VOLUME 10, Issues 1 (January – June, 2025) ISSN: 77753348

INSTITUTIONAL PERFORMANCE AND THE ROLE OF BONUSES AMONG NON-TEACHING STAFF OF PUBLIC COLLAGES OF EDUCATION IN GOMBE STATE

By

Yakubu Ali MBASUA[1]
Hauwa Adamu SARAKI ADAMA[2]
Charles Amnon KWASKEBE[3]
Bappayay ADAMA[4]

[1-4]*Department of Business Administration,*
Gombe State University
Corresponding Author: yambasua@gsu.edu.ng

Abstract
Bonuses can motivate employees to achieve their goals and improve their performance. Moreover, bonuses may not be an effective motivator for all employees, particularly those who are not financially driven. This study investigated the influence of bonuses on the performance of non-teaching staff of public collages of educations in Gombe State. The study sampled 302 participants from the four public collages of education in the State. It was a survey in nature and cross-sectional approach that was adopted. The data were generated through the use of questionnaire and was analyzed using regression technique. The findings revealed that, bonus is positively influence the performance of non-teaching staff of public collages of education in Gombe State. Thus, the study concludes that, bonus is a good predictor of performance of non-teaching staff of Gombe State.

Keywords: *Institutional Performance, Bonuses, Non-Teaching Staff, Public Collages of Education and Gombe State.*

Introduction

Institutional performance refers to the ability of an institution to achieve its goals and objectives efficiently and effectively. Performance of institution encompasses various aspects, which includes innovation and social responsibility (Kaplan & Norton, 2001). The importance of bonuses in institutions toward driving it performance cannot be overemphasized A strong institutional culture such as recognition, bonuses, promotion, allowances etc can foster innovation, collaboration, and employee engagement, leading to improved performance (Schein & Schein, 2017).

Institutions that invest in employee development and well-being of staff tend to outperform those that do not (Luzon, 2022). The importance of diversity, equity, and inclusion in the workplace has also been recognized as a key driver of performance (Hewlett et al., 2013; Tom & Ndaeyo, 2024) which mostly hinders others to be promoted, recognized and or given bonuses. Among other variables that have positive relationship with productivity, technology stands out to consistent. The influence of technology on institutional performance has been significant (Uzochukwu, Nwanko & Okafor, 2023), leading to digital transformation, big data analytics, and the adoption of artificial intelligence which have made institutions to streamline processes, enhancement of decision-making process, and improve learning experiences (Ajayi, 2022). However, institutions also face challenges related to sustainability and social responsibility. Climate change, ethical practices, and community engagement are increasingly important considerations for institutions seeking to maintain a positive reputation and ensure long-term success (Uzochukwu, Nwanko & Okafor, 2023). Institutional performance is a multifaceted concept that depends on various factors, including strategic management, leadership, institutional culture, human capital, technology, and social responsibility. Institutions that prioritize these aspects are better positioned to achieve their goals and succeed in today's dynamic business environment.

In the context of Nigerian tertiary institutions, institutional performance is critical for achieving academic excellence, research innovation, and societal impact. Training and development are essential components of institutional performance, as they enable employees to acquire new skills, knowledge, and competencies necessary for optimal performance (Adeyemi et al., 2020). Adeyemi et al., (2020) further opined that the performance index fails drastically due to lack of trained manpower, Nigerian tertiary institutions face significant challenges in terms of training and development opportunities for their employees. A study by Oladele et al. (2017) revealed that inadequate training and development programs are a major constraint to effective performance in Nigerian institutions of higher learning. Thislack of investment in human capital development has led to decreased productivity, low morale, and high turnover rates among employees (Kwaku et al., 2019).

In the context of Nigerian tertiary institutions, organizational performance is critical for achieving excellence, research innovation, and societal impact. Allowances, which include benefits and bonuses, are essential components of organizational performance, as they motivate employees to achieve their best and contribute to the institution's success (Adeyemi et al., 2020). Unfortunately, Nigerian tertiary institutions especially colleges of education face significant challenges in terms of providing adequate allowances and bonuses to their employees/staff. These challenges range from inadequate funding, bad government policies, poor administrative style, etc. A study by Oladele et al. (2017); (Kwaku et al., 2019) viewed inadequate allowances as major constraint to effective performance in Nigerian institutions which results in decreased performance, low morale, and high turnover rates among staff. As that, prioritizing allowances tends to boost the employees' morale and stimulate them to perform well. A study by Okebukola et al. (2018) found that Nigerian institutions that provided adequate allowances to their employees showed significant improvements in research output, and community service. Similarly, a study by Adeyemi et al. (2020) revealed that allowances positively impact employee performance, job satisfaction, and organizational commitment in Nigerian tertiary institutions. Afolabi et al., (2020) highlighted the importance of specific bonuses and allowances, such as hazard allowances, for academic staff in Nigerian tertiary institutions. Hazard allowances are essential for employees who work in hazardous conditions, such as laboratories and workshops (Igun et al., 2020). This lack of investment in human capital development can lead to decreased productivity, low morale, and high turnover rates among employees (Kwaku et al., 2019).

Institutions that prioritize bonuses tend to perform better than those which do not. A study by Okebukola et al. (2018) found that institutions in Nigeria that provided bonuses to their employees showed significant improvements in research output, teaching quality, and community service. Similarly, a study by Adeyemi et al. (2020) revealed that bonuses positively impact employee performance, job satisfaction, and organizational commitment in Nigerian tertiary institutions. Recent studies have also highlighted the importance of specific bonuses, such as performance bonuses, for academic staff in Nigerian tertiary institutions. Performance bonuses are essential for motivating academic staff to publish research papers, attract grants, and develop innovative curricula (Igun et al., 2020). Similarly, long-service bonuses are crucial for recognizing and rewarding academic staff for their dedication and commitment to the institution (Afolabi et al., 2020).

Bonuses can motivate employees to achieve their goals and improve their performance (Gerhart & Rynes, 2017). However, bonuses can also lead to negative consequences, such as decreased intrinsic motivation and increased stress (Deci et al., 2017). Moreover, bonuses may not be an effective motivator for all employees, particularly those who are not financially driven (Katz & Khan, 2017). In conclusion, organizational performance is directly connected to employee motivation. Motivation is a crucial factor that influences employee performance, and organizations must recognize its importance (katz & khan, 2017). the motivation of non-teaching staff in higher education institutions is particularly important, as they play a vital role in supporting the smooth operation of institutions. this study aims to investigate effect of motivation on the performance of non-teaching staff in colleges of education residing in Gombe.

The lack of investment in bonuses can have negative consequences on employee performance, productivity, and job satisfaction. On the other hand, institutions that prioritize bonuses tend to outperform those that do not.

Statement of the Problem

Employee's and institution performance mostly depends on employee motivation. Low motivation affects employees and institution performance. Motivated employees are loyal, committed, and productive and provide good services to the institution. Employer should exercise employee motivation through the series of rewards for job well done and better institutional performance. Although some institutions have made an effort in enhancing bonus method through motivating staff, but still a sizable gap still remains. Bonus in an institution is a crucial aspect of human resource management in Nigerian tertiary institutions, but unfortunately, it is often neglected. The lack of bonuses opportunities hinders staff growth and development, leading to decreased productivity and institutional performance in the Nigerian colleges of education. Poor bonuses also result in skills obsolescence, making it challenging for staff to adapt to changing technological and pedagogical advancements. On the other hand, institutions that prioritize bonuses witness improved staff performance, job satisfaction, and organizational commitment (Uford, 2017; Etim & Uford, 2019).

Bonuses are a motivational tool used to recognize and reward staff achievements in Nigerian tertiary institutions, but they are often scarce. The lack of bonuses demotivates staff, leading to decreased productivity and institutional performance (Adeyemi et al., 2020). In Gombe state for example, there are many instances where staff members of institutions of higher learning (e.g Gombe State University) lament of nonpayment of their benefits by the state government. This makes it challenging for staff to feel appreciated and recognized, leading to decreased job satisfaction and increased turnover rates (Oladele et al., 2017). On the other hand, institutions that provide regular and adequate bonuses witness improved staff motivation, job satisfaction, and organizational performance (Kumar et al., 2018).

In recent times, strike has been the order of the day by the staff of public institutions of higher learning both at state and federal levels due to lack of payment of benefits, bonuses or allowances being denied. Example here is the recent strike embarked by Gombe State University which is largely due to non-payment of their entitlements. recent studies also have highlighted the importance of motivation in enhancing employee performance in public sector (Aguinis & Kraiger, 2019; Baldwin et al., 2017; Kumar et al., 2018) yet there's also a contextual gap to address these. Furthermore, a study on motivation and employee performance, attraction and retention revealed that there some motivational problem existing in public services including lack of special incentives, lack of supplementary income opportunities, lack of quality housing, inaccessibility to social services such as education, health, water and electricity in working environment by the staff of colleges of education in Gombe state. Despite the significance of bonus in enhancing the performance of non-teaching staff in colleges of education, there is a paucity of research exploring this relationship within the specific context of Gombe State. Moreover, existing studies have primarily focused on teaching staff, with limited attention devoted to the unique needs and experiences of non-teaching staff. Furthermore, the available literature often neglects to examine the long-term impact of motivation on performance, with most studies covering shorter time frames.

Having observed the studies above, this study seeks to investigate the effect of bonuses on non-teaching staff performance in the Government owned colleges of education in Gombe state.

Literature Review

Concept of Performance

Employee performance has a direct impact on an organization's profitability and competitiveness, Employee performance is an assessment of the efficiency of a worker or group of workers (Ethelmary, 2018). In actual terms, productivity is a component which directly affects the company's profits (Mbasua, et 2017). When employees are productive, they may produce more items or services in less time, which can lead to more earnings and a stronger market position (Alade & Chinedu, 2020). Furthermore, performance is frequently used to assess an organization's efficiency and effectiveness (Mbasua, 2024). Remote working enhanced performance, flexibility, access to global talents, cost-saving, better working environment, and environmental impact. On the other hand, remote working posits issues and challenges that include social isolation, laziness, difficulties in prioritizing tasks, and others.

Many studies have focused on one or two ways to measure productivity and since many different approaches are taken, it can be challenging to compare the results (Nollman, 2013). Overall, there is a lack of an effective and standardized way to assess productivity. According to Sharma and Sharma (2014), employee performance is based on the amount of time that an employee is physically present at his/ her job, besides the extent to which he/ she is ―mentally present‖ or efficiently working during the presence at the job, Adeola and Bello (2019), they found that employee motivation positively influenced individual performance and overall productivity. Motivated employees were more likely to exhibit higher levels of job satisfaction and engagement, leading to increased productivity. Colquitt et al. (2015) examined various studies on motivation and job performance. The findings revealed a positive relationship between motivation and performance across different job types and industries. The study emphasized the importance of intrinsic motivation, such as a sense of meaningful work and personal growth, in driving productivity. The significance of employee productivity justifies the need to investigate the contribution of non-financial motivation and job autonomy as viable strategies that can be adopted by the automobile industry.

Bonuses and Performance Institutions

Bonuses are another form of financial reward that can be used to motivate employees. A bonus is a one-time payment that is given in addition to salary, usually as a reward for meeting or exceeding certain goals. Bonuses can be very motivating because they offer the potential for a significant financial reward. However, it's important to ensure that the goals that must be met are achievable, and that the bonus amount is meaningful (Gross & Friedman, 2021). Singh, Kashyap, Tomar and Garg (2019) conducted a research on The Effect of Bonuses on Non-Academic Staff Performance in the Finance Sector: A Quantitative Study and found that bonuses, when linked to specific performance targets, increased the motivation and performance of non-academic staff in the finance sector. Singh and Verma (2023) found that non-academic staff who received bonuses reported higher levels of job satisfaction and commitment to their organizations, which in turn led to better performance. The studies differ with this study in both the context and methodology adopted as well as the population. Kumar and Rao (2023) found that bonuses that were aligned with organizational values and goals had a positive effect on employee engagement and performance in the logistics sector. Sharma et al. (2023) conducted a qualitative study on the relationship between bonuses and the motivation of non-academic staff in the service sector. The researchers found that Bonuses are effective motivators for non-academic staff in the service sector when they are perceived as fair and transparent. The foregoing findings provide evidence of the positive impact bonuses can have on non-academic staff performance in various industries when implemented in an effective and equitable manner.

The relationship between bonuses and employee performance is a complex one, with recent research highlighting both positive and negative effects on employee motivation and performance. On the one hand, bonuses can motivate employees to perform at a higher level, as they provide a tangible reward for achieving specific goals and objectives (Gerhart & Rynes, 2017). Bonuses can also encourage employees to work harder and be more productive, as they provide a financial incentive for achieving certain performance metrics (Hart, 2017). Recent studies have consistently shown that bonuses can have a positive impact on employee performance. For example, a study by Gerhart and Rynes (2017) found that bonuses were a significant predictor of employee performance, with employees who received bonuses performing better than those who did not. Similarly, a study by Hart (2017) found that bonuses were positively related to employee productivity, with employees who received bonuses being more productive than those who did not. On the other hand, bonuses can also have negative effects on employee motivation and performance. For example, bonuses can lead to a focus on short-term goals at the expense of long-term goals, and can encourage employees to prioritize individual performance over team performance (Kerr, 2017). Bonuses can also lead to decreased intrinsic motivation, as employees may feel that their motivation is driven by external rewards rather than personal interest. Recent studies have also highlighted the potential negative effects of bonuses on employee performance. For example, a study by Kerr (2017) found that bonuses can lead to a focus on short-term goals at the expense of long-term goals, and can encourage employees to prioritize individual performance over team performance. Similarly, a study by Elhelmary (2018) found that bonuses can lead to decreased intrinsic motivation, as employees may feel that their motivation is driven by external rewards rather than personal interest. Overall, the literature suggests that bonuses can have both positive and negative effects on employee performance, and that their impact depends on a range of factors, including the type of bonus, the performance metrics used, and the individual employee's motivations and goals.

Empirical Review

Andi (2023) aims to describe how to build a merit pay-based performance allowance system for public organizations using the compensation method. The researcher used qualitative research method and focused on taking data from financial policymakers who were daily involved and have a slice of work in the implementation of performance allowance budget distribution. The researcher found a positive and significant relationship between the performance-based benefits policy system and employee performance and that instruments in achievement payments for performance appraisals can motivate employees and increase job satisfaction and increase commitment in organizations. And‘s study provides suggestions that future studies emphasize the need for effective incentive and performance appraisal systems in public administration so as to have an impact on the motivation of public employees which has been carried out.

Gitau, Chepkilot and Kipchumba (2024) examined the effect of employees‘ facilitative allowances on the performance of commercial state corporations in Kenya. Despite their mandate, many commercial state corporations have consistently underperformed, raising concerns about their continued existence. Scholarly research on whether employees‘ facilitative allowances structures and their implementation affect the performance of commercial state corporations in Kenya is lacking. The study draws on theories such as Resource-based theory, Principal Agency Theory, Dynamic capability theory, and Stakeholder Theory. A survey research design was employed, targeting 612 managers from 68 commercial state corporations in Kenya. The sample size of 242 managers was determined using the Yamane sampling formula. The research instrument demonstrated high reliability and validity. Inferential and descriptive statistical analyses were performed on the data collected, including multiple regression models and hierarchical regression for moderation analysis. The results revealed that employees‘ facilitative allowances significantly and positively influenced the performance of commercial state corporations. These findings emphasize the importance of employee facilitative allowances in enhancing the performance of commercial state corporations. Recommendations include prioritizing facilitative allowances and the implementation of remuneration policy guidelines for improved performance. Overall, this research offers significant insights into the influence of employees' facilitative allowances on commercial state corporations' performance in Kenya.

Shanmugathasan (2024) The prime purpose of the current research is to explore the impact of training and development programs for university library professionals in Sri Lanka. The research adopted the quantitative research method, where the data were collected through a structured questionnaire from 132 respondents. The collected data were analyzed using MS-Excel and Statistical Package for Social Sciences (SPSS), where the descriptive statistics, Analysis of Variance (ANOVA), correlation, and regression analysis were carried out and showed significant results. The analysis finding revealed that the training and development programs have a constructive impact on organizational performance. Also, the findings revealed a significant relationship between training and development and organizational development and self-development. The paper emphasizes the requirement of training and development programs for the library staff in the University libraries of Sri Lanka. The research findings would proffer useful guidance for organizations in Sri Lanka to offer better library services.

Mbukwana and Ayandibu (2023) examines the impact of performance incentives on employees performance, specifically stated that rewarding the employees improve worker performance in Ethiopian public and private organizations. The study attempts to analyze the influence of monetary rewards on staff productivity in these two sectors. Primary data were collected from South African employees using a Likert-scale questionnaire. Stratified random sampling is used to collect samples from both public and private institutions. Seventy-nine employees from public, while eighty employees from private sector. The data was analyzed using various methods, including ANOVA, SEM and multigroup analysis. The study results show that salary had a significant positive effect on performance in public and private sectors. Additionally, allowance is found to significantly impact employee performance, although the association is relatively weaker compared to salary. Comparing public and private organizations, the study reveals similar positive relationships between salary and performance in both sectors. The study concludes that fair and competitive compensation packages, including salaries and allowances, are essential motivators for employee performance.

Methodology

The study adopted a survey research design and cross sectional approach. The study is a quantitative research method that involves collecting data through questionnaire from some sampled respondents. Primary data was used to obtain the opinion of the non-teaching staff of collages of education in Gombe State and it was analized using regression technique with the aid of SPSS v25

The population of the study is 1,356 comprising both permanent and contract staff as presented in table 1 below;

Table 1 population of the study

S/N	School	Population	% Of the overall population
1	Federal College of Education (Tech) Gombe	915	67%
2	College Of Education Billiri	292	22%
3	College of education and legal studies Nafada	149	11%
4	**Total**	1356	100%

Authors computation 2025

The sample size of the study was obtained using Krejcia and Morgan (1970) sampling technique for the determination of sample size. The sample size is 302 as determined through Krejcia and Morgan (1970).

Table 2: Sampling Distribution Table

S/N	School	Questionnaire distribution	%
1	Federal College of Education (Tech) Gombe	302/1356 ×915= 204	68%
2	College Of Education Billiri	302/1356 292=65	22%
3	College of education and legal studies Nafada	302/1356 149=33	10%
4	**Total**	302	100%

Authors computation 2025

Result and Discussions

A total of three hundred and two (302) questionnaire were administered to the non-teaching staff of Gombe state colleges of education. Of the questionnaire administered, 289 were dully filled and returned, which represents 95.7% of the total number of questionnaires returned and ready for final analysis.

Table 3

The effect of Bonuses on Performance of Non-Teaching Staff Among Gombe State Colleges of Education, Gombe state.

Coefficients

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	-1.463	.300		-3.483	.000
	Bonuses	2.263	.045	.423	38.793	.000
	R-square	.753				
	F-value	2036.373				

a. Dependent Variable: Performance

Source: SPSS output

VOLUME 10, Issues 1 (January – June, 2025) ISSN: 77753348

Significant level at 5% probability

Table 3 above shows that the standardized B-coefficient value of 0.423, which represents the level of the effect of bonuses as a variable on performance of non-teaching staff. Thus, it suggests that for a one-unit increase in Bonus, performance is expected to increase by 42.3% units (assuming a positive relationship). The t-value of 38.793indicates the significance of the coefficient for the Bonuses variable on performance of non-teaching staff of Collages of education in Gombe State. A high t-value suggests that the effect of Bonuses on performance is statistically significant, implying that the relationship is unlikely to be due to random chance. The p-value of 0.000 is the significance level associated with the t-value. With a p-value less than 0.05, it indicates that the effect of Bonuses on performance is statistically significant. An R-squared of 0.753 suggests that approximately 75.3% of the variability in performance can be explained by Bonuses. The F-value of 2036.373 is associated with the overall significance of the regression model. A high F-value indicates that the model as a whole is statistically significant in explaining the relationship between Bonuses and performance.

In summary, these results suggest that Bonuses has a substantial and statistically significant effect and influence on the performance of the context under investigation, as indicated by the coefficient, t-value, p-value, and R-squared value in the regression analysis. The high F-value further supports the overall significance of the regression model in explaining the relationship between Bonuses and performance.

Summary of Findings

The study centered on investigating the influence of bonuses on the performance of non-teaching staff of Collages of Education in Gombe State. The study used a regression model which shows that there is a strong relationship between the predictor of the independent variable that is ―Bonuses" and the dependent variable which is "performance" The R Square value of 0.553 indicates that approximately 55.3% of the variance in performance can be explained by the level of bonuses. The Adjusted R Square is almost the same as R Square, suggesting that the model is not overfitting. The standard error of the estimate is 1.54510, indicating the average distance between the observed values and the predicted values, this result is consistent with the studies of Ajayi (2023).

Recommendations

The study recommends that, institutions like public collages of Education can use bonuses to motivate their staff to enhance efficiency and effectiveness of the service and by extension the performance

Suggestion for Further Studies

Other studies can adopt other institutions or organizations to test the influence of bonuses on the performance. Also, other studies can as well use other component of motivation such appreciation, recognition to test the relationship.

REFERENCES

Adeola, S. I., & Bello, T. M. (2019). The influence of leadership styles on employee productivity: A review of the Nigerian public sector. *African Journal of Management Studies*, *5*(2), 87-102.

Afolabi, A., Fernando, S., & Bottiglieri, T. (2018). The effect of organisational factors in motivating healthcare employees: a systematic review. *British Journal of Healthcare Management*, *24*(12), 603-610.

Alade, R. S., & Chinedu, M. M. (2020). Managing employee motivation in a digital workplace: Strategies and outcomes. *Journal of Human Resources*, *12*(4), 56-78.

Ajayi, J. U. (2023). Working condition and performance bonus on employees' performance among Small and Medium Enterprises in Delta State. *International Journal of Management and Entrepreneurship Research.* 5(8), 594-601

Aguinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. *Annual Review of Psychology, 60,* 451–474

Akpunonu, U., & EthelMary, O. (2018). Stock Market and Economic Growth: An Empirical Analysis for Nigeria. *Available at SSRN 3402423*.

Baldwin, W. L. Q., Nakata, Y., Parker, P., & Ryan, R. M. (2017). Motivating young language learners: A longitudinal model of self-determined motivation in elementary school foreign language classes. *Contemporary Educational Psychology, 49,* 140–150

Colquitt, J. A., Lepine, J. A., & Wesson, M. J. (2015). Organizational behavior: Improving performance and commitment. *Organizational Behaviour. McGraw-Hill Education. www. mhhe. con*.

Etim, G. S. & Uford, I. C. (2019). Measuring the Contributions of Sources of Employee-Based Brand Equity (EBBE) to the Market Performance of Deposit Money Banks in Nigeria. *Business and Management Studies,* 5(2), 21-33.

Gerhart, B. A. R. R. Y., & Fang, M. E. I. Y. U. (2017). Competence and pay for performance. *Handbook of competence and motivation: Theory and application*, 232-250.

Gitau, A. R. N., Chepkilot, R. K., & Kipchumba, S. (2024). Employees' facilitative allowances on the performance of commercial state corporations in Kenya. *Editon Consortium Journal of Business and Management Studies*, *6*(1), 37-50.

Hart, O. (2017). Incomplete contracts and control. *American Economic Review*, *107*(7), 1731-1752.

Kamdar, R., & Ray, W. (2022). *Polarized expectations, polarized consumption*. SSRN.

Kaplan, R. S. & Norton, D. P. (2001). The strategy-focused organization: How balanced scorecard companies thrive in the new business environment. 1st Edition, Harvard Business School Press, Concordvile, 148-159

Katz, D. & Kahn R. L. (1978). The social psychology of organizations, 2nd edn. Wiley, New York

Karr, A. (2017). *Point processes and their statistical inference*. Routledge.

Kumar, V., Jat, H. S., Sharma, P. C., Gathala, M. K., Malik, R. K., Kamboj, B. R., ... & McDonald, A. (2018). Can productivity and profitability be enhanced in intensively managed cereal systems while reducing the environmental footprint of production? Assessing sustainable intensification options in the breadbasket of India. *Agriculture, ecosystems & environment*, *252*, 132-147.

Luzon, A. Z. (2022). Effects of performance-Based bonus on employees productivity and motivation in a State Collage, Philippines. *International journal of educational science,* 36(1-3), 41-53

Mbukwana, V. L., & Ayandibu, A. O. (2023). Impact of performance incentives on employees' performance in a university in KwaZulu-Natal. *SA Journal of Human Resource Management*, *21*, 1-11.

Mbasua, Y. A. (2024). Entrepreneurial orientation, learning orientation and the performance of furniture artisans in Northeastern, Nigeria. A PhD thesis from University of Jos, Plateau State, Nigeria

Mbasua, Bappi, Mohammed and Haruna (2017). Incentive system in the public sector and institutional productivity: evidence from Gombe State University, Nigeria. *African Journal of Management* 2(1), *Business Administration, University of Maiduguri*

Mbukwana, V. L. and Ayandibu, A. O. (2023). Impact of performance incentives on employees performance in a University in KwaZulu-Natal. *South African Journal of Human Resource Management.* 21()

Oladele, M. F., Mah, G., Mongale, I. (2017). The Role of Government Spending on Economic Growth in A Developing Country. *Risk governance & control: financial markets & institutions*, 7(2,1), 140-146.

Schein, E. H. & Schein, P. A. (2017). *Organizational culture and leadership*. 5th edition, Wiley & Sons San Francisco

Singh G. Kashyap S. Tomar K.S., & Garg V. (2019). A study of business performance management in special reference to automobile industry. *Advances in Intelligent Systems and Computing*, 1042, 69-92.

Shanmugathasan, S., & Thirunavukkarasu, A. (2024). Impact of training and development on organizational performance of the University Libraries in Sri Lanka. *International Journal of Training Research*, *22*(2), 165-177.

Sharma, A., & Sharma, A. (2014). *Chromosome techniques: theory and practice.* Butterworth-Heinemann.

Sharma S. Singh G. Sharma C.S., & Kapoor S. (2024). Artificial intelligence in

Indian higher education institutions: A quantitative study on adoption and perceptions. *International Journal of System Assurance Engineering and Management*, 44, 45-63.

Sharma S. Singh G. Sharma C.S., & Kapoor S. (2024). Artificial intelligence in Indian higher education institutions: A quantitative study on adoption and perceptions. *International Journal of System Assurance Engineering and Management*, 44, 45-63.

Tom, E. J. & Ndaeyo, E. A. (2024). Trade Unionism and Welfare of Members of Academic Staff Union of Universities (ASUU), University of Uyo Branch, 2010-2020.

Uford, I. C. (2017). *Customer and employee- based brand equity driving United Bank for Africa's market performance*. Ph.D. Thesis, University of the Witwatersrand, Johannesburg, South Africa, 1-227.

Uzochukwu, A. C., Nwanko, E. C. & Okafor, S. O. (2023). Effect of reward system on employee's productivity in Nigeria hospitality industry. *World journal of advanced research and reviews.* 17(1), 361-373