

# A Meta-Analysis of Non-Financial Rewards and Teacher Job Performance in Public Senior Secondary Schools in Abia State, Nigeria

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## ABSTRACT

This study is a meta-analysis of non-financial rewards and teacher job performance in public secondary schools in Abia State, Nigeria. This study specifically examined the existence, and utilization of non-financial rewards as a tool for enhancing teacher job performance in public senior secondary schools in Abia State. Two research questions posed and two hypotheses formulated guided the study. A descriptive survey research design was used. The population of the study was 4007 teachers, and the sample was 1202 drawn using multi stage sampling technique. Researchers' developed questionnaire titled "Non-Financial Reward and Teacher Job Performance Questionnaire (NFRTJPQ)" was validated and used for data collection. The Mean, standard deviation, and Anova were used to analyze the data. Mean and standard deviation were used to answer the research questions, while Anova was used to test the hypotheses. Findings showed that recognition programmes, personal development, job security, praise, advancement, and promotion were the non-financial rewards in existence that improve teachers' job performance; Recognition programmes, personal development, job security, work life balance, achievement, advancement, job enrichment, and promotion were the non-financial rewards utilized for improving teachers' job performance; There is no significant difference existing among the three educational zones on the existence and utilization of non-financial rewards as a tool for enhancing teacher job performance in public senior secondary schools in Abia State. It was recommended among others that other aspects of non-financial rewards, such as work-life balance, achievement, job enrichment, and job enhancement, be explored.

**Keywords:** Non-Financial Reward, Teacher Job Performance, Secondary Schools

## INTRODUCTION

In every given organization, employees are mostly valued due to their influence on high productivity. They can be assets or liabilities, depending on how they are managed. According to the Federal Republic of Nigeria (2013), secondary education is the form of education children receive after primary education and before the tertiary stage. The underlining principle as articulated in the policy document on secondary education is that secondary schools, among others, will inspire the students with the desire for achievement both at school and later life. The expectations and objectives of secondary education may not be achieved without teachers who are highly committed to teaching. Teachers play a significant role in the determination

of the quality of education. Teachers are the supporting pillars for the realization of educational goals, and the realization of these goals may be largely dependent on how the teachers are being rewarded.

Rewards are one of the practices of human resource management. They can be financial or non-financial. They play major roles in motivating workers in an organization. This study concentrated on non-financial rewards as a tool for enhancing teacher job performance in public secondary schools. Non-financial rewards are non-cash benefits that the school administration provides to teachers to meet their demands for accomplishment, recognition, and personal development (Kisanyanya, 2020). They are the non-monetary gains that influence teachers' job performance positively. Examples of non-financial rewards include praise, responsibility, promotion, accommodation, recognition programmes, personal development, job security, praise, work-life balance, workplace environment, achievement, advancement, job enrichment, the work itself, responsibility, and transport, among others. According to Ilekun, Onyeike, and Nwikina (2019), non-financial rewards refer to any form of non-monetary gains that can be given to teachers to encourage them to put in their best effort at work. Investment in non-financial rewards is on the rise, but many managers, human resource (HR) personnel, and educational administrators do not apply them because it is difficult to measure the gains and returns on investment (ROI).

Non-financial rewards can make workers more comfortable on the job. It encourages them to contribute extra effort, thereby developing a lot of interest that addresses broad issues related to high performance variables. Ogbonna (2019) observed that the Nigeria's secondary educational sector can function excellently if the teachers are properly rewarded non-financially. She further posits that non-financial rewards promote employees' excellent job performance through opportunities that offer the employee autonomy and personal recognition, including a pleasant work environment, flexible work hours, training, new and challenging opportunities, allowances such as free telephone calls, free fuel, and fringe benefits such as leave like extra days off for excellent employees, pension, free lunch, and health insurance, among others. In research work carried out by Alabi Olunade, Omotoye, and Odebode (2022), they found out that recognition, fringe benefits, and promotion increase employee performance.

The concept of non-financial rewards in the workplace can be traced back to the perspectives of Maslow, and Herzberg. These models have demonstrated that motivation is essential in the workplace in order to produce larger and higher levels of worker satisfaction, awareness, and interaction among workers. Maslow's hierarchy of needs rightly observed that the physiological needs of food and shelter can affect performance, whereas Herzberg believed that non-financial rewards such as self-actualization, self-esteem among others, affect performance, and an employee's job is truly fully enriched by achievement, recognition, stimulation, responsibility, and advancement. Teachers are human beings with economic, social, and psychological needs, and as such, strategic approaches to their management will help the secondary educational system gain a competitive advantage. If the teachers feel motivated regarding their work, they might achieve 100% productivity. Their job performance can be enhanced through reward practices that will be instrumental in motivating them.

It has been observed that teachers have a critical influence on students' achievement, emphasizing the relevance of their job performance in generating great students' results (Amenu, Esia-Donkoh, and Osei, 2022). Teachers' job performance has often been questioned by most stakeholders due to the kind of output or products of most secondary schools. The output or products of these secondary schools are a standard of the performance unit in terms of score obtained from teachers on the implementation of their professional duties as teaching staff indicated from the teaching plan, teaching activity, material mastery, class management, communication skills with students, discipline, and grading the student's learning performance. Performance is a function of motivation. This means that teachers should be adequately rewarded for their ability to deliver quality instruction in secondary schools. Teachers' job performance can be described as the duty, task, function, obligation, and responsibility of a teacher and the effectiveness with

which the teaching is carried out. The job performance of teachers therefore remains an issue of great concern to the school system.

There is a proliferation of miracle centers and private schools that promote examination malpractice and all types of cheating in the education sector, thereby reducing the efficacy of academic certificates. The anomalies of miracle centers and private schools that promote examination malpractice, especially in the secondary education sector will be checked to see if the teachers are rewarded effectively. Non-financial rewards are a direct investment in finding the right type of teachers that build a group of motivated teachers that pay back dividends that are unfathomably productive. In a study conducted by Marewo Mutong, Nyoni, and Nyoni (2020), most teachers' turnover cases in public secondary schools in Zimbabwe are associated with a lack of non-monetary incentives for teachers, leading to poor performance of their duties. Anyanwu and Isiozo (2019) observed that the poor standard of education has been a concern to educational administrators, which has led to the need to question the quality of instructional delivery in secondary schools. They are of the opinion that non-financial rewards could be one of the instruments for improving teachers' job performance. Supporting this view, Okeke (2018) opined that recognition, fringe benefits, good working conditions, and promotion should be part of every organization's reward administrative strategy so as to establish employees' maximum performance.

A survey of research findings on rewards has generally suggested that non-financial rewards are good motivators (Kisanyanya, 2020, Okeke, 2018, & Onanda, 2015). This implies that there is a tangible difference in teachers' job performance if they are rewarded non-financially. Oluwatoyin and Ayodeji (2022) carried out a study on non-financial rewards and job commitment among public secondary school teachers in Ogun State Nigeria and found out that job security, career development, promotion, and outstanding awards are the non-financial rewards available that promotes teachers' commitment. Kisanyanya (2020) carried out a study on financial and non-financial rewards and employee performance in sugar companies in Kenya and found out that employee performance increases when workers are rewarded financially and non-financially. Anna (2017) conducted a study on motivation and job performance of lecturers of Tertiary institutions in Nigeria: Implication for Counseling and concluded that there was a significant relationship between lecturers' incentives and job performance. Justice (2016) studied the effect of financial and non-financial motivation on the performance of teachers in private secondary schools in Uganda and concluded that there is a need to use both financial and non-financial rewards because both are positively related to the performance of private secondary school teachers in Uganda. There is therefore a need to investigate the existence, and utilization of non-financial reward as a tool for enhancing teacher job performance in public secondary schools in Abia State, Nigeria.

### **Statement of the Problem**

The society is in constant flux and change as a result of decline in financial stability and growth of the nation. This has led to the current trends of delay in salary payment which causes lots of problems especially in the education sector. The delay in payment of salaries has led to incessant strikes and shortage of the academic calendar, poor teaching among others. The researchers have observed that there seems to be poor teacher job performance which might have led to a decline in students' academic performance which is equally manifested in external examinations.

One of the widely accepted motivators of employees has been money. Whereas, money seems to be the greatest or better still, the only reason for which many employees choose to work. Most school executives are unaware of how to improve output without the use of cash incentives. This has resulted in an unhealthy unproductive work environment biased by truancy, lack of dedication, unproductive work attitude and environment which influences students' academic performance. There could be a reversal of action if things are put in the right order. Employees need to be motivated in order to give their maximum productivity. The current situation in the education sector where salaries either come later or is absent for months could affect

teachers' job performance. This therefore calls for other ways to maintain teachers' zeal to work. This research study seeks to examine the existence, and utilization of non-financial reward as a tool for enhancing teacher job performance in public secondary schools in Abia State.

### **Purpose of the Study**

This study is on the meta-analysis of non-financial rewards and teacher job performance in public secondary schools in Abia State, Nigeria. The objective specifically seeks to:

1. Identify the existence of non-financial rewards as a tool for improving teacher job performance in public senior secondary schools in Abia State.
2. Examine the utilization of non-financial rewards as a tool for improving teacher job performance in public senior secondary schools in Abia State.

### **Research Questions**

1. What are the non-financial rewards in existence that improves teachers' job performance in public senior secondary schools in Abia State?
2. What are the non-financial rewards utilized as a tool for improving teacher job performance in public senior secondary schools in Abia state?

### **Hypotheses**

H<sub>0</sub><sup>1</sup> There is no significant difference among the three educational zones on the existence of non-financial rewards as a tool for improving teacher job performance in public senior secondary schools in Abia State.

H<sub>0</sub><sup>2</sup> There is no significant difference among the three educational zones on the utilization of non-financial rewards as a tool for improving teacher job performance in public senior secondary schools in Abia State.

### **Theoretical Framework**

This study employed two theories, namely Maslow's Hierarchy of Needs theory and Herzberg's two factor theory.

#### **Hierarchy of Needs Theory**

The hierarchy of needs is a psychological theory proposed by Abraham Maslow in his 1943 work titled "A Theory of Human Motivation." According to Maslow, motivation in an organization is based on the desire to fulfil wants, which is the primary component in motivation. According to Maslow's theory, human needs are organized in a hierarchical manner. This implies that a man's needs are organized in ascending order, from the least to the greatest. The lowest requirement must be met before the following order is necessary. Arranged in ascending order, Maslow categorized human needs into five categories: physiological needs, security and safety needs, social needs, self-esteem needs, and self-actualization needs. In order for motivation to be effective in the workplace, employers must have a comprehensive understanding of the specific and urgent needs that drive each employee's motivation, as outlined by Maslow. Maslow's theory is relevant to this study as it recognizes that non-financial rewards serve as a means of motivating individuals. When applying Maslow's theory to the educational sector, the non-financial rewards found and utilized in schools encompass both the lower and higher order needs identified by Maslow. If teachers have the opportunity to benefit from these non-financial rewards, it has the potential to enhance their job performance. For example, when the teachers' requirements for safety, such as suitable housing and employment stability, are fulfilled, they will experience more enhancement in their performance. Principals

of secondary schools should ensure that the five categories of human needs are attained by teachers, which will enable them to improve their job performance. The theory of Maslow's hierarchy of needs continues to be highly regarded for its ability to provide insight and comprehension.

### **Herzberg's two factor theory**

Herzberg's two-factor theory was formulated by Frederick Herzberg in 1957. Herzberg's theory states that motivation in an organization is influenced by numerous factors in the workplace that can either lead job satisfaction or dissatisfaction. According to his idea, he categorized these numerous factors into two primary groups: hygienic factors and motivators. Humans continuously endeavour to adjust to the unsatisfactory environment that hygiene considerations generate. The dissatisfiers pertain to the work environment, although they exert minimal influence on fostering favourable workplace attitudes. A number of factors that have been recognized as dissatisfiers include the working environment, company policies, supervision, administrative processes, salary and benefits, and job security, among others. The motivator factor, often referred to as satisfiers, are acknowledged for their capacity to effectively inspire persons, empowering them to perform and exert substantial effort. Furthermore, we perceive these duties as the means by which growth is facilitated. Several factors that are considered satisfying include acknowledgment, achievement, advancement, promotion, growth, and responsibility, among others. According to Herzberg, it is necessary to first assess the hygienic factors of the workplace before utilizing motivators to motivate employees and provide a sense of motivation. This implies that it is necessary to resolve all hygiene-related problems before implementing motivators. The hygiene theory elucidates the specific and separate factors that individuals require in their work to experience motivation and perform effectively. The scarcity of motivators leads to an excessive presence of visible hygiene issues, which form the basis for complaints and worries. Hygiene factors contribute to occupational dissatisfaction due to the necessity of avoiding discomfort. Herzberg's theory is applicable in educational settings, as both aspects have substantial consequences for teacher job performance. In this study, the existence and utilization of motivational factors in secondary schools will result to an enhancement of teacher job performance. Herzberg's theory can act as a valuable reminder for secondary school principals, as they need to understand the factors that bring satisfaction or dissatisfaction to teachers. This will enable them to create opportunities that can improve job performance.

### **EMPIRICAL REVIEW**

Various scholars have established how non-financial rewards can affect teachers' performance. Kassim and Onyango (2022) carried out a study on the role of non-monetary incentives on teachers' job performance in a public secondary school in Ilemela District, and their findings revealed that non-monetary incentives such as provision of meals, transport, staff houses, health services, and the availability of teaching and learning materials encourage teachers to perform effectively, leading to academic achievement. The findings of Kassim and Onyango (2022) indicated that there is a strong relationship between non-financial benefits and job performance. It is also an indication that non-monetary incentives are very important for the teachers because they make them more focused on teaching rather than looking for other things. For example, providing teachers with transportation, meals, and housing can motivate them to work diligently and fulfill their responsibilities. Nyinamasiko and Etoru (2022) did a study on teacher rewards and their performance: a case study of selected schools in the southern division of Kabale, Uganda. They found out that non-financial rewards motivate teachers to perform and that they act as reinforcements for their performance. Alade and Okeke (2021) carried out a study on monetary and non-monetary incentives as correlates of teacher educators' job performance in colleges of education in Nigeria, and they found out that salary packages and promotions were the incentives that boost teacher educators' job performance. In a study carried out by Aliyyah, Rachmadtullah, Samjudin, Syaodih, and Nurtanto (2020), it was found that non-monetary incentives positively attract teachers to perform better, while a lack of incentives reduces teachers'

performance. In a study conducted by Marewo Mutong, Nyoni, and Nyoni (2020), most teachers' turnover cases in public secondary schools in Zimbabwe are associated with a lack of non-monetary incentives for teachers, leading to poor performance of their duties. In a similar study, Mochengo, Atambo, and Abuga (2016) carried out a study on the impact of non-financial reward strategies on teachers' performance. They found out that recognition strategy was the most influential, followed by communication, job enrichment, and promotion. Furthermore, a positive relationship exists between non-financial and teacher performance. These research investigated the impact of non-financial rewards on work performance, namely in secondary schools. However, none of them were able to ascertain the existence and utilization of these rewards. The existence of this gap served as the impetus for the researchers to conduct this investigation.

## METHODOLOGY

This study is a descriptive survey. The area of the study is Abia State. Abia State is one of the South-East States of Nigeria. It has seventeen local government areas shared up into three education zones of Aba, Ohafia, and Umuahia. The population comprised all the four thousand and seven (4,007) teachers in the two hundred and thirty-one (231) public senior secondary school teachers in Abia State, while the sample was 1202 selected using 30%. A multi staged sampling technique was used to select the sample of the study. A questionnaire was the instrument used to collect data. The researchers developed the "Non-Financial Reward and Teacher Job Performance Questionnaire (NFRTJPQ)" questionnaire. The questionnaire comprises a total of 20 items, categorized into two sections, A and B. Section A dealt with the demographic data of the respondents, which included the respondents' educational zone, while Section B dealt with information on the researchers' developed questionnaire. In Section B, the researchers structured two clusters, A and B, using a modified four-point Likert-type scale. The response format was strongly agree, agree, disagree, and strongly disagree, with weights of 4, 3, 2, and 1, respectively. Cluster A, which has 10 items, elicited information from respondents on the existence of non-financial rewards, and Cluster B, which has 10 items, elicited information from respondents on the utilization of non-financial rewards. Three experts from the faculty of education at Abia State University, Uturu, two from Educational Administration and Planning and one from Measurement and Evaluation, scrutinized and validated the NFRTJPQ. We requested the experts to examine the instrument's items and evaluate their language suitability, adequacy, and relevance to the research questions. We made corrections based on their input to produce the final draft of the instrument. We established the reliability coefficient of 0.75 using the Cronbach Alpha method. The researchers administered and collected the instrument with the assistance of six research assistants. The data was analyzed using mean, standard deviation, and ANOVA. We deemed a mean score above 2.50 as positive and accepted for the research questions, while a score below 2.50 was considered negative and unaccepted. We tested the results of the hypotheses at the 0.05 level of significance. If the significance value exceeds the alpha value, we accept the null hypothesis, and reject it if it falls below the alpha value.

## RESULTS

**Research Question One:** What are the non-financial rewards in existence that improves teachers' job performance in public senior secondary schools in Abia State?

Table 1: Mean and Standard Deviation scores of Non-Financial Rewards in existence that improves Teachers' Job Performance in Public Senior Secondary Schools in Abia State

Non-Financial Rewards in my school	SA	A	D	SD	$\bar{x}$	Decision
Recognition programmes	451	304	199	248	2.79	Positive
Personal development	232	539	199	232	2.64	Positive
Job security	563	319	128	192	3.04	Positive

Praise	112	666	168	256	2.52	Positive
Work-life balance	112	587	263	240	2.47	Negative
Achievement	144	407	379	272	2.35	Negative
Advancement	264	475	192	271	2.60	Positive
Job enrichment	168	523	247	264	2.49	Negative
Job enhancement	176	320	474	232	2.36	Negative
Promotion	368	411	159	264	2.73	Positive

Table 1 reveals the mean and standard deviation scores of teachers on the non-financial rewards in existence that improves teachers’ job performance in public senior secondary schools in Abia State. Recognition programmes, personal development, job security, praise, advancement, and promotion have a mean score above 2.50 while work-life balance, achievement, job enrichment and job enhancement have a mean score below 2.50. The result indicates that recognition programmes, personal development, job security, praise, advancement, and promotion were the non-financial rewards in existence that improves teachers’ job performance in public senior secondary schools in Abia State.

**Research Question Two:** What are the non-financial rewards utilized as a tool for improving teacher job performance in public senior secondary schools in Abia state?

Table 2: Mean and Standard Deviation scores of Non-financial rewards utilized for improving teachers’ Job Performance in Public Senior Secondary Schools in Abia State

Non-Financial Rewards Utilized	SA	A	D	SD	$\bar{x}$	Decision
Recognition programmes	112	690	184	216	2.58	Positive
Personal development	435	256	359	152	2.81	Positive
Job security	328	419	223	232	2.70	Positive
Praise	184	419	272	327	2.38	Negative
Work-life balance	395	479	128	200	2.88	Positive
Achievement	136	619	287	160	2.60	Positive
Advancement	443	256	311	192	2.79	Positive
Job enrichment	176	475	303	248	2.48	Negative
Job enhancement	475	240	271	216	2.81	Positive
Promotion	232	618	128	224	2.71	Positive

Table 2 reveals the mean and standard deviation scores of teachers on the non-financial rewards utilized for improving teachers’ job performance in public senior secondary schools in Abia State. Recognition programmes, personal development, job security, work life balance, achievement, advancement, job enrichment and promotion have a mean score above 2.50 while praise, and job enhancement have a mean score below 2.50. The result indicates that recognition programmes, personal development, job security, work life balance, achievement, advancement, job enrichment and promotion were the non-financial rewards utilized for improving teachers’ job performance in public senior secondary schools in Abia State.

**Hypothesis One:** There is no significant difference among the three educational zones on the existence of non-financial rewards as a tool for improving teacher job performance in public senior secondary schools in Abia State.

Table 3: ANOVA Analysis on no significant difference among the three educational zones on the existence of non-financial rewards as a tool for improving teacher job performance in public senior secondary schools in Abia State.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.436	3	.479	.798	.495
Within Groups	718.225	1198	.600		
Total	719.661	1201			

Table 3 reveals the ANOVA analysis on no significant difference among the three (Aba, Ohafia and Umuahia) educational zones on the existence of non-financial rewards as a tool for improving teacher job performance in public senior secondary schools in Abia State. The result revealed  $\{F(3, 1198) = .798, p = .49 > 0.05\}$ . This means that the significant value (.49) was found to be greater than the alpha value (0.05). Therefore, the null hypothesis was accepted. This implies that there was no significant difference among the three (Aba, Ohafia and Umuahia) educational zones on the existence of non-financial rewards as a tool for improving teachers' job performance in public senior secondary schools in Abia state.

**Hypothesis Two:** There is no significant difference among the three educational zones on the utilization of non-financial rewards as a tool for improving teacher job performance in public senior secondary schools in Abia State.

Table 4: ANOVA Analysis on no significant difference among the three educational zones on the utilization of non-financial rewards as a tool for improving teacher job performance in public secondary schools in Abia State.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5.206	3	1.735	2.770	.070
Within Groups	750.571	1198	.627		
Total	755.777	1201			

Table 4 reveals the ANOVA analysis on no significant difference among the three (Aba, Ohafia and Umuahia) educational zones on the utilization of non-financial rewards as a tool for improving teacher job performance in public senior secondary schools in Abia State. The result revealed  $\{F(3, 1198) = 2.770, p = .070 > 0.05\}$ . This means that the significant value (.070) was found to be greater than the alpha value (0.05). Therefore, the null hypothesis was accepted. This implies that there was no significant difference among the three (Aba, Ohafia and Umuahia) educational zones on the utilization of non-financial rewards as a tool for improving teachers' job performance in public senior secondary schools in Abia State.

## DISCUSSIONS

Findings from research question one reveal that recognition programmes, personal development, job security, praise, advancement, and promotion are the non-financial rewards in existence that improve teachers' job performance in public secondary schools in Abia State. However, non-financial rewards such as work-life balance, achievement, job enrichment, and job enhancement were not in existence. The corresponding hypothesis reveals there was no significant difference among Aba, Ohafia, and Umuahia educational zones on the existence of non-financial rewards as a tool for improving teachers' job performance in public secondary schools in Abia State. Recognition programmes, personal development, job security, praise, advancement, and promotion as found in existence would make staff confident in their



work places at Aba, Ohafia, and Umuahia educational zones. This research finding is in consonance with the findings of Alabi, Olunade, Omotoye, and Odebode (2022), who found out that recognition, fringe benefits, and promotion are the existing non-financial rewards that increase employee performance.

The findings from research question two reveal that recognition programmes, personal development, job security, work life balance, achievement, advancement, job enrichment, and promotion were the non-financial rewards utilized for improving teachers' job performance in public secondary schools in Abia State. However, non-financial rewards such as rewards and job enhancement were not utilized. The corresponding hypothesis reveals that there was no significant difference among Aba, Ohafia, and Umuahia educational zones on the utilization of non-financial rewards as a tool for improving teachers' job performance in public secondary schools in Abia State. The utilization of recognition programmes, personal development, job security, work life balance, achievement, advancement, job enrichment, and promotion will improve teachers' job performance in public secondary schools in Abia State. This research finding agrees with Oluwatoyin and Ayodeji (2022) who found out that job security, career development, promotion, and outstanding awards are the non-financial rewards available and used for the promotion of teacher commitment.

## CONCLUSION

1. Non-financial rewards such as recognition programmes, personal development, job security, praise, advancement, and promotion were the non-financial rewards in existence that improves teachers' job performance in public secondary schools in Abia State. Also, there was no significant difference among Aba, Ohafia and Umuahia educational zones on the existence of non-financial rewards as a tool for improving teachers' job performance in public secondary schools in Abia state.
2. Recognition programmes, personal development, job security, work life balance, achievement, advancement, job enrichment and promotion were the non-financial rewards utilized for improving teachers' job performance in public secondary schools in Abia State. Also, there was no significant difference among Aba, Ohafia and Umuahia educational zones on the utilization of non-financial rewards as a tool for improving teachers' job performance in public secondary schools in Abia state.

## RECOMMENDATIONS

1. Other aspects of non-financial rewards such as work-life balance, achievement, job enrichment, and job enhancements should be explored as well as maintaining the already established non-financial rewards.
2. The continuous utilization of the non-financial rewards such as recognition programmes, personal development, job security, work life balance, achievement, advancement, job enrichment and promotion should be maintained as long as it improves teachers' job performance.

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