

**INFLUENCE OF REWARD SYSTEM ON JOB PERFORMANCE OF BUSINESS  
EDUCATION LECTURERS IN COLLEGES OF  
EDUCATION IN DELTA STATE**

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**ABSTRACT**

*This work examined the influence of reward system on job performance of Business Education lecturers in Colleges of Education in Delta State.. The study was guided by three research questions and three null hypotheses tested at 0.05 level of significance. The study adopted a survey research design. The population of the study was made up of 101 Business Education lecturers from all the Colleges of Education in Delta State, Nigeria. The sample of the study comprised of all the 101 Business Education lecturers in Colleges of Education in all the Colleges of Education in Delta State. The instrument was titled: Influence of Reward System on Job Performance of Business Education Lecturers (IRSJPBELQ) in Colleges of Education in Delta State. This instrument was adapted by the researcher. The instrument was subjected to face validation by three experts. The reliability of the instruments was established using pilot test and Cronbach's alpha. A reliability coefficient of 0.80 Cronbach's alpha was achieved. Data collected from the respondents were analyzed using descriptive statistics such as mean and standard deviation. The mean value was used to answer the research questions while the standard deviation was used to test the hypotheses at 0.05 level of significance. The results showed that recognition influenced job performance of Business Education lecturers in Colleges of Education in Delta State to a high extent. Meanwhile, there is a significant influence on the extent recognition of male and female Business Education lecturers influenced their job performance in Colleges of Education in Delta State. There is a significant influence on the extent staff development allowance on job performance of Business Education Lecturers based on qualification in Colleges of Education in Delta State. Job security allowance influenced job performance of Business Education lecturers in Colleges of Education in Delta State to a high extent. The study concluded that recognition, staff development allowance and job security influence job performance level of business education lecturers in colleges of education in Delta State. The study recommended that Management of colleges of Education should continuously recognize good performance of business education lecturers and administer the promotional opportunities in a fair and*

*transparent manner, be fairly administered and aim at ensuring equity among their workforce.*

**KEYWORDS:** Recognition, Staff Development Allowance, Job Security Allowance and Job Performance

## **Introduction**

The attitude of workers (Business Education Lecturers inclusive) towards carrying out their responsibilities depends on the way management takes care of their welfare. Ohamobi et al (2024) maintained that teachers are part of school resources and are essential in the achievement of set educational goals. This welfare matter is all about taking care of remuneration, staff development and reward. Business Education lecturers are expected to carry out effective teaching, satisfy the students with their teaching quality and method, manage the time effectively in the classroom, carry out the tasks assigned to them by the school administrators, motivate the students, be punctual and orderly to assure improved students' academic performance. Additionally, lecturers are required to build positive relationships with the students and their colleagues since these relationships have a direct or indirect effect on lecturers' job performance. Also, business education lecturers' attitude to work maybe positive or negative depending on the way they perceived reward attached to their job. (Akpan & Ntuk 2020).

Lecturers' job performance is directly linked to process and product of education. They help to shape the future of young learners (Onyekazi et al 2024) Therefore, the performance of lecturers' job is emphatic for the improvement of education. Lecturers' job performance may be described as an act of accomplishing or executing a given task. It could also be seen as the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives. They are the duties performed by a teacher at a particular period in the school system in achieving organizational goals (Kadurumba 2021). Lecturers' job performance is determined by the worker's level of participation in the day to day running of the organization.

Lecturers' job performance is the extent to which lecturers are committed to pedagogical delivery and display of moral uprightness and academic excellence in the teaching profession. Owala, et al (2016) saw lecturer's job performance as the lecturers' ability to integrate the experience, teaching methods, instructional materials, knowledge. Duze (2022) pointed out that the lecturers' performance could be measured through annual report of their activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, lecturers' commitment to job and extra-curricular activities. Duze asserted that other areas of assessment include effective leadership, effective supervision, effective monitoring of students' work, motivating students' interest, class control and disciplinary ability of the lecturers. Lecturers' job performance is evaluated in his ability to make deliberate effort to enhance students' academic performance, display in-depth knowledge of his or her subject matters, presenting of lesson in a well-organised manner, regularity and punctuality in the school, discipline, motivation and counseling of students and compliance to lecturers professional code of conduct, among others (Nnebedum &

Akinfolarin 2017). Lecturers job performance was measured in terms of playing their roles as educators, which includes teachers' physical presence in school attending to official duties, time management, adequate syllabus coverage, proper pupil discipline management, actual teaching, effective participation in co-curricular activities, timely assessment of the pupils, organizing and attending to remedial classes for slow learners, counseling and guidance and effective participation in staff meetings. The decline in lecturers' job performance is evident in their absence and lateness to school, leaving school before the official closing hours, irregular use of lesson plans and notes during instructional delivery among others (Ezeugbor and Emere 2017).

The determinant of job performance component however, is reward, which refers to a combined effect from three choice behaviours: choice to expend effort, choice of level of effort to expend and choice to persist in the expenditure of that level of effort (Vansteenkiste, 2016). It reflects the direction, intensity, and persistence of volitional behaviours. Therefore, the only way to discuss reward as a direct determinant of behaviours is as one or more of these choices. There are often concerns in finding effective ways of motivating lecturers in order to get the best out of them. Educational administrators, like other categories of managers, appear to be concerned about more students' enrolment and less about lecturers' performance and well being. Every organization, whether business concern, mutual benefit association, educational institutions among others, require their employees to perform well and put in their best, if the organization is to achieve its organizational goals. The attitudinal disposition which an organization requires of its employee to actualize set goals depends, to some extent, on the kinds of rewards and incentives they provide for them. Rewards are positive outcomes that are earned as a result of an employee's performance. That is to say that rewards is usually attached to employee performance that leads to successful attainment of organisational goals.

Reward system is the instrument used to increase employees' productivity. It seeks to attract and retain suitable employees, encourage good management employee relationship and commitment, and minimize tension and conflict as it deals with all forms of final returns, tangible service and mechanism for good relationship (Igbaekemem2021). One of the major cases of industrial conflict is based on the fact that employees feel their benefits are denied or about to be denied. Thus, the main purpose of reward system is to provide a good platform for equity and fairness. This provides a challenging environment and increase productivity of employees .Every organization, whether business concern, mutual benefit association, educational institutions among others, require their employees to perform well and put in their best, if the organization is to survive and achieve its organizational goals. The attitudinal disposition which an organization requires of its employee to actualize set goals depends, to some extent, on the kinds of rewards and incentives they provide for them. Rewards are positive outcomes that are earned as a result of an employee's performance. That is to say that rewards is usually attached to employee performance that lead to a successful attainment of organizational goals.

Reward system can be seen as the ways and modalities by which workers in an organization can be motivated or to put in their best that would lead to the attainment of the organizational goals ( Robbins & Stephen in Abdulahi, 2018). In academic setting, lecturers of any tertiary institution play notable facilitative role in the teaching and learning. It must be noted that all

workers who devote their time to worthy causes expect to be rewarded in some way or the other for their efforts or contributions. Luthans (2018) defined reward as all styles of monetary and tangible offerings and advantages acquired through employers as a part of an employment relationship. This means that reward might be in cash, kind, physical materials and so on given to employees as a form of appreciation for their greater contributions to the establishment. Reward system has the potency of stimulating and directing lecturers along the route of intention accomplishment (Ejumudo, 2017). It is instructive to assert that properly rewarded employees are much possibly to experience valued and cherished by their organization. Employee's reward can, therefore, be economic or non-monetary or both. The reward system is relevant to the hiring and retention of employees in an organization. Mabaso and DIamini, (2018) posited that for any employer which will appeal to and hold committed employees, there is the need to install position suitable overall reward, due to its essential role in enhancing employees' commitment to the employer.

The rewards system of any organization seems to have strong influence on the motivation of the workers. Such reward may be in tangible ways (such as cash, bonuses, salary increment) or intangible (such as praise or public recognition). So, rewards can be classified as tangible or intangible benefits that accrue to workers in their places of work (Mehmood et, al, 2023). In other words, there are rewards that are granted to the employee on the basis of the tasks they perform, with a view of meeting organizational goals. They could also be in the form of praise for an achievement, gift, holiday pay, promotion, good accommodation and others. A well packaged incentive system coupled with appreciable reward has the tendency of influencing employees in an organization to go extra miles in ensuring that organizational goals are achieved at the right time (Mabaso & DIamini, 2018). From observation, increase in productivity tends to be associated with incentive and reward system because workers tend to be more satisfied with their jobs, thus put in their best to achieve organizational goals and objectives.

When the most pressing needs of employees are met within the organization through appropriate rewards and incentives structure, there is every, likelihood that, they would be motivated to work and thus satisfy the needs and objectives of the organization (Yousaf, et, al 2021). Consequently, how to make employees work harder for the interest of the organization and for their interest becomes a focal point. In fact, the issue of reward system and job performance of employees is one of the major concerns that occupied the attention of good managers and administrators of organization (Sarin & Mahajan 2021).

Rewards also influence the approach to employee benefits because it determines the most important elements to them(employees), such as time off, sabbaticals, retirement and health and wellness strategies. (Sarin & Mahajan 2021). While the economy fluctuates and impacts on an organisation's cost and revenues year-to-year, there is need to review the rewards if offer and align them to its employees value (Romano 2023). In Nigeria, lecturers are central to both the problem of education and their solutions. Educational researcher and school leaders are often faced with the challenge of motivating teachers with a view to achieving a high level of performance (Ejumudo 2017).

The College of Education Academic Staff Union (COEASU) sometimes get into occasional standoff over the increase in salaries, other benefits and improvement in the general working

conditions of service for lecturers. The Federal and State Government seems to have the habit of arguing that the present economic realities in the country cannot sustain the demand of increase in salary, other benefits and improvement in the working conditions of their workers (Ejumudo 2021). Government's positions, concern the job performance in the case of lecturers in colleges of education sometime ends with the government accusing the lecturer of negligence, laziness, lack of dedication and zeal to work. It is even argued in government circles that the lecturers low level of efficiency and effectiveness do not sometimes warrant the constant request they make for salary increase, incentive and better conditions. Lecturers claimed that the existing salary structure and other benefits such as working conditions generally do not satisfy their basic needs when compared with other workers in other sectors of economy who earn bigger salaries, and are better motivated by ways of good accommodation, security, and enhanced-working conditions (Danish & Usman (2020).

Adam's equity theory, calls for a fair balance to struck between employee 'input (hard work, skill levels, tolerant and enthusiasms) and employee's output (salaries, other benefits and intangibles such as recognitions). According to the theory, a fair balance serves to ensure a strong and productive relationship between the employees and with the employers. In line with Vansteenkiste,(2016), reward system is therefore, a method with the aid of which employees are actively engaged in the direction of the accomplishment of the project and vision of the employer. Consequently, a poorly administered reward system can lead to unproductive performance, low morale and in some cases high level of employees' turnover. Rewards provided by organizations for employees could come in form of wages, salaries, promotion, long service awards, end of the year bonus and other fringe benefits. These rewards are expected to motivate behaviour that can contribute to the realization of the desired organizational goals.

Reward system is essential to the organization as it has become important in managing employee's performance. Over the last 25 years, other elements in compensation have evolved to provide employers with a broad scope of reward, and thus, it motivates the employees. The reward systems are directly and indirectly involved in the vision and mission of the organization that gives sense to the employee that a reward system will benefit both parties. A study conducted by Latham (2016) revealed that to motivate and keep the employees motivated is an essential part of human resources management within organizations. Reward systems have a huge impact on organizations to retain motivate the employees and as a result of achieving high levels of performance (Barber & Bret, 2016). Thus, organizations must develop programmes such as reward systems to fulfill employees' needs and motivate them to work.

Employees perform better once they have been influenced or expected to be rewarded either intrinsically or extrinsically (Bradley, et al 2017). Extrinsic rewards are external to the work itself. They are administered externally, that is, by someone else (usually management). Examples of extrinsic rewards include wages and salary, fringe benefits, promotions, and recognition and praise from others. On the other hand, intrinsic rewards symbolize those rewards that are connected directly to performing the job. In this sense, they are often described as "self-administered" rewards, because engaging in the task itself leads to their

acknowledgment. Examples of intrinsic rewards include feelings of task execution, autonomy, and personal growth and development that come from the job.

In the literature on employee motivation, there is considerable controversy concerning the possible interrelationship of these two kinds of reward. It has been argued (with some research support) that extrinsic rewards tend to drive out the positive effects of some intrinsic rewards and can lead to unethical behaviours (Stephen et al., 2018). Also, it is important to keep in mind that because extrinsic rewards are administered by sources external to the individual, their effectiveness rests on accurate and fair monitoring, evaluating, and administration. Implementation can be expensive, and the timing of performance and rewards may not always be close. For example, you may perform well on a task, but unless there is a way for that to be noticed, evaluated, recorded, and rewarded within a reasonable time frame, an extrinsic reward may not have a significant impact. Intrinsic rewards are a function of self-monitoring, evaluation, and administration; consequently, these rewards often are less costly and more effectively administered. For example, even if no one else notices or rewards you for superior performance on a task, you can still reward yourself with a mental pat on the back for a job well done or a sense of satisfaction for overcoming a challenge. The implications of this finding will become apparent when exploring efforts to enrich employees' jobs.

In a comparable vein, Mathis and Jackson, (2018) discovered that monetization policy of the authorities in public service had adversely affected the morale of public servants negatively as they felt that they had been buying and maintaining legitimate vehicles for their organizations. The study also showed that workers were not happy that most of the fringe benefits which used to be a source of encouragement and motivation to them had all disappeared. Consequently, the employees will no longer be glad with the prevailing state of affairs of their places of work, that result to negative performance arising from terrible mindset to work inside the equal stratum. Dinham and Scott, (2019) submitted that when the reward system in a business enterprise is insufficient, the employees tend to be less encouraged, and therefore, installed fewer efforts towards the discharge in their duties.

Extrinsic reward is the attainment of a separate outcome from the performance of an activity. Extrinsic reward encourages staff to complete their task in order to receive the reward. In other words, reward motivates people to work and get rewards. (Omokorede 2017) opined that the overall strategic aim of reward system management is to develop and implement the reward policies, processes and practices required to support the achievement of organizational goals by helping to ensure that it has the skilled, competent, well-motivated and committed people it needs. On the other hand, intrinsic rewards are also called job satisfiers for they tend to motivate employees and thus lead to job satisfaction. These factors include recognition, appreciation, responsibility, autonomy recognition, status, and respect. Adekunle, (2017) found out that inadequacy of remuneration to academic staff of colleges of education had effects of directing attention to the pursuit of objectives of material survival and the devotion of less time to the pursuit of the central goal of the institutions. The economic uncertainties and the deprivations of promotions endangered by inadequate remuneration leads to the unhealthy rivalry and the jettisoning of the major goals of the colleges of education.

Promotion, therefore, brings along with it more money and a mark of recognition of the individual's performance which could then lead to greater productivity. Better productivity means achieving higher output in terms of volume and quality from the same input. (Oguejiofor & Ikedimma 2021). As observed by Ogundipe et al (2016), Promotions are among the most important factors which influence the strength of a person's attachment to an organization, and that if workers discover that they cannot obtain the rewards they originally desired, they either leave the organization or start to behave abnormal in rendering services in the organization.

**Recognition:** Recognition is a system where people are acknowledged for their performance in intrinsic or extrinsic ways. Recognition and Reward is present in a work environment where there is appropriate acknowledgement and appreciation of employees efforts in a fair and timely manner. This includes appropriate and regular financial compensation, as well as employee or team celebrations, recognition of years served, and/or milestones reached (Sarvadi, 2020).

Recognition can take a variety of forms. Structured programs can include regular recognition events such as banquets or breakfasts, employee of the month or year recognition, or an annual report or yearbook which features the accomplishments of employee. Recognition has been identified to be a highly effective motivational instrument, that can have significant positive impact on employee job satisfaction and performance as well as overall organizational performance (Zani, et, al, 2021). A job well done can also be recognized by providing additional support or empowering the employee in ways such as greater options of assignments to choose from, increased authority, or naming the employee as an internal consultant to other staff (Allen & Helms, 2023). A point to be noted is that the recognition itself may have a monetary value (such as a luncheon, gift certificates, or plaques), money usually is not given to recognize performance. One of the best ways to promote recognition in the workplace is to provide employees with opportunities to learn and help them make themselves better at what they do. (Rahim & Duad, 2023). To take it a step further, it will also be great to incentivize learning and rewarding those who have taken the time to focus on self-improvement. The way an organization's leader manages the employees also plays a significant factor in employee motivation. Letting the employees know that their hard work is being recognized by the management can help motivate the company's most valuable asset. Recognizing tends to increase employee productivity, stimulate development and career progression, it aid sense of satisfaction and morale of employees in the workplace. It makes them go the extra mile. Engagement at work stimulates a spirit of teamwork and acts as a catalyst for high performance. It is important to make sure that the high performers are rewarded and recognized timely. Wang (2018) argued that recognition is an intrinsic motivation that is essential in driving employees to feel valued.

The researcher defined recognition as the ability to identify and acknowledge an employee, usually by a senior manager or supervisor, for a positive thing done in the course of their work

Staff development refers to the human resource development programs designed to enhance the value of employee after they have joined the organization. Aacha (2022) posit that staff development includes employee training, orientation, promotion, mentoring, seminar and workshop among others. Staff development programme is a process designed to improve job performance of academic staff and establish future goals for career growth (Aacha 2022).

Staff development helps academic staff in understanding their responsibilities. It is the opportunities available to new and experienced academic staff and assistants (Paraprofessionals). These activities are designed to improve the quality of classroom instruction; enable individuals to grow professionally; introduce practitioners to the practical applications of research validated strategies; and help academic staff meet their license and salary differentials.

Staff development programmes can be referred to as the process and activities through which every organization develops, enhances and improves the skills, competencies and overall performance of its employees and workers. Staff development has been accepted as an effective method of increasing the knowledge and skills of academic staff in order to enable academic staff to teach more effectively. Lawal (2021) sees staff development programme for academic staffs as important aspects of education process that deal with the art of acquiring skills in the academic staff profession. They are essential practices that enhance subject mastery, academic staff methodology and classroom management. The objective of staff development programmes is that it ensures the promotion of professional growth, improve pedagogical skills, keeps academic staffs abreast with new knowledge and meet particular needs, such as curriculum development and orientation.

Job security is employees' expectation of continuity in a job situation. It is an essential factor in employees' engagement. Mohd et al. (2021) defined job security as the degree to which an employee could expect to stay in the job for over an extended period. Studies show that job security is negatively related to employees' intention to quit an organization (Allen et al., 2023). Job security reflection on organization's commitment to employees, which enhance employees' commitment to the organization in return, (Fadeyi et al., 2019). Job insecurity can be seen as one of the socio-psychological problems which are predominant in the developing countries such as Nigeria. It is characterized by poor wages, loss of pay, issue of downsizing, lack of accommodation, lack of consideration for promotion, possibility of dismissal and application of draconian rules. Job insecurity tends to result in a sense of worthlessness and bleak future for an individual worker or teacher in such a system. Job insecurity might be considered as job stressor, and such is predictive of changes over time in both job satisfaction and physical symptoms. According to results of the research, protracted periods of job insecurity decline job satisfaction and upsurge physical symptomatology, over or above effects of job insecurity at any point in time. Moreover, decreased performance, and an inclination to leave the job are assumed to be a consequence of job insecurity (Senem, &Ozgur 2017). Thus, like any other stressor, job insecurity is linked to reduce wellbeing, and negative emotions towards the instrument perceived as the cause of the stress.

The perception of job insecurity could therefore be associated with performance decrease and an overall reduction in organizational citizenship behaviours. Dissatisfied and less committed teachers are less like to be dedicated to achieve the goals and objectives of education. Another study, a meta-analysis and review of job insecurity and its consequences, performed by Abolade (2018), reviewed that the behavioural consequences of insecurity are detrimental for employee's job attitude, organizational attitudes and health. The analysis suggested that the relationship between job security and employee's performance and behaviour may be underestimated on studies that rely on single-item measures wherein respondents are asked to



rate the perceived probability of losing their jobs, or express their satisfaction with the perceived job security

From the foregoing, it is evident that better salaries and allowances, teaching and learning materials, sabbatical appointments, promotion of staff as and when due, housing loans, vehicle advances or vehicle refurbishing loans, furniture advance, conducive offices and classrooms, training and re-training and other motivational factors can stimulate productivity and input of the academic staff and therefore enhance their job performance. The primary effect of staff reward system is to retain the staff in the organization on a long-term basis. For the staff, these benefits represent extra income, additional security and more desirable working conditions that require no additional efforts. Such rewards often satisfy employee needs and thus, have considerable values in promoting their job involvement. Core consideration, such as gender of lecturers, are necessary in achieving desired results from the study.

Gender is seen as one of the determinants for rewards system, because of individual varying decision-making levels of risk and uncertainty among others. So well planned system of rewards and wise distribution is very significant in this regard. Administrators must be able to know the results and gains of reward system. The purpose of every reward and incentive must be clear. Rewards should be given promptly and in timely manners.. Most importantly worth and value must be attached with rewards. Byrne and Worthy (2016) suggested that males may focus more on reward magnitude, or on seeking options with the highest possible payoffs In contrast, females tend to focus more on reward frequency, or on seeking options that provide smaller, but more consistent rewards. However, there has been limited work aimed at identifying how gender differences may influence reward system.

Therefore it can be said that high academic achievers can be considered the product of high performance. Moreover, lecturers' poor performance was attached with negative attitude towards teaching, poor teaching habits, aimless teaching tasks and this was actually the result of lecturers' poor rewards. Another study conducted by Joshua et al (2016) in Nigerian perspective indicated that lecturers with low reward do not work for students' multidimensional personality development. They noted that recognition and rewards for good performance fulfill dual purpose. It not only motivates high performance but also attracts other employees who are not duly recognized and rewarded. This means that reward is directly connected to employees' inspiration. In this respect, when there is a variation in the rewarding offer, the job inspiration of employees will be modified too. So it can be said that when the rewards will be upgraded, the employees' motivation will also be improved.

It is therefore important for colleges of education administrators, to understand and to structure the work environment to encourage productive behaviours and discourage those that are unproductive (Adekunle 2017). Reward systems are at the center of behavioural organization. Emmons (2021) asserted that, behaviour is a discrepancy-reduction process, whereby individuals act to minimize the discrepancy between their present condition and a desired standard or goal". If we look at this from the standpoint of how organization can reward their staff to enhance their performance, participation in any institution of learning (college of education) should involve exercising choice; a person chooses among alternatives, responding to the motivation to perform or ignore what is offered. This suggests that a

personnel's consideration of personal interests and the desire to expand knowledge and skill has significant motivational influence, requiring the higher authority to consider reward system strategies to enhance performance Bradley et al (2017).

There is general consensus that reward system involves three psychological processes: arousal, direction, and intensity. Arousal is what initiates action, it is fueled by a person's need or desire for something that is missing from their lives at a given moment, either totally or partially. Direction refers to the path employees take in accomplishing the goals they set for themselves. Finally, intensity is the vigor and amount of energy employees put into this goal-directed work performance. The level of intensity is based on the importance and difficulty of the goal. These psychological processes result in four, outcomes. First, reward serves to direct attention, focusing on particular issues, people, tasks, etc. It also serves to stimulate an employee to put extra effort. Next, reward results in persistence, preventing one from deviating from the goal-seeking behaviour. Finally, rewards results in task strategies, which as defined by Mitchell and Daniels (2016), are "patterns of behaviour produced to reach a particular goal but performance-linked reward systems reduce labour cost, result in increases in real wages and motivate performance. They provide a method of absorbing cost escalation on account of pay increases and thus help in sustaining competitiveness of the organisation.

Reward systems is a broad construct that generally represents anything that employees may value and are willing to acquire in exchange for his or her contribution to work. (Chiang & Birtch, 2018). Pratheepkanth (2021) describe reward system to include all organisation components which may include people, processes, rules and decision making activities involved in the allocation of compensation and benefits to employees in exchange for their contribution to the organisation. From both definitions, rewards can be described as tangible benefits one can receive from engaging in a specific task. Torrington, et, al,(2021) who argued that although there are few people who claim to enjoy work for the sake of it, most people work in large part because it provides a means of sustaining livelihood. This implies that people generally are concerned with the amount of benefits (whether financial or non-financial) attached to their work. The positive relationship between reward systems (especially financial rewards) on employee job performance has been established in past studies (Lazear, (2020);Osa, (2019); Metha ,(2018); Saleem, 2021).Based on the foregoing, this study tends to examine the influence of reward system on job performance of business education lecturers in colleges of education in Delta State, Nigeria.

### **Statement of the Problem**

There is no gainsaying the fact that the academic staff is the pivot upon which the accomplishment of the mission and vision of tertiary educational institutions is hinged. It is also incontrovertible that the reward system is an important factor in promoting employees' job performance in any organization. It has however, been observed by the researcher that lecturers in tertiary educational institutions, have continuously agitated for better reward system. Some of their grievances include delay in the payment of salaries and allowances arising from non-release of subventions by the government, inability of government to pay fringe benefits, irregular promotion and this has resulted into strike actions, in order to press home their demands for better conditions of service.

This appears to be responsible for the general apathy, disinterest and various forms of offensive and adjustment mechanisms like absenteeism, truancy, aggression, withdrawal, rationalization and marginalization observed among some members of the academic staff in relation to the way they discharge their duties. There had been irregular release of subventions by the governments which had resulted in the delay in payment of salaries, unfair payment system, inadequate financial support to staff going on conferences and seminar, unstable promotion exercise and unfriendly work environment, leading to a number of challenges among lecturers, some of which are industrial actions, delay in marking examination scripts and submission of grades as well as the instructional approach dominated by the sale of textbook syndrome.

It was observed that academia in colleges of education, especially the business education lecturers have constantly agitated for higher reward system. Some of their grievances consist of delay within the payment of salaries and allowances springing up from non-release of subventions with the aid of the authorities, incapacity of presidency to pay fringe benefits, abnormal- advertising and so forth and this have resulted into strike actions in order to press home their demands for better reward system with its plain outcomes on graduating unskillful business education graduates and unsound entrepreneurs which had its bad effect on education and societies environment at large.

Furthermore, lack of effective reward system, poor reward system has been a major factor affecting lecturer-job performance as a result of poor remuneration of lecturers, poor administered system of rewards, lack of employee recognition, poor financial rewards, lack of staff development allowance, in-regular reward system and lack of job security. If the organization does not have a proper reward system in place, it will lead to problems of low employee morale, the unproductive performance of the employees, or it can lead to high turnover rate lecturers.

As a result of the poor reward system peculiar to the lecturing profession in Nigeria colleges of education, most lecturers do not perform very well. Generally, lecturers appear not to be satisfied with their conditions of service, which include poor salaries and general conditions of service which are sources of dissatisfaction. Nigeria's educational institutions' late salary payments and other benefits are, perhaps some of the key factors that tend to lower the motivational level of lecturers including those of business education lecturers, like other categories of lecturers in colleges of education in Delta state of Nigeria. It is so because the salaries and fringe benefits of members of any profession form part of their motivational package and high esteem as well as the high status accorded the profession by society. This situation seems to continue without a remarkable improvement; hence, the need to investigate the influence of reward system on job performance of business education lecturers in collage of education in Delta State.

### **Research Questions**

The following research questions guided the study:

1. To what extent does recognition influence business education lecturers' job performance in colleges of education in Delta State?
2. To what extent does staff development allowance influence business education lecturer's job performance in Colleges of Education in Delta State?

3. To what extent does job security allowance influence business education lecturers' job performance in colleges of education in Delta State ?

### **Hypotheses**

The following null hypotheses was tested at 0.05 level of significance:

1. There is no significant difference in the mean rating of male and female lecturers on the influence of recognition in colleges of education in Delta State
2. There is no significant difference in the mean rating of male and female lecturers on the influence of Staff development in colleges of education in Delta State
3. There is no significant difference in the mean rating of male and female lecturers on the influence of Job security in colleges of education in Delta State

### **METHOD**

The design of this study was survey research design. Mc Combes (2019) maintained that survey research design is an appropriate design which is used in identifying characteristics of the population, situation or phenomena. Survey design is appropriate for this work because it seeks public opinions, attitude, belief, motivation and behaviour of the respondents regarding the influence of reward system on job performance of business education lecturers in colleges of education in Delta State. The study was carried out in both Federal and State colleges of Education in Delta State. Delta State is a state in the South-South geopolitical zone of Nigeria. The population of the study is made up of 101 Business Education lecturers from all the Colleges of Education in Delta State, Nigeria. See Appendix Con page 159 for details. The sample of the study comprised of all the 101 Business Education lecturers in Colleges of Education in all the Colleges of Education in Delta State. The researcher employed census sampling technique because the population is manageable. The instrument that was used for data collection is a researcher self-developed questionnaire title: Influence of Reward System on Job Performance of Business Education Lecture (IRSJPBELQ) in Colleges of Education in Delta State. The instrument was divided into two sections, section A and B. Section A provides demographic information of the respondents such as owners of school, position, gender, years of experience and academic qualification. Section B contains 50 items related to the research variables under investigation with four responses categories of -Very High Extent (VHE), High Extent (HE), Low Extent (LE), Very low Extent (VLE). The instrument for this study received face validation by three experts, two from Vocational Educational Department of COOU and one from Department of Educational Foundation both in Chukwuemeka Odumegwu Ojukwu University. The experts were given the copies of the questionnaires together with the purpose of the study, research questions and research hypotheses to validate for clarity, appropriateness of the items, language and the instructions to the respondents.

To establish the reliability of the instrument, pilot test was used. The scores were keyed into the IBM statistical package for social sciences (SPSS) version 23 and a correlation test run for the scale using alpha model. Reliability of recognition had a coefficient of 0.884. A reliability coefficient of 0.80 Cronbach's alpha was achieved. Data collected from the respondents were analyzed using descriptive statistics such as mean and standard deviation. The mean value was used to answer the research questions while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings while hypotheses

were tested with paired sampled t-test at 0.05 level of significance. The decision rule was based on the real limit of numbers.

## **PRESENTATION AND ANALYSIS OF DATA**

This section presented the results of data collected in the course of this study. The data were presented in tables with the answers to the research questions and testing of the hypothesis. At the end of the presentation, a summary of the results obtained was made.

**Research Questions I:** To what extent does recognition influence business education lecturer's job performance in colleges of education in Delta State?

**Table I: Mean and Standard Deviation (SD) of the extent of influenced of recognition on job performance of Business Education lecturers.**

**Table I: Mean and Standard Deviation (SD) of the extent of influenced of recognition on job performance of Business Education lecturers.N=101**

S/N	ITEM	MEAN	SD	REMARK
1.	Recognition makes lecturers to feel relax in their job	3.18	1.09	HE
2.	Recognition increase employee productivity	3.03	0.93	HE
3.	Recognition makes lecturers have job satisfaction	3.42	0.66	HE
4.	Recognition makes lecturers develop positive moral consciousness	3.20	0.73	HE
5.	Recognition fosters excellence of lecturers for academy values	3.02	0.82	HE
6.	recognitions improve the overall motivation of lecturers	2.97	0.99	HE
7.	Recognitions improve quality classroom teaching of lecturers	3.07	0.96	HE
8.	Recognition inspired lecturers to work harder	3.30	0.83	HE
9.	Recognitions boosted lecturers self -esteem	3.12	0.92	HE
10.	Recognitions renew lecturers confidence in their teaching	3.02	1.04	HE
	Mean of Means	3.13		HE

Table I displayed the extent of influence of recognition on job performance of Business Education lecturers in Colleges of Education in Delta State. The Table depicted that all the Items 1 to 10 respectively of recognition influenced job performance of Business Education lecturers to a high extent. Meanwhile, the mean of means of the extent to which recognition influenced job performance of Business Education lecturers was 3.13 indicating to a high extent. This is an indication that recognition influenced job performance of Business Education lecturers in Colleges of Education in Delta State to a high extent.

**Research Question 2:**To what extent does staff development allowance influence Business Education lecturer's job performance in Colleges of Education in Delta State?

**Table 2: Mean and SD of the extent of influence of staff development allowance on job performance of Business Education lecturers. N=101**

S/N	ITEM	MEAN	SD	REMARK
1.	Staff development allowance increase lecturer's productivity.	3.27	0.88	HE
2.	Staff development allowance increases lecturer's confidence in performing his duty.	3.10	0.79	HE
3.	Staff development allowance brings about congruency of objectives resulting in coordination of lecturers.	3.04	0.80	HE
4.	Staff development allowance improve lecturer's competence	2.80	0.78	HE
5.	Staff development allowance improves lecturer's effectiveness	2.85	0.89	HE
6.	Staff development allowance improved lecturer's retention	2.91	0.86	HE
7.	Staff development allowance increased lecturer's engagement	3.04	0.93	HE
8.	Staff development allowance boosted lecturer's morale	3.18	0.87	HE
9.	Staff development allowance improve lecturers' consistence work processes	2.85	1.08	HE
10.	Staff development allowance increased ability to promote lecturers from within	2.85	1.11	HE
<b>Mean of Means</b>		<b>2.99</b>		<b>HE</b>

Analysis in Table 3 indicated the extent of influence of staff development allowance on job performance of Business Education lecturers in Colleges of Education in Delta State. The Table indicated that all the Items 21 to 30 respectively of staff development allowance influenced job performance of Business Education to a high extent. In the same vein, the mean of means of the extent to which staff development allowance influenced job performance of Business Education lecturers was 2.99 indicating to a high extent. This revealed that staff development allowance influenced job performance of Business Education lecturers in Colleges of Education in Delta State to high extent.

**Research Question 3:** To what extent does job security allowance influence Business Education lecturers' job performance in Colleges of Education in Delta State.

**Table 3: Mean and SD of the extent of influence of job security allowance on job performance of Business Education lecturers. N=101**

S/N	ITEM	MEAN	SD	REMARK
1.	Job security allowance increases productivity of lecturers	3.35	0.93	HE
2.	Lecturers job security allowance minimizes distractions	3.09	0.95	HE
3.	Lecturers that feel secure on the job will have a sense of job stability	3.10	0.81	HE
4.	Job security allowance makes them mentally stable to do their jobs	3.08	1.04	HE
5.	Job security allowance fosters positive lecturers morale	2.99	0.95	HE
6.	Job security allowance encourages loyalty among lecturers	3.07	0.93	HE
7.	Job security allowance improved engagement of lecturers	3.16	0.77	HE
8.	Job security enhances your professional lecturers growth	3.07	0.96	HE
9.	Job security allowance retain talent Lecturers	2.97	0.94	HE
10.	Job security allowance maintain a productive Lecturers	3.16	0.82	HE
<b>Mean of Means</b>		<b>3.10</b>		<b>HE</b>

Table 3 showed the extent of influence of Job security allowance on job performance of Business Education lecturers in Colleges of Education in Delta State. The Table showed that all the Items 41 to 40 respectively of job security allowance influenced job performance of Business Education lecturers in Colleges of Education to a high extent. In fact, the mean of means of the extent to which job security allowance influenced job performance of Business Education lecturers in Colleges of Education was 3.10 indicating to a high extent. However,

this indicated that job security allowance influenced job performance of Business Education lecturers in Colleges of Education in Delta State to a high extent.

### **Test of Hypothesis**

In order to make decisions on the extent to which reward system influence job performance of Business Education lecturers in Colleges of Education in Delta State, the following null hypothesis were tested at 0.05 level of significance.

**Hypothesis I:** Recognition has no significant influence on job performance of Business Education Lecturers in Colleges of Education in Delta State based on gender.

**Table 4: Independent t-test of male and female Business Education lecturers on the extent recognition influenced their job performance in Colleges of Education.**

Variable	N	Mean	SD	t-cal	df	p-value	remark
Male	41	33.65	4.81	2.354	166	0.020	Significant
Female	60	30.81	6.68				

Analysis from Table 4 revealed the independent t-test of Male and Female Business Education lecturers on the extent recognition influenced their job performance in Colleges of Education in Delta State. The finding revealed t-calculated of 2.354 with 166 degrees of freedom and associated p-value of .020. The associated p-value of 0.020 was less than 0.05 level of significance; hence the null hypothesis was rejected. Therefore, there is a significant influence on the extent recognition of male and female Business Education lecturers influenced their job performance in Colleges of Education in Delta State.

**Hypothesis 2:** There is no significant difference in the mean rating of male and female lecturers of the influence of staff development on job performance of business education lecturers in colleges of education in Delta State.

**Table 5: Independent t-test of male and female business education lecturers' staff development on their job performance.**

Variable	N	Means	SD	t-cal	df	p-value	Remark
Male	41	30.62	5.28	0.614	166	0.540	Not
Female	60	29.86	6.83				

significant

Table 5: Displayed the independent t-test of male and female business education lecturers on the extent staff development influenced their job performance in colleges of education in Delta State. The table depicted t-calculated of 0.614 with 166 degrees of freedom and associated p-value of 0.540. The associated p-value of 0.540 was greater than 0.05 alpha level, thus the null hypothesis was not rejected. Consequently, there is no significant influence on the extent staff development of male and female business education lecturers influenced their job performance in colleges of Education on Delta State.

**Hypothesis 4:** There is no significant difference in the mean rating of male and female lecturers of the influenced of job security allowance on job performance of business education lecturers in college of Education in Delta State.

**Table 6: Independent t-test of male and female business education lecturers' on the influence of job security allowance on their job performance.**

Variable	N	Mean	SD	t-cal	df	p-value	Remark
Male	41	30.40	7.24	1.435	166	0.153	Not
Female	60	30.63	6.27				

significant

Analysis in Table 6 indicated independent t-test of male and female business education lecturers on the extent job security allowance influenced their job performance in colleges of education in Delta State. The result showed t-calculated of 1.435 with 166 degrees of freedom and associated p-value of 0.153. The associated p-value of 0.153 was greater than 0.05 alpha level, hence the null hypothesis was not rejected. Invariably, there is no significant influence on the extent job security allowance of male and female business education lecturers influenced their job performance in colleges of Education in Delta State.

### **Summary of Findings**

Based on the findings of the study, the following summary was made;

1. Recognition influenced job performance of Business Education lecturers in Colleges of Education in Delta State to a high extent. Meanwhile, there is a significant influence on the extent recognition of male and female Business Education lecturers influenced their job performance in Colleges of Education in Delta State.
2. There is no significant influence on the extent staff development allowance of male and female business education lecturers influenced their job performance in colleges of Education in Delta State.
3. There is no significant influence on the extent job security allowance of male and female business education lecturers influenced their job performance in colleges of Education in Delta State.

### **Conclusion**

Rewards have crucial roles to play in bringing about improving lecturers job performance. Their ability to effectively carry out these roles would be determined largely by the quality reward system made available to Business Education lecturers in Colleges of Education in Delta State, Nigeria. Thus, the study concluded that recognition,, availability of staff development and job security influence job performance level of business education lecturers in colleges of education Delta State. Such improvement could then lead to marked improvement in content, process, context and outcomes of students' learning in schools.

### **Recommendations**

The following recommendations are made based on the study findings:

1. Management of colleges of Education should continuously recognize good performance of business education lecturers and administer the promotional opportunities in a fair and transparent manner, be fairly administered and aim at ensuring equity among their workforce



2. Government should make provision for funds to organize seminars, workshops and conferences for those in authority in colleges of education for staff development programme in order get the best performance from their staff.
3. The state Ministry Education should make conference a regular programme for teachers to acquaint themselves with current educational strategies and methods.

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