

## **TEACHERS' COMPENSATION AS A CORRELATE OF JOB PERFORMANCE IN ILORIN WEST LOCAL GOVERNMENT BASIC SCHOOLS, KWARA STATE**

**BY**

**Sulyman Kamaldeen Olohundare<sup>1</sup>**

**Department of Educational Management, Faculty of Education, University of Ilorin,  
Ilorin, Nigeria**

**Email: santaolanre@gmail.com**

**Lawal Abdulmumin Abubakar<sup>2</sup>**

**Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin,  
Nigeria**

**Email: olarewajumumin@yahoo.com<sup>1</sup>**

**Ajadi Tunde Abdulkadir<sup>3</sup>**

**Department of Economics, Kwara State College of Education, Ilorin**

**E-mail Address: ajaditundeabdulkadir@yahoo.com**

**&**

**Aloba Fatimah Musa<sup>4</sup>**

**Department of Educational Management, Faculty of Education, University of Ilorin,  
Ilorin, Nigeria**

**Email: fattymoore0@gmail.com**

### **Abstract**

*It is believed that compensation is a very significant tool for enhancing teachers' job performance. Hence, this study examined teachers' compensation as a correlate of job performance in Ilorin West Local Government Basic Schools, Kwara State. The study adopted a descriptive research design of correlation type. Multi-stage sampling technique was used for the study. Random sampling technique was used to sample 22 (33.3%) out of the 64 primary schools in Ilorin West Local Government, Kwara State. Proportional sampling technique was used to select 351 out of the 2,882 teachers in these schools using Krejcie and Morgan (1970) table for sample size determination. Purposive sampling technique was used to select 22 head teachers and 44 assistant head teachers to assess teachers' job performance. Two researcher-designed questionnaires with reliability coefficients of 0.71 and 0.83 were used to collect data. Pearson product-moment correlation statistics was used to test the hypotheses generated. The results showed that there was a significant relationship between teachers' compensation and job performance in Ilorin West Local Government Basic Schools, Kwara State ( $r$ -value = .469,  $p < .05$ ). The study concluded that, adequate provision of compensation would assist in achieving effective teachers' job performance in Ilorin West Local government Basic Schools, Kwara State. Based on the findings and conclusion of the study, it was recommended that there is need for Kwara State Government to ensure adequate and timely provision of compensation to basic school teachers, to make them exhibit good attitudes which would lead to performing their job effectively.*

**Keywords: Compensation, Salary, Promotion and Job Performance**

## **Introduction**

In Nigerian basic schools, just like other levels of education, teachers occupy important position. This is because they are saddled with the role of curriculum implementation, among other things (Samuel, 2012). Basic Education is very significant because it is the foundation upon which other levels of education are built. To achieve the stated goals at this level of education, teachers have to be adequately and timely compensated to make them perform their statutory duties effectively. When teachers are well compensated, their morale could be boosted, thereby enhancing effective job performance and reverse is the case (Henry, 2015). In Ilorin West Local Government Basic Schools, Kwara State, teachers' compensation has not been attractive. This is because, between 2015 and 2018, there were some months in which Basic School teachers' salaries were not fully paid or not paid at all. It was gathered from some of these teachers that, their promotion implementation has not been carried out since July, 2016; and there has not been adequate provision of fringe benefits such as health insurance scheme, car loan, housing loan and the likes for them.

According to Osibanjo, Pavithra and Adeniji (2014), compensation is a great determinant of any employee-employer relationship and it is a factor which binds both the employees and the employer together. It relates to the welfare of the employees with special references to monthly pay and other rewards which employees are entitled to, in accordance with the conditions of service. Islam and Ismail (2008) opined that compensation occupies a crucial position in the management of the employees in any organization. Any organization with no attractive compensation system for its employees might not achieve effective operation and the stated goals could not be well actualized. Agburu (2012) believed that, salary is significant to the employees in any organization and that is why it should be timely and adequately paid to them. Inadequate and untimely payment of salaries could quickly demoralize employees in an organization thereby hampering their effective job performance. Salary is very important because without it, life becomes extremely precarious for the employees and members of their families. Rosser (2006) believed that, salary is a significant factor which affects job performance of teachers and the overall goal achievement of education, irrespective of the level. Hence, government needs to ensure adequate payment of salaries so that teachers can properly take good care of themselves and their families.

Chris (2009) opined that promotion is one of the variables of compensation and it helps in enhancing job performance of the employees. It should be noted that promotion is not only an effective tool for enhancing effective teachers' job performance but also a facilitator of fruitful outcomes for the organization. Saharuddin and Sulaiman (2016) opined that, promotion shows a kind of recognition to an employee's performance. Just like employees in other organization, promotion offers teachers opportunity to progress on the job. A teacher who is regularly promoted is likely to show good attitudes towards his official duties than the one whose promotion is stagnant. Taiwo (2010) explained that, in addition to provision of fair wage and salary to employees, some fringe benefits need to be provided for them. These include car loan, housing scheme loan, health insurance scheme, leave bonus, retirement benefits and pension plans. As elucidated by Owan (2018), teachers' job performance means the extent to which teachers perform their instructional and pedagogical duties so as to enable the students to learn, and for the actualization of school goals.

Teachers' job performance includes students' assessment, lesson note preparation, lesson presentation, classroom management and the likes. Effective teachers' job performance needs to be ensured in schools to facilitate actualization of the school goals. Adejumobi and Ojikutu, (2013) believed that, teacher performance could be measured through a rating of his or her activities in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and teacher commitment to job, extra-curricular activities, supervision, effective leadership, motivation and morale among others. Stajkovic and Luthans (2006) believed that, teachers' job performance is influenced by a number of factors such as managerial factors, interpersonal relationship among teachers, school environment, school-community relations, adequacy of physical, material and financial resources and a host of others. Also, the role played by compensation cannot be over-emphasized.

However, it was observed that job performance of some teachers in Ilorin West Local Government Public Basic Schools has been ineffective. In these schools, some teachers did not see preparation of lesson note as a necessity. Classroom management of some teachers was ineffective as pupils' sitting arrangement was not attractive, the classrooms were not properly decorated and some pupils were also observed to be engaging in other businesses during the teaching and learning process. Not only that, as important instructional materials is in enhancing effective learning, its utilization was not given adequate priority by some teachers; and it is believed that, lesson presentation without corroborating it with appropriate instructional materials might not enhance effective learning. Furthermore, classroom teaching of some of these teachers were not impressive as it was not logically, sequentially and comprehensively presented. All these are signs of inadequate job commitment which could be due to inability of the Kwara State Government to adequately compensate them.

### **Literature Review**

Some researchers have conducted researches on the variables related to this study. Akande (2014) worked on assessment of the relationship between conditions of service and teachers' job performance in secondary schools in Kogi State, Nigeria. Meindinyo and Ikurite (2017) conducted a study on the influence of motivation on teachers' performance in Emohua Local Government Area of Rivers State, Nigeria. Although, all these are germane to this study, however, none of them examined teachers' compensation as a correlate of job performance in Ilorin West Local Government Basic Schools, Kwara State. Compensation of the employees is an important factor which determines the quality of job performance in an organization. Ivancevich (2004) defined compensation as a component of what a human resource manager does in an organization which specifically focuses on every type of rewards given to the employees by the employer in exchange for services rendered to the organization. This is necessary to make the employees more committed to the realization of the stated goals. Werner (2001) stated that compensation refers to some basic features which make employees satisfied on the job among which include incentives, allowances, salaries, bonuses, promotion and recognition.

In the opinion of Osibanjo, Pavithra and Adeniji (2014) explained that compensation means the benefits workers get in return for performing organizational tasks. Compensation covers wages, salaries, bonuses or commission, housing allowances, incentive bonus, meal allowances, medical benefits, utility allowances, shift allowances, hospitalization expenses, out of station allowances,

vehicle loan benefits, annual leave allowances and car basic allowances. In the view of Osibanjo, Adeniji Falola, and Heirsmac (2014), ability of the organization to appropriately attract and keep experienced and effective employees depends on the level of attention given to compensation. Compensation packages determine the commitment or willingness of the employees to remain in the organization.

Surbhi (2015) believed that, salary is an aspect of compensation which needs to be given adequate attention by the employers to facilitate effective performance of the organization. Salary connotes monthly pay given to the employees in an organization. Salary is a fixed amount of money given to the workers at regular periods for the services rendered towards the realization of organizational goals. According to Odoh (2011), salary is usually based on mutual agreement between the employees and the employer which may be sometimes an individual, group of individuals or government, depending on the ownership of the job. Salary is a fixed amount of money given to the lecturers at regular periods for the services rendered towards the realization of organizational goals. Umar (2012) asserted that, prompt payment of salary goes a long way in improving the viability and commitment of teachers, as well actualization of the stated school goals.

According to Chris (2009), promotion is one of the variables of compensation and it helps in triggering higher performance of the employees. It should be noted that promotion is not only an effective tool for employee motivation but also a facilitator of fruitful outcomes for the organization. According to McCausland, Pouliakas and Theodossiou (2005), promotion is the process of transferring an employee to a rank with bigger assignment. The issue of promotion is an important aspect of compensation which should not be held with levity by any organization, to improve employees' job performance. Moreover, Clement (2008) elucidated that, fringe benefits are regarded as compensations such as medical insurance scheme, housing loan, car loan, and the likes paid to the employees by the employers in addition to their salaries, so as to make them more motivated to perform their jobs. Fringe benefits need to be given a thorough consideration in every organization simply because they serve as boosters which could facilitate progressive movement in the level of the employees' productivity. Mathis and Jackson (2003) explained that fringe benefits mean all forms of indirect compensation provided for a worker or group of workers as members of an organization. These include housing scheme loan, health insurance scheme and car loan. With adequate provision of fringe benefits to employees, teachers' job performance is likely to be effective.

Job performance of teachers is very essential to actualizing the school goals. Lawal (2014) opined that, teachers' job performance means the duties performed by teachers at a particular period in the school to actualize the stated goals. Adeyemi (2011) observed that teachers' performance could be measured through teaching, lesson preparation, lesson presentation and participation in extra-curricular activities. Ajao (2004) asserted that for teachers to effectively perform their functions, it requires that they are well compensated by government. The components of teachers' job performance include classroom management, lesson note preparation, utilization of instructional materials, classroom teaching, and the likes. Akpakwu (2004) posited that, classroom management refers to orderly organization of teaching materials and teaching aids and learners, in order to achieve the desired learning objectives. Omenka and Otor (2015) opined that, classroom management could be defined as the planning and

implementation of the school programmes as it affects teaching and learning in the classroom. It is the responsibility of teachers to manage the psychological and physical environment to provide students with atmosphere which is learning-friendly. Dooloard (2004) stated that classroom management refers to all the activities embarked upon by a teacher to create an environment which facilitates effective students' learning to enhance their academic performance. It is the process of creating enabling situation to actualize learning objectives and as well as regulating social behaviour of students. Based on their profession, teachers are the managers of classroom activities.

Spratt, Pulverness and Williams (2005) stated that lesson note is a series of actions which provides guidance to teachers on what to be taught in the classroom and how to teach it to actualize the stated learning outcomes. Teachers need to properly plan their lessons. This is because the way a teacher structures his lesson plan could affect lesson delivery. Smart (2007) viewed lesson note as a comprehensive description of the course of instruction or learning activities for a particular lesson. Abubakar (2008) opined that, a teacher who regularly prepares comprehensive lesson note and follows it strictly during the course of lesson delivery is likely to achieve better learning objectives than the one with no or haphazard lesson note. Isola (2010) elucidated that, instructional materials are the objects or devices, which assist the teacher to process a lesson in a way that would be more understandable by the learners. Agina-Obu (2005) defined instructional materials as physical or concrete objects which appeal to students' senses of hearing, visual or both during the process of teaching and learning. A teacher's job performance in a lesson is incomplete without making use of appropriate instructional materials to support the information passed across to students, to facilitate effective learning.

Smart (2007) explained that classroom teaching is an interaction which occurs between teacher and students within the four walls of the classroom. Teaching involves making students acquire knowledge and skills which are hitherto considered unknown to them. The purpose of teaching is to make sure that behavioural modification is achieved on the part of the learners. In every lesson, a teacher needs to be adequately prepared to enhance effective actualization of the learning outcomes. Abubakar (2008) opined that classroom teaching is the process of imparting knowledge to the learners by the teacher. It involves passing information across to the learners for the horizon of their knowledge in a particular field or fields to be increased. Classroom teaching is an important aspect of teachers' job performance because it requires knowledge imparting. As such, teachers should skillfully and meticulously handle this aspect of their job performance to enable students acquire adequate knowledge which would enhance their academic performance.

### **Purpose of the Study**

The main purpose of the study was to examine teachers' compensation and job performance in Ilorin West Local Government Basic Schools, Kwara State. Specifically, the study was set out to:

- i. examine the relationship between salary and teachers' job performance in Ilorin West Local Government Basic Schools, Kwara State;
- ii. investigate the relationship between promotion and teachers' job performance in Ilorin West Local Government Basic Schools, Kwara State; and

iii. assess the relationship between fringe benefits and teachers' job performance in Ilorin West Local Government Basic Schools, Kwara State.

### Research Hypotheses

- Ho<sub>1</sub>:** There is no significant relationship between teachers' compensation and job performance in Ilorin West Local Government Basic Schools, Kwara State.
- Ho<sub>2</sub>:** There is no significant relationship between salary and teachers' job performance in Ilorin West Local Government Basic Schools, Kwara State.
- Ho<sub>3</sub>:** There is no significant relationship between promotion and teachers' job performance in Ilorin West Local Government Basic Schools, Kwara State.
- Ho<sub>4</sub>:** There is no significant relationship between fringe benefits and teachers' job performance in Ilorin West Local Government Basic Schools, Kwara State.

### Methodology

The study adopted a descriptive research design of correlation type. The population for this study comprised 2,882 teachers in the entire 64 public primary schools in Ilorin West Local Government, Kwara State. The scope of the study was limited to public primary schools. Random sampling technique was used to sample 22 out of the 66 primary schools in the Local Government Area. Purposive sampling technique was used to select head teacher and two assistant head teachers from each of the sampled schools to make a total of 66. Head teachers and assistant head teachers were purposively selected because they were in the position to assess teachers' job performance. The measures of teachers' compensation were limited to salary, promotion and fringe benefits while classroom management, utilization of instructional materials, lesson note preparation and classroom teaching were used to measure job performance. Two researcher-designed questionnaires titled "Teachers' Compensation Questionnaire" (TCQ) and "Job Performance Questionnaire" (JPQ) were used to collect data for the study. Content and face validity of the TCQ and JPQ was carried out and with the use of Cronbach's Alpha, they found reliability coefficients of 0.71 and 0.83 respectively. Pearson Product-Moment Correlation Statistics was used to test the formulated hypotheses at 0.05 level of significance.

### Results

**Ho:** There is no significant relationship between teachers' compensation and job performance in Ilorin West Local Government basic schools, Kwara State

**Table 1:**  
**Teachers' Compensation and Job Performance**

Variable	N	r-value	p-value	Decision
Teachers' Compensation	351	.469	.002	Ho Not Accepted
Job Performance	351			

Table 1 shows the calculated r-value (.469) while the p-value (.002) is less than the significance level (.05). Therefore, the null hypothesis ( $H_0$ ) was not accepted. This shows that there was a significant relationship between teachers' compensation and job performance in Ilorin West Local Government basic schools, Kwara State.

**$H_{01}$ :** There is no significant relationship between salary and teachers' job performance in Ilorin West Local Government basic schools, Kwara State

**Table 2:**  
**Salary and Teachers' Job Performance**

Variable	N	r-value	p-value	Decision
Salary	351			
		.424	.012	$H_{01}$ Not Accepted
Teachers' Job Performance	351			

Table 2 shows the calculated r-value (.424) while the p-value (.012) is less than the significance level (.05). Therefore, the null hypothesis ( $H_{01}$ ) was not accepted. This shows that there was a significant relationship salary and teachers' job performance in Ilorin West Local Government basic schools, Kwara State.

**$H_{02}$ :** There is no significant relationship between promotion and teachers' job performance in Ilorin West Local Government basic schools, Kwara State

**Table 2: Promotion and Teachers' Job Performance**

Variable	N	r-value	p-value	Decision
Promotion	351			
		.475	.001	$H_{02}$ Not Accepted
Teachers' Job Performance	351			

Table 3 shows the calculated r-value (.475) while the p-value (.001) is less than the significance level (.05). Therefore, the null hypothesis ( $H_{02}$ ) was not accepted. This shows that there was a significant relationship promotion and teachers' job performance in Ilorin West Local Government basic schools, Kwara State.

**Ho<sub>3</sub>:** There is no significant relationship between fringe benefits and teachers' job performance in Ilorin West Local Government basic schools, Kwara State

**Table 4:**  
**Fringe Benefits and Teachers' Job Performance**

Variable	N	r-value	p-value	Decision
Fringe Benefits	351			
		.416	.002	Ho <sub>3</sub> Not Accepted
Teachers' Job Performance	351			

Table 4 shows the calculated r-value (.416) while the p-value (.002) is less than the significance level (.05). Therefore, the null hypothesis (Ho<sub>3</sub>) was not accepted. This shows that there was a significant relationship fringe benefits and teachers' job performance in Ilorin West Local Government basic schools, Kwara State.

### Discussion

The findings of the main hypothesis revealed that there was a significant relationship between teachers' compensation and job performance in Ilorin West Local Government basic Schools, Kwara State. This implies that when teachers are adequately compensated, it would enhance their effective job performance. This finding corroborates the view of Robbins, Judge and Sanghi (2009) that, adequate compensation would assist schools to achieve job performance thereby resulting in realization of the stated goals. Lawrence (2016) asserted that, inability of the state governments to properly compensate in recent times public school teachers could affect their job performance and the end result could be poor academic performance.

The findings of the hypothesis one revealed that there was a significant relationship between salary and teachers' job performance in Ilorin West Local Government basic Schools, Kwara State. This signifies that, adequate payment of teachers' salaries would help achieve their effective job performance. This finding supports the view of Wasiu and Adebajo (2014) that, one of the benefits of prompt and adequate payment of teachers' salaries is that it could help enhance teachers' job performance thereby leading to achievement of the stated goals. Muhammad-Rafiq (2012) believed that, to achieve effective teachers' job performance in public schools in Nigeria, there is need for adequate and timely payment of salaries.

The findings of the hypothesis two revealed that there was a significant relationship between promotion and job performance in Ilorin West Local Government basic Schools, Kwara State. This shows that, when teachers are timely promoted, it would facilitate their effective job performance. This finding agrees with the view of Gupta (2011) that, when teachers are promoted, the feeling of movement from a level to a higher post accompanied with greater responsibilities, higher status and increased monthly pay could facilitate their effective job performance. In addition, Chew (2004) opined that workers should not only be compensated



financially but they should also be given opportunities to progress within the organization. When teachers are unjustifiably denied promotion for years, they might not be encouraged to effectively do their job and this could affect school effectiveness.

The findings of the hypothesis three revealed that there was a significant relationship between fringe benefits and job performance in Ilorin West Local Government basic Schools, Kwara State. This means that, adequate provision of fringe benefits would help actualize effective teachers' job performance. This finding is in tandem with the view of Bamidele (2010) that, salary payment and promotion implementation alone is not enough to motivate public primary and secondary school teachers. Various fringe benefits should also be adequately provided for them, to achieve their effective job performance. Olabanjo (2001) also stated that adequate provision of fringe benefits such as car loans, housing scheme loans, subsidization of the health services and in-service training and a host others could motivate teachers to perform their duties effectively.

### **Conclusion**

Based on the findings, it was concluded that, adequate provision of compensation would assist in achieving effective teachers' job performance in Ilorin West Local government Basic Schools, Kwara State. If there is adequate and timely payment of salaries, teachers would be enthusiastic and this could trigger them to perform their official duties very well. When the financial implication of teachers' promotion is duly implemented, they would be motivated and could consequently encourage them towards effective job performance. Provision of fringe benefits such as car loan, housing, health insurance scheme and the likes would help to achieve effective teachers' job performance

### **Recommendations**

Based on the findings and conclusion of the study, it was recommended that:

- i. there is need for Kwara State Government to ensure adequate and timely provision of compensation to basic school teachers, to make them exhibit good attitudes which would lead to performing their job effectively;
- ii. government should ensure that teachers' salary is regularly and adequately paid at the right time, to make them satisfy their personal and family needs and feel highly motivated to perform their job;
- iii. Financial implications of teachers' promotion should be implemented in due course, to stimulate them towards delivery of their official duties; and
- iv. fringe benefits such as car loans, housing scheme loan, health insurance scheme and others should be well provided for teachers, encourage them towards performing their job in a way which could enhance smooth actualization of the stated goals

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