					
D2	Providing soft loans to teachers will motivate them and improve their performance e.g. car loans					

**E. Section E****Teachers' Performance**

The following are some statements on teachers' performance. Please indicate *by ticking* the extent of your agreement with each statement in relation to your performance.

→ 1-Strongly Agree, 2-Agree, 3-Neutral, 4-Disagree, 5-Strongly Disagree

S/N	Statements	Options				
		1	2	3	4	5
<b>E1</b>	Teachers come very early to school					
<b>E2</b>	Always teachers come with lesson plans in class.					
<b>E3</b>	There is regular marking of tests and feedback to students					
<b>E4</b>	Teachers actively participate in co- curricular activities					
<b>E5</b>	There is regular testing and examination of students					
<b>E6</b>	Teachers supervise all school activities					
<b>E7</b>	There is regular attendance to class lessons by teachers					
<b>E8</b>	Regular attendance to extra lessons					
<b>E9</b>	The turn up of teachers in staff meetings is high					
<b>E10</b>	Teachers are efficient at maintenance of students discipline					

Thanks in anticipation of your kind cooperation