

Organisational Reward System as a Tool in Enhancing Employee Performance: A study of Some Selected Public Higher Education Institutions in Enugu State

Nze Ujunwa Lilian

Email: connectuj09@gmail.com

Ahumibe Felicia N

Email: ahumibe68@gmail.com

Department of Public Administration

Enugu State University of Science and Technology, Nigeria

<i>Abstract</i>	<i>Journal of Policy and Development Studies (JPDS)</i>
<p><i>One of the strategies that many organisations have used to enhance their employees' morale, thereby increasing productivity is applying rewards. The most common rewards are monetary and non-monetary rewards. This study, therefore, sort to examine the effect of reward system on employee performance in selected public higher education institutions in Enugu state, Nigeria. The study adopted the descriptive research design and survey method of data collection. The target population of the study was the staff of Enugu State College of Education (Technical), Institute of Management and Technology, and Enugu State University of Science and Technology. The instrument for data collection was a structured questionnaire administered to 384 respondents. Descriptive and inferential statistics were conducted using frequencies and Linear Regression respectively. The result indicates that monetary incentives (fringe benefits, promotions, salary, and pension scheme) and non-monetary incentives (training and development opportunities, employee recognition, good working conditions and flexibility of working hours) have significant effect on employees' performance in the Nigerian public higher education institutions. The study, therefore, recommends that management of these institutions should improve on the provision of both monetary and non-</i></p>	<p><i>Vol. 14, Issue 2 (2023) ISSN(p) 0189-5958 ISSN (e) 2814-1091 Home page https://www.ajol.info/index.php/jpds</i></p> <p>ARTICLE INFO:</p> <p>Keyword:</p> <p><i>Employee, performance, promotion, reward system</i></p> <p>Article History <i>Received 9th December 2023 Accepted: 16th January 2024</i></p> <p>DOI: https://dx.doi.org/10.4314/jpds.v14i2.10</p>

monetary incentives because if well planned and implemented as organizational culture would have long-term positive effects on the performance of the employees.

1. Introduction

1.1 Background to the Study

The performance of the employee is the achieved results of operations with the capabilities of the employee who acts in certain situations. The combined result of effort, ability and perception of tasks make up an employee's performance. Achievement of organizational goals, in turn, is the result of high performance. Colquitt et al (2011) noted that job performance is the set of employee behaviours that contribute to organizational goal accomplishment. In the same vein, Okoh (2011) opined that employee performance is the individual effort of an employee in his given tasks in a production process. This implies that each individual is given a task in the production process of every organization as such the rate of work an individual undertakes in a particular production is said to be his performance towards that production while the overall effort of the employees is said to be organizational performance. While Dharma (1991) reasoned that performance is something that is done on the products/services produced or provided by any person or group of people, Swato (2006) maintained that employee performance is the action or the execution of tasks that were completed by individuals within a certain time.

Since employees play a crucial role in achieving an organization's goals and objectives, motivating them is vital. One of the strategies that many organisations have used to increase their employees' morale is applying rewards. The most common rewards are monetary and non-monetary rewards.

Financial rewards are monetary rewards or compensation used to motivate employees in an organization. Financial rewards consist of direct financial and indirect financial compensation. Direct financial compensation consists of salary, wages, bonuses and commissions. The indirect financial compensation is also called benefits, which are all financial compensations. Micheal and Harold (2006) state that financial rewards refer to monetary terms in the form of wages and salaries used to compensate and motivate workers in an organization. Wages are financial rewards based on time units. The wage rate is multiplied by the number of units worked. Time unit plans are used when the work schedule is irregular e.g. factory workers, mine workers, farm labourers etc. while salaries on the other hand are paid from one date to another irrespective of the amount of time they work between those dates. Salaries are used when the hours of work are so regular that there is little reason to count e.g. management salaries, professional salaries etc. and commissions are financial rewards based on a direct measure of productivity.

Furthermore, Mahaney and Lederer (2006) contended that the reward practices of several organisations are of two types. These are intrinsic (non-monetary) and extrinsic (monetary) rewards. Extrinsic rewards are tangible. In contrast, intrinsic rewards are intangible or psychological. Intrinsic rewards include achievement, appreciation, autonomy, attractive and challenging jobs, career development, empowerment, feeling of accomplishment, participation in

decision-making, personal growth, praise, recognition, responsibility, training opportunities and vacations.

On the other hand, extrinsic rewards include fringe benefits, bonuses, rewards, promotions, salary, and pension schemes. Rewards could either be extrinsic or intrinsic or a mixture of both. No wonder, Kabuki (2019) contended that the pronounced performance of employees ultimately would result from a correct mix of strategies of reward management like developmental rewards, financial rewards, intrinsic rewards and social rewards. Dewhurst, Guthridge, and Mohr (2009) emphasized that a total reward system is an efficient tool of management for the motivation of low performance workers, and for boosting the job satisfaction of great achievers. Hence, we sort to examine the effect of reward system (monetary and non-monetary) on employee performance in selected public higher education institutions in Enugu state, Nigeria.

1.2 Statement of the Problem

Despite unprecedented efforts to motivate employees, employee motivation is at an all-time low. Most institutions are increasingly discovering that not only are traditional rewards extremely limited in their ability to motivate employees, but they are also very costly (Lee, Law & Bobko, 1999). In many public educational institutions in Nigeria today, the reward system has become a bottomless pit into which millions of naira are thrown away annually, while employees complain that the rewards they receive are not particularly rewarding. This has led to incessant industrial disharmony in these institutions. For instance, the various staff unions of universities and other institutions of higher learning in Nigeria have incessantly embarked on strike over the years. The reasons for the strike were mostly linked to the monetary reward system in the public educational institutions. It is therefore difficult to believe that the employees of these institutions are motivated to perform optimally without commensurate monetary and non-monetary reward systems from these institutions' administrations. Extant literature revealed that previous scholars have researched different aspects of monetary and non-monetary rewards and their effect on employee performance in various sectors. Notable among the sectors these studies covered were Health Sector (Addai, 2012), Oil and gas sector (Agwu, 2013; Tetteh, Fentim, & Dorothy, 2015), hospitality and food service (Murphy, 2007), commercial banks (Nduro, 2012; Aktar, Sachu & Ali, 2012); and Automotive Component Industry (Taljaard, 2003). Therefore, there exists a knowledge gap in the literature on reward systems viz-a-viz their effect on employee performance in public higher education institutions of Nigeria. Again, some that attempted only focused on either monetary or non-monetary aspects of the reward. There is, therefore, need to take a holistic view of the total employee reward system. Hence, this study was carried out to bridge this lacuna in the body of knowledge.

1.3 Research Objectives

1. To ascertain the extent to which monetary rewards (fringe benefits, promotions, salary, and pension scheme) influence employees' performance in public higher education institutions.
2. To ascertain the extent to which non-monetary rewards (training and development opportunities, employee recognition, good working conditions, flexibility of working hours) influence employees' performance in public higher education institutions.

1.4 Research Questions

The research questions as they align with the objectives include the following:

1. To what extent do monetary rewards (fringe benefits, promotions, salary increase, and pension schemes) influence employees' performance in public higher education institutions?
2. To what extent do non-monetary rewards (training and development opportunities, employee recognition, good working conditions, flexibility of working hours) influence employees' performance in public higher education institutions?

1.5 Hypotheses

In line with the above research questions, the following null hypotheses were formulated to guide the study:

1. Monetary rewards (fringe benefits, promotions, salary increase, and pension schemes) do not significantly influence employees' performance in public higher education institutions.
2. Non-monetary rewards (training and development opportunities, employee recognition, good working conditions, flexibility of working hours) do not significantly influence employees' performance in public higher education institutions.

2. Review of Related Literature

2.1 Conceptual Review

2.1.1. Organizational Rewards

Rewards are significant components of every organization. The workplace situation has altered in the 21st century making the working environment require much more than money to satisfy the employees. Satisfied employees are more driven and work harder because they understand they will be rewarded after achieving objectives. Conversely, employment dissatisfaction occurs if task achievement is without rewards. This situation may lead workers to a rise in absenteeism and an increase in employee turnover. Reward schemes involve productivity compensation. A reward system is primarily intended to promote higher productivity by people and groups throughout the job. The word reward relates to something designed to ignite and/or requires more effort to do so in a specified way. Richter, Raban and Rafaeli (2001) defined rewards as mechanisms aimed at achieving a specific change in behaviour. In other words, reward refers to a type of compensation provided to staff when certain types of work results are achieved. This means that organizations use rewards to achieve objectives and foster a certain conduct and team spirit for collective rewards. It should be noted that reward schemes do not have universal applicability but will probably play a part when the circumstances and the designed system are correct. Organizational rewards are categorized into monetary and non-monetary rewards.

2.1.6. Determinants of Performance:

According to Campbell et al (1994), cited in Aguinis (2007), a combination of three factors allows some people to perform at higher levels than others. These are declarative knowledge (information regarding a given task's requirements, labels, principles, and goals), procedural knowledge (a combination of knowing what to do and how to do it), and motivation (involves three types of choice behaviours, namely; Choice to expend effort (example, "I will go to work today"); Choice of the level of effort (example, "I will put in my best effort at work" versus "I will not do my best"); and Choice to persist in the expenditure of that level of effort (example, "I will give up after a little while" versus "I will persist no matter what"). He states further that the three determinants have a multiplicative relationship, such that if any of the variables has a zero (0) value, then performance also has a value of zero (0). In other words, for there to be performance, all three must be present: Performance = Declarative Knowledge x Procedural Knowledge x Motivation. Hersey, Blanchard and Johnson (2001, p.345) make use of a model developed by Clay Carr, where

he makes use of seven actors with effect on performance: motive, goal, competence, feedback, means, opportunity and standards. According to Taljaard (2003, pp.129-130), a real goal is when a manager's desire and requirement are accepted by the one who has to accomplish the goal and when the goal has been translated into tasks that individuals have to perform; standards will tell you when the goal was accomplished; feedback reports both the quality and quantity of progress toward reaching the goal; means are the resources and tools available to achieve the goal because lack of resources will influence whether the goal will be achieved; employees must have the competence to perform the tasks; motive is what motivates employees and how management facilitates performance motivation; and opportunity simply concerns time and legibility. Mullins (2005, p.471) states that people's behaviour is determined by what motivates them. Their performance is a product of both ability and motivation. Ability is the sum of the physical, intellectual, emotional, and cognitive skills, knowledge and aptitudes that the job performer requires to succeed on the job. Mullins (2005, p.471) explains further that the underlying concept of motivation is some driving force within individuals by which they attempt to achieve some goal to fulfil some need or expectation. Thus $\text{Performance} = \text{function}(\text{ability} \times \text{motivation})$. Kreitner et al (cited in Mullins, 2005) further suggest that motivation should not be the only necessary contributor to job performance. Along with ability, motivation is also a combination of the level of skill; knowledge about how to complete the task; feelings and emotions; and facilitating and inhibiting conditions not under the individual's control. However, what is evident is that if the manager is to improve the work of the organization, attention must be given to the level of motivation of its members. The manager must also encourage staff to direct their effort (their driving force) towards the successful attainment of the goals and objectives of the organization. Nickols (2003) underscores seven important determinants of job performance as goal clarity; repertoire (the ability to identify and engage in mental models (of what is appropriate in any given situation); motivation; and the working environment. Writing on factors that affect the performance of nurses, Awases (2006) identified twelve factors concerning individual nurses and their managers. The management factors were management skills and competencies, management-related training as well as management knowledge and skills. The factors that relate to individual employees were knowledge and skills base; performance appraisal and utilization thereof; remuneration, benefits, reward and recognition; staffing and work scheduling; availability of staff development opportunities; workspace and environment; clarity of mission and goals; commitment and satisfaction; and leadership and management. All the models above on the determinants of performance underscore the importance of motivation (financial and non-financial) in determining how effectively individuals perform at the workplace.

2.2. Theoretical Review

This section exposes the theoretical underpinning of the study. The Equity Theory was deemed fit for this study.

Equity Theory

Equity theory suggests that employees' perceptions of a working situation in terms of how fairly they are treated compared with others influence their levels of motivation; motivation is a consequence of perceived inequity (Adams, 1965). According to equity theory, employees make comparisons. Employees determine their work outcomes versus the effort or inputs required to achieve the outcomes and compare these with the outcomes and efforts of other employees. If they recognize that their compensation is equal to what others receive for similar inputs, they will believe that their treatment is fair and equitable.

Education, experience, effort, ability etc. are the inputs to the job by the employees. Outcomes that employees receive from a job are pay, benefits, promotions rewards etc. A state of equity refers to the ratio of one person's outcomes to inputs being equal to the ratio of another's outcomes to inputs. Inequity takes place when the situation is reversed. For example, when an employee with a high level of education or experience receives the same salary as a new, less educated employee, he/she may perceive it as inequality. Perceived inequity may occur when an employee thinks that he/she is paid more than other people who contribute the same inputs to the organization. According to a major criticism, equity theory does not precisely characterize mental processes because it assumes that humans make mental lists of outcomes and their likelihood and sum them up systematically.

Adams (1965) pointed out that perceived inequity creates tension that can motivate individuals to bring equity into balance in four common ways:

1) Altering Effort: Individuals may change their level of input to the organization. For example, underpaid individuals may decrease their level of effort or increase their absenteeism. Overpaid individuals may correct the inequity by working harder or getting more education.

2) Altering Outcomes: An underpaid person may request a salary increase, other forms of recognition or a bigger office. For example, unions may try to improve wages and working conditions to be consistent with a comparable union whose members are paid higher.

3) Changing how People Think About Inputs or Outcomes: According to research, people may alter their perceptions of equity if they are unable to change efforts or outcomes (Samson and Daft, 2002). Thus, individuals may unnaturally increase the status attached to their jobs or distort others' perceived rewards to ensure equity.

4) Leaving: Individuals who feel they lack equity in the workplace may choose to quit their jobs rather than bear the inequity of being underpaid or overpaid. They may seek a balance of equity when applying for new jobs.

The implication of equity theory for organizations is that, to motivate employees it is necessary to ensure a state of equity in the workplace by establishing mechanisms to deal with perceived inequity situations. Otherwise, organizations may face low motivation, low performance, high absenteeism and turnover.

As it is mentioned before, a typical example of perceived inequity in a work organization is the situation of an employee who believes that his/her peers do not exert as much effort as him in the workplace, although they are all getting the same amount of wage. Or an employee may think that he/she is performing well above the expectations but being treated the same as other employees who are just satisfying the expectations.

This may lead employees to lose their motivation to do their best, to do more than what is expected from them, to be creative and to be problem solvers. In that kind of perceived inequity situation, the employee may decide that his/her efforts do not make any difference to the organization and thus may stop working hard to make things fair in his/her mind.

This example can particularly be observed in public sector employment where employees of the same status and tenure get the same amount of wage, no matter how hard they work or how successful they are in making contributions. Likewise, an increase in salary or promotion will have no motivational effect if it is perceived as inequitable relative to that of other employees, as it is not linked to performance. The public sector lacks an effective reward system to motivate employees to exert extra effort and to differentiate between who is doing a good job and who is not.

As it is emphasized, employees may lose their motivation in such cases and may decrease their level of effort to get rid of the tension created by perceived inequity. Thus, it is very important that in the public sector of Nigeria, an effective recognition system should exist besides compensation and benefits, which will differentiate high-level performing individuals from lower-performing ones. In light of these, the use of rewards becomes inevitable for the public sector to motivate employees by acknowledging the contributions exceeding expectations.

2.3. Empirical Review

2.3.1. To ascertain the extent to which monetary rewards (fringe benefits, promotions, salary, and pension scheme) influence employees' performance in public higher education institutions.

Wasiu and Adebajo (2014) examined the reward system and employee performance using selected public secondary schools in Lagos State. The findings revealed that there is a significant relationship between employee's performance and salary package, employee job allowances and performance and in-service training and employee's performance.

Saira, Madiha, Sumaira and Anam (2014) examined the impact of financial and non-financial rewards on employee motivation. The researchers have surveyed Astro Films (PVT) situated in Lahore City, Pakistan. A questionnaire was developed to guess the opinions of employees working in these organizations. A semi-structured interview was conducted to get an insight into their motivation. The researchers have found from the survey that different factors affect the motivation of employees which can be classified into two categories; financial and non-financial rewards.

Oyira, Regina, Nkamare, Lukpata, Uwa and Mbum (2015) investigated the effect of the reward system on healthcare workers' performance in Teaching Hospitals. It examined the relationship between monetary and non-monetary rewards and employees' performance at the University of Calabar Teaching Hospital (UCTH). A Desk survey was used to gather relevant information. The findings revealed the monetary reward had a positive impact on employees' performance while non-monetary rewards had a negative effect on employees' performance.

Kikoito (2014) examined the impact of reward systems on the organizations' performance in the Tanzanian banking industry. The data was analyzed with the use of descriptive statistics (SPSS and Excel) and data was presented as frequency distribution tables and histograms. The findings of this study showed that the three commercial banks in Mwanza City offer both extrinsic (salary, bonus and promotion) and intrinsic (praise, recognition and genuine appreciation) rewards to their employees. However, the results found that employees were not satisfied with the current reward packages and the salary level was viewed to be too low and did not reflect the cost of living in Mwanza City. The study further indicated that intrinsic (non-financial) rewards were not satisfactory to employees.

2.3.2. To ascertain the extent to which non-monetary rewards (training and development opportunities, employee recognition, good working conditions, flexibility of working hours) influence employees' performance in public higher education institutions

Kerdasi and Azam (2020) sought to investigate the relationship between non-monetary rewards and employee commitment among the workers working in the telecommunication companies of Libya. They conceptualized non-financial rewards in terms of career advancement opportunities and development opportunities. The study also evaluated the moderating role of perceived supervisory support on the relationship between non-monetary rewards and employee commitment. The survey was administered to 310 employees, managers, and executives of a telecommunication company who are involved in some form of human resource management. The

result of the data analysis using the PLS-SEM showed that both career advancement opportunities and development opportunities had a significant effect on employee commitment. The result further revealed that supervisory support has a moderating role only on the relevance between career advancement opportunities and employee commitment because, for development opportunities, the perceived supervisory support was found with no moderating effect.

Waqas, and Saleem, (2014) conducted a study to explore the effect of monetary and non-monetary rewards on the development of employee engagement, and how this employee engagement affects a firm's overall performance. The study involved 250 respondents randomly selected from banks, universities, the textile industry, and the private sector of Faisalabad, Pakistan. The result of the hierarchical linear regression to estimate the effect of rewards on firm performance mediated through employee engagement shows that monetary and non-monetary rewards significantly and positively affect the level of employee engagement and a high level of employee engagement in turn, significantly influences firm performance.

Jeffery (2002) sought to investigate non-monetary rewards and their ability to control various psychological needs. The study explained that non-monetary rewards are highly visible and have greater value as a trophy. Non-monetary rewards bring a higher utility level. Jeffery (2002) also calculated the trophy value index of non-monetary rewards to check the argument. In his study, results showed that employees enjoyed the gifts, pride, respect and recognition for a long-term period. Employees enjoy telling their family and friends about their respect and gifts. Results showed a significantly higher trophy value of non-monetary gifts. By analyzing the motivational strategies, Jeffery (2002), states that cash rewards don't match the level of satisfaction which is gained by non-monetary rewards (Trophy value). By explaining in detail in his work, he describes that cash rewards' benefit is short-term; while the non-monetary rewards have long-term benefits. In his study, monetary rewards are mentioned as compensation, while non-monetary rewards represent respect and recognition.

A study by Kube et al. (2008) credited more output to non-monetary rewards as compared to monetary rewards. Non-monetary rewards contribute a great deal to employee satisfaction and this satisfaction shows long-term results. Kube et al. (2008) also carry the social exchange phenomenon. In his study, results show the higher impact of non-monetary rewards on social exchange theory compared to monetary rewards. In another study, Kube et al. (2006) describe that monetary rewards are beneficial in the short-term period and ineffective in the long-term period. He also states that non-monetary rewards have a significant and consistent effect on their satisfaction.

Abdullah and Wan (2013) sought to present the theoretical and empirical evidence conceptually regarding the relationships between non-monetary rewards and job satisfaction in influencing job performance. The paper discusses the direct linear relationship between non-monetary rewards and job satisfaction as independent variables and job performance as dependent variables. The study used theoretical and empirical studies to support the hypothesis that non-monetary rewards and job satisfaction influence job performance. The study proposes that non-monetary rewards and job satisfaction significantly and positively influence job performance particularly when a variety of non-monetary rewards are used among satisfied employees in an organization.

Similarly, Erbasi and Arat (2012) examined the impact of financial and non-financial rewards for food sectors in the central Anatolian region in Turkey and found that both financial and non-financial rewards are important elements of job performance. Nonetheless, monetary rewards are considered more important in terms of motivating workers to increase their performance compared to non-monetary rewards.

2.3.1. Summary of Empirical Review

Author(s)	Year	Area of study	Title	Methodology	Findings
Yeti Kuswati	2021	Majalengka, Indonesia	The Influence of Organizational Culture on Employee Performance	descriptive and survey methods	<ol style="list-style-type: none"> 1. some employees were less responsible resulting poor performance in carrying out the task; 2. some employees lack discipline in carrying out tasks such as coming and leaving work not following the applicable regulations; 3. some employees carried out their tasks not following the applicable guidelines (resulting poor quality of work); 4. There were delays in reporting by employees.
Silas Mutie Nzuba & Purity Mwendu Kimanzi	2022	Nairobi, Kenya	The Impact of Organizational Culture on Employees' Productivity: A Comprehensive Systematic Review	systematic review approach	<ol style="list-style-type: none"> 1. Organization culture is vital for preventing employees' turnover and enhancing commitment to their duties
Wahyu Ramadhani and Trias Setiawati	2022	Yogyakarta, Indonesia	The Effect of Quality of Work Life and Organizational Culture on Employee Performance Through Job Satisfaction as Intervening Variable at Ludira Husada	Survey method	<ol style="list-style-type: none"> 1. this study indicate that the Quality of Work Life and Organizational Culture have a positive and significant influence on Employee Performance, 2. the Quality of Work Life and Organizational

			Tama Hospital Yogyaka		Culture have a positive and significant influence on Job Satisfaction, 3. Job Satisfaction cannot mediate the relationship between Quality of Work Life and Organizational Culture on Performance Employee
Erica O. Opoku, Chang Hongqin and Simon A. Aram	2022	Accra Region, Ghana	The Influence of Organizational Culture on Employee Performance in the Banking Sector: Evidence from GCB Bank, Ghana	descriptive crosssectional survey	<ol style="list-style-type: none"> 1. This study provides evidence that organizational culture is associated with the performance of employees and that different culture type's account for different performance by employees 2. Respondents agreed that their bank had an environment that encouraged and fostered entrepreneurial culture.
Hauwa Adamu Yusuf	2022	Nigeria	Effect of Organizational Culture on Employee Performance In Nigerian Telecommunication Sector	Random sampling	<ol style="list-style-type: none"> 1. Findings show the existence of the relationships and influences of organizational culture on the employee performance as whole. 2. However, the extent of this impact is varying based on different sub-elements of

					organizational culture. Namely, change management, goal achievement, and others
Alfian Mubarak, Ade Tutty R Rosa, Achmad Mudrikah & Andriana Gaffar	2023	Serang Regency, Indonesia	The influence of leadership style, supervisory and organizational culture on employee performance through motivation as an intervening variable (Descriptive Study of Quantitative Analysis of Employee Performance at the Education and Culture Office of Serang Regency)	path analysis (part analysis)	1. Organizational culture has a positive and significant direct effect on work motivation of employees of the Department of Education and Culture of Serang Regency. This means that an increase in Organizational Culture will affect the increase in work motivation of employees of the Department of Education and Culture of Serang Regency.
Marie Mikuřova, Naděžda Klabusayová & Vojtěch Meier	2023	Czech Republic	Evaluation of organizational culture dimensions and their change due to the pandemic	The Cameron and Quinn (1999) model	1. It was found that initially hierarchy culture was predominant, while currently preferences for adhocracy and market culture have increased significantly, although the hierarchy type still prevails
Nasruddin Nawawi; Mursalim; Umi Farida;	2023	Bapenda of South Sulawesi	The Influence of Organizational Culture on	quantitative	1. work culture contributes good for improving performance with

S. Ruslan; Adrianus Parenden & Hasanuddin Rauf			Employee Performance Through Employee Commitment and Discipline at The South Sulawesi Bapenda Office		the values espoused by the organization and also the clarity of the rules implemented by the organization guaranteeing the level of optimization of employee work, and likewise the commitment shown by the sense of pride that employees have where they work.
Mariyani, M., Aripin, S., & Darmanto, D.	2023	Paser Regency	The Influence of HR Competence and Organizational Culture on Employee Performance in The Regional Financial and Asset Board of Paser Regency	Quantitative models (path analysis)	1. Empirical results found that HR competence and organizational culture have a significant effect on employee performance.
Pakize, B. A , Mahije, M, & Xhavit, I	2023	Republic of North Macedoni a	The Role of Organizational Culture on Employee Engagement	Survey method	1. Organizational Culture are significantly related to Employee Engagement dimensions, such as employee vigor, dedication, and absorption

3. Methodology

3.1 Research Design

Research design has to do with the operational paradigm and conceptual frame of scientific enquiry (Eboh, 2009). In other words, it is the conceived plan and structure of an investigation that enables the researcher to find or obtain answers to research questions (Kerlinger, 1986). The descriptive research design was deemed appropriate for this study. To effectively achieve this, the survey method was used to elicit data from respondents. The survey is the most popular and commonly used descriptive research method in business and management sciences, majorly because it allows

for collecting a large amount of data from a sizeable population (well-represented) in a highly economical way (Saunders, Lewis & Thornhill, 2009).

3.2 Sources of Data

The data for this study were obtained from the primary source using a survey for further analysis.

3.3 Area of the Study

This study was carried out in three selected higher education institutions in Enugu state, Nigeria. These are: Enugu State College of Education (Technical), Institute of Management and Technology, and Enugu State University of Science and Technology. The choice of conducting this research in these areas is to enable the researcher to gain greater control over the data collection exercise.

3.4 Population of the Study

Population in research involves the aggregate of individual persons or objects for investigation (Ikeagwu, 1998). The target population of this study comprises all the academic and non-academic staff of the university. The population of the study is unknown due to the unwillingness of the institution's administration to release the information.

3.5 Sampling Plan

Aaker, Kumar and Day (1998) noted that the sampling plan describes how the sample or subgroup of the total population relevant to the research is selected. This involves determining the appropriate sample size and choosing the proper technique by which the required sample will be drawn from the population.

3.6 Sample Size Determination

It was difficult to obtain the exact staff statistics from the institutions due to bureaucracy. Since the population is unknown, the sample size was estimated by using the formula for an infinite population by Rose, Spinks and Canhoto (2015). The formula is stated thus:

$$n = \frac{z^2 \times pq}{d^2}$$

Where:

- n = sample size for infinite population
- z = confidence interval
- p = proportion of success
- q = proportion of failure
- d = margin of error

Therefore, with a confidence level of 95% (1.96), a p-value of 0.5, q-value of 0.5 at a 5% (0.05) margin of error, the sample size was estimated at 384.

3.7 Sampling Techniques

Initially, the stratified sampling technique was used to ensure adequate representation. Hence, the sample was divided equally among the three selected institutions whereby each got 128 copies of the questionnaire. The purposive sampling technique was later used to draw sample respondents so that different categories of staff in the various departments and faculties were adequately included.

3.8 Research Instrument

In this study, the questionnaire was used to collect data from respondents. For surveys involving wide coverage variables such as this, closed-response questionnaires are easier to answer in less time and aid statistical analysis much better than open-ended questions (Aaker et al., 1998). Hence, this study's questionnaire contains closed-ended questions. Specifically, the Likert scale was designed to enable respondents to indicate the extent to which they agree/disagree with each statement or item concerning the identified variables in this study. The questionnaire was administered to the respondents using direct administration.

3.9 Method of data analysis

The data collected in this study were presented and analyzed for better understanding and for drawing valid conclusions. The Statistical Package for Social Sciences (SPSS) software was used to analyze the data descriptively using frequency tables displaying percentages. Later on, the regression analysis was used for further analysis and testing of the hypotheses.

4. Data Presentation and Analysis

4.1 Descriptive statistics

The data were presented descriptively using frequencies

Table 4.1 The institution offers us fringe benefits.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	52	13.5	13.5	13.5
Agree	159	41.4	41.4	54.9
Neutral	58	15.1	15.1	70.1
Disagree	92	24.0	24.0	94.0
Strongly disagree	23	6.0	6.0	100.0
Total	384	100.0	100.0	

Source: Field survey, 2023

The table above shows that 13.5% and 41.4% of the respondents agree and strongly agree respectively to the statement. These sum up to 54.9% positive response which is above the average of 50%.

Table 4.2 The institution gives me promotion when at due time

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	43	11.2	11.2	11.2
Agree	154	40.1	40.1	51.3
Neutral	60	15.6	15.6	66.9

Disagree	96	25.0	25.0	91.9
Strongly disagree	31	8.1	8.1	100.0
Total	384	100.0	100.0	

Source: Field survey, 2023

The table above shows that 11.2% and 40.1% of the respondents agree and strongly agree respectively to the statement. These sum up to 51.3% positive response which is above the average of 50%.

Table 4.3 I receive good salary for my position

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	51	13.3	13.3	13.3
Agree	168	43.8	43.8	57.0
Neutral	62	16.1	16.1	73.2
Disagree	72	18.8	18.8	91.9
Strongly disagree	31	8.1	8.1	100.0
Total	384	100.0	100.0	

Source: Field survey, 2023

The table above shows that 13.3% and 43.8% of the respondents agree and strongly agree respectively to the statement. These sum up to 57.1% positive response which is above the average of 50%.

Table 4.4 My institution have good pension scheme

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	72	18.8	18.8	18.8
Agree	184	47.9	47.9	66.7
Neutral	38	9.9	9.9	76.6
Disagree	67	17.4	17.4	94.0
Strongly disagree	23	6.0	6.0	100.0
Total	384	100.0	100.0	

Source: Field survey, 2023

The table above shows that 18.8% and 47.9% of the respondents agree and strongly agree respectively to the statement. These sum up to 66.7% positive response which is above the average of 50%.

Table 4.5 I am well recognized by the institution.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	65	16.9	16.9	16.9
Agree	131	34.1	34.1	51.0
Neutral	77	20.1	20.1	71.1
Disagree	90	23.4	23.4	94.5
Strongly disagree	21	5.5	5.5	100.0
Total	384	100.0	100.0	

Source: Field survey, 2023

The table above shows that 16.9% and 34.1% of the respondents agree and strongly agree respectively to the statement. These sum up to 51% positive response which is above the average of 50%.

Table 4.6 The institution gives me training for career growth

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	96	25.0	25.0	25.0
Agree	139	36.2	36.2	61.2
Neutral	61	15.9	15.9	77.1
Disagree	59	15.4	15.4	92.4
Strongly disagree	29	7.6	7.6	100.0
Total	384	100.0	100.0	

Source: Field survey, 2023

The table above shows that 25% and 36.2% of the respondents agree and strongly agree respectively to the statement. These sum up to 61.2% positive response which is above the average of 50%.

Table 4.7 I have improved working conditions.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	51	13.3	13.3	13.3
Agree	81	21.1	21.1	34.4
Neutral	118	30.7	30.7	65.1
Disagree	111	28.9	28.9	94.0
Strongly disagree	23	6.0	6.0	100.0
Total	384	100.0	100.0	

Source: Field survey, 2023

The table above shows that 13.3% and 21.1% of the respondents agree and strongly agree respectively to the statement. These sum up to 34.4% positive response which is below the average of 50%.

Table 4.8 I enjoy time flexibility to perform my job

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	37	9.6	9.6	9.6
Agree	89	23.2	23.2	32.8
Neutral	127	33.1	33.1	65.9
Disagree	94	24.5	24.5	90.4
Strongly disagree	37	9.6	9.6	100.0
Total	384	100.0	100.0	

Source: Field survey, 2023

The table above shows that 9.6% and 23.2% of the respondents agree and strongly agree respectively to the statement. These sum up to 32.8% positive response which is below the average of 50%.

Table 4.9 I have both ability and motivation to do my job.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	67	17.4	17.4	17.4
Agree	199	51.8	51.8	69.3
Neutral	29	7.6	7.6	76.8
Disagree	74	19.3	19.3	96.1
Strongly disagree	15	3.9	3.9	100.0
Total	384	100.0	100.0	

Source: Field survey, 2023

The table above shows that 17.4% and 51.8% of the respondents agree and strongly agree respectively to the statement. These sum up to 69.3% positive response which is far above the average of 50%.

Table 4.10 I maintain the procedure and standards for my job

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	80	20.8	20.8	20.8
Agree	223	58.1	58.1	78.9
Neutral	45	11.7	11.7	90.6

Disagree	22	5.7	5.7	96.4
Strongly disagree	14	3.6	3.6	100.0
Total	384	100.0	100.0	

Source: Field survey, 2023

The table above shows that 20.8% and 58.1% of the respondents agree and strongly agree respectively to the statement. These sum up to 78.9% positive response which is far above the average of 50%.

Table 4.11 My performance is the achievement of set goals.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	147	38.3	38.3	38.3
Agree	171	44.5	44.5	82.8
Neutral	7	1.8	1.8	84.6
Disagree	22	5.7	5.7	90.4
Strongly disagree	37	9.6	9.6	100.0
Total	384	100.0	100.0	

Source: Field survey, 2023

The table above shows that 38.3% and 44.5% of the respondents agree and strongly agree respectively to the statement. These sum up to 82.8% positive response which is far above the average of 50%.

Table 4.12 My competence shows my performance.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	177	46.1	46.1	46.1
Agree	171	44.5	44.5	90.6
Neutral	8	2.1	2.1	92.7
Disagree	7	1.8	1.8	94.5
Strongly disagree	21	5.5	5.5	100.0
Total	384	100.0	100.0	

Source: Field survey, 2023

The table above shows that 46.1% and 44.5% of the respondents agree and strongly agree respectively to the statement. These sum up to 90.6% positive response which is far above the average of 50%.

4.2 Test of Hypotheses

The two hypotheses formulated were tested using Linear Regression analysis at 5% level of significant. The results are presented below:

Test of Hypothesis One

H₀: Monetary rewards (fringe benefits, promotions, salary, and pension scheme) do not significantly influence employees' performance in public higher education institutions.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.166 ^a	.028	.025	.80249

a. Predictors: (Constant), MR

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.976	1	6.976	10.832	.001 ^b
	Residual	246.003	382	.644		
	Total	252.979	383			

a. Dependent Variable: EP

b. Predictors: (Constant), MR

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.367	.172		19.593	.000
	MR	.163	.050	.166	3.291	.001

a. Dependent Variable: EP

The Model Summary shows that 16.6% variation in employees' performance was as a result of monetary rewards. The hypothesis which stated that "Monetary rewards (fringe benefits, promotions, salary, and pension scheme) do not significantly influence employees' performance in public higher education institutions" was rejected based on the ANOVA result where $F = 10.832$; $p(.001) < .05$. The null hypothesis is therefore rejected. This implies that Monetary rewards (fringe benefits, promotions, salary, and pension scheme) significantly influence employees' performance in public higher education institutions. The Coefficients table also shows (monetary rewards, $\beta = .163$; $t = 3.291$; $p < 0.05$). The statistical result implies that monetary reward has statistically significant effect on employee performance.

Linear Regression Model is given as $Y = a + \beta X$

Where Y = employee performance

a = constant

βx = Coefficient of X

Therefore, employee performance = $3.367 + .163MR$

Test of Hypothesis Two

H₀: Non-monetary rewards (training and development opportunities, employee recognition, good working conditions, flexibility of working hours) do not significantly influence employees' performance in public higher education institutions.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.113 ^a	.013	.010	.80861

a. Predictors: (Constant), NMR

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.207	1	3.207	4.905	.027 ^b
	Residual	249.772	382	.654		
	Total	252.979	383			

a. Dependent Variable: EP

b. Predictors: (Constant), NMR

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.470	.206		16.874	.000
	NMR	.138	.062	.113	2.215	.027

a. Dependent Variable: EP

The Model Summary shows that 11.3% variation in employees' performance was as a result of non-monetary rewards. The hypothesis which stated that "Non-monetary rewards (training and development opportunities, employee recognition, good working conditions, flexibility of working hours) do not significantly influence employees' performance in public higher education institutions" was rejected based on the ANOVA result where $F = 4.905$; $p < .05$. The null hypothesis is therefore rejected. This implies that Non-monetary rewards (training and development opportunities, employee recognition, good working conditions, flexibility of working hours) significantly influence employees' performance in public higher education institutions. The Coefficients table also shows (monetary rewards, $\beta = .138$; $t = 2.215$; $p < 0.05$). The statistical result implies that monetary reward has statistically significant effect on employee performance.

Linear Regression Model is given as $Y = a + \beta X$

Where Y = employee performance

a = constant

βx = Coefficient of X

Therefore, employee performance = $3.470 + 0.138MR$

5. Findings, Conclusion and Recommendations

5.1 Summary of Findings

1. This implies that Monetary rewards (fringe benefits, promotions, salary, and pension scheme) significantly influence employees' performance in public higher education institutions.

2. Non-monetary rewards (training and development opportunities, employee recognition, good working conditions, flexibility of working hours) significantly influence employees' performance in public higher education institutions.

5.2 Conclusion

Based on the findings of this study, we conclude that monetary and non-monetary incentives have a significant effect on employees' performance in the Nigerian public higher education institutions. All things being equal, the determinants of employees' performance in this sector are fringe benefits, promotions, salary, and pension scheme. Others are training and development opportunities, employee recognition, good working conditions and flexibility of working hours.

5.3 Recommendations

This study, therefore, recommends that managements of these institutions should improve on the provision of both monetary and non-monetary incentives because if well planned and implemented as organizational culture would have long-term positive effects on the performance of the employees. This is very essential in the attainment of the overall goal of these institutions.

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