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INFLUENCE OF REMUNERATION AND FRINGE BENEFITS ON JOB PERFORMANCE OF BUSINESS STUDIES TEACHERS IN JUNIOR SECONDARY SCHOOLS IN YOBE STATE, NIGERIA

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ABSTRACT

This study examined the influence of remuneration and fringe benefits on the job performance of Business Studies teachers in public junior secondary schools in Yobe State, Nigeria. A descriptive survey research design was adopted, with a sample of 342 Business Studies teachers selected through a census/purposive sampling technique. Data were collected using a structured questionnaire and analyzed using mean, standard deviation, and linear regression analysis at a 0.05 significance level. The findings revealed that both remuneration (grand mean = 2.95) and fringe benefits (grand mean = 3.02) had a moderate but significant positive influence on job performance. The regression analysis showed that remuneration significantly predicted job performance, and fringe benefits were also a significant predictor. The study concludes that adequate financial rewards and welfare packages are essential for enhancing teacher effectiveness. Recommendations include prompt salary payment, regular allowances, improved housing and health benefits, and comprehensive welfare packages for teachers.

Keywords: Remuneration, fringe benefits, job performance, Business Studies teachers, junior secondary schools, Yobe State.

INTRODUCTION

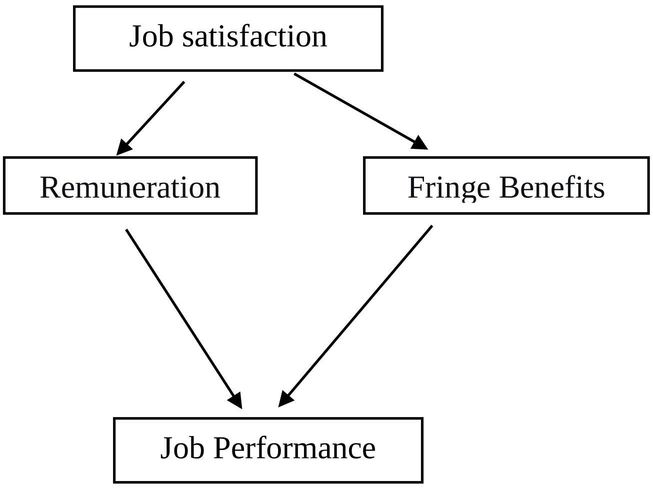
The effectiveness of any educational system is deeply rooted in the motivation and performance of its teachers. In Nigeria, the Junior Secondary School (JSS) level serves as a critical transition phase where students are introduced to foundational vocational subjects, including Business Studies. This subject equips learners with essential skills in commerce, office practice, and entrepreneurship, which are vital for economic participation and self-reliance (NERDC, 2021). However, the successful delivery of the Business Studies curriculum depends significantly on the job performance of teachers, which encompasses lesson planning, instructional delivery, classroom management, and student assessment (Ibrahim & Gambo, 2022).

Teacher job performance is not static; it is shaped by various motivational factors broadly categorized under job satisfaction. Among the most critical of these factors are remuneration and fringe benefits. Remuneration, including salary and allowances, provides the financial foundation that reduces economic stress and allows teachers to focus on their professional duties (Abdullahi & Suleiman, 2021). In resource-constrained settings like Yobe State, where delayed salaries are not uncommon, remuneration plays an outsized role in determining teacher morale and commitment (Adamu & Musa, 2021).

Beyond basic pay, fringe benefits such as housing support, medical insurance, transport allowances, and other welfare packages serve as complementary incentives that enhance overall teacher well-being. These benefits reduce personal financial burdens, improve psychological health, and foster a sense of organizational value and recognition (Eze & Ugwoke, 2017). Research consistently

associates adequate fringe benefits with higher levels of teacher punctuality, concentration, and sustained classroom engagement, particularly in economically challenged environments (Abdullahi & Suleiman, 2021; Onikoyi, 2024).
Despite the recognized importance of these factors, there is a significant gap in empirical research focusing specifically on Business Studies teachers in Yobe State. Most existing studies have focused on general teacher populations or other subject areas, leaving the unique instructional and motivational context of Business Studies underexplored (Usman & Danjuma, 2022). Furthermore, localized challenges in Yobe State, including socioeconomic hardship and security concerns, suggest patterns of satisfaction and performance that may differ from national trends (Yahaya & Garba, 2023). This study, therefore, investigates the influence of remuneration and fringe benefits on the job performance of Business Studies teachers in junior secondary schools in Yobe State to fill this gap in the literature.

Conceptual Framework
This framework depicts the influence of job satisfaction on job performance of business studies teachers in Junior Secondary Schools in Yobe State, Nigeria as seen figure 1



Source: field work (2026)

RESEARCH METHODOLOGY
A descriptive survey research design was adopted for this study. This design is appropriate for collecting data from a sample or entire population to describe characteristics, opinions, or conditions as they exist naturally without manipulating variables (Creswell, 2015). The study was conducted in Yobe State, located in the northeastern region of Nigeria. The state has 17 Local Government Areas and faces unique educational challenges, including inadequate infrastructure, teacher shortages, and security concerns. The target population consisted of all 365 Business Studies teachers in public junior secondary schools across the three senatorial zones of Yobe State (Yobe State Ministry of Education, 2024). A census sampling technique was used, involving all 365 teachers, because the population was manageable. Out of these, 342 valid questionnaires were retrieved and analyzed. The instrument for data collection was a structured questionnaire titled "Job Satisfaction and Job Performance Questionnaire (JSJPQ)" developed by the researcher. The questionnaire was divided into sections measuring remuneration, fringe benefits, and job performance. Responses were measured using a five-point rating scale: Very High Influence (5), High Influence (4), Moderate Influence (3), Low Influence (2), and Very Low Influence (1). The

instrument was validated by three experts from the Department of Vocational Education, Modibbo Adama University, Yola. Their feedback was used to modify and improve the questionnaire. The reliability of the instrument was determined through a pilot study conducted with 30 Business Studies teachers from Borno State. Using Cronbach's Alpha method, a reliability coefficient of 0.805 was obtained, indicating that the instrument was highly reliable.

Data were analyzed using both descriptive and inferential statistics. Descriptive statistics (mean and standard deviation) were used to answer the research questions. The decision rule for the mean was based on a real limit scale: 4.50-5.00 (Very High Influence), 3.50-4.49 (High Influence), 2.50-3.49 (Moderate Influence), 1.50-2.49 (Low Influence), and 1.00-1.49 (Very Low Influence). Inferential statistics (linear regression analysis) were used to test the null hypotheses at a 0.05 level of significance. All analyses were conducted using SPSS version 26.0.

RESULTS

Research Question 1:

What is the influence of remunerations on job performance of Business Studies teachers in Junior Secondary Schools in Yobe State?

Table 1: Mean and Standard Deviation of Influence of Remunerations on Job Performance

S/N	Item	Mean	S.D	Remark
1	My salary level influences me to prepare well for my lessons	2.85	1.40	MI
2	Regular payment of salary influences my commitment to teaching duties	2.97	1.41	MI
3	Allowances influence my enthusiasm during classroom instruction	2.96	1.45	MI
4	Adequate remuneration influences my punctuality to school	3.00	1.36	MI
5	Salary satisfaction influences me to assess students regularly	2.93	1.48	MI
6	Timely payment of wages influences my lesson delivery	2.94	1.39	MI
7	Fair remuneration influences my dedication to students' learning	2.96	1.42	MI
8	My income level influences my participation in school activities	3.07	1.41	MI
9	Satisfaction with pay improves my classroom management	2.94	1.47	MI

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S/N	Item	Mean	S.D	Remark
10	Remuneration influences my effort toward achieving teaching objectives	2.92	1.48	MI
Grand Mean		**2.95**	**1.43**	**MI**

Key: MI = Moderate Influence

The results in Table 1 show that remuneration has a moderate influence on the job performance of Business Studies teachers, with a grand mean of 2.95 and a standard deviation of 1.43. Individual item means range from 2.85 to 3.07, all within the moderately influential range. The highest-rated item was "My income level influences my participation in school activities" (mean = 3.07, SD = 1.41), while the lowest was "My salary level influences me to prepare well for my lessons" (mean = 2.85, SD = 1.40). The relatively high standard deviations indicate some variability in teachers' responses, suggesting differences in how remuneration is perceived across respondents.

Research Question 2:

What is the influence of fringe benefits on job performance of Business Studies teachers in Junior Secondary Schools in Yobe State?

Table 2: Mean and Standard Deviation of Influence of Fringe Benefits on Job Performance

S/N	Item	Mean	S.D	Remark
1	Health benefits improve my focus during teaching	2.95	1.38	MI
2	Housing benefits increase my commitment to school duties	3.06	1.46	MI
3	Transport benefits improve my punctuality to school	3.03	1.40	MI
4	Fringe benefits reduce stress related to my work	3.04	1.44	MI
5	Welfare packages improve my classroom performance	3.02	1.36	MI
6	Access to benefits improves my motivation to teach	3.07	1.37	MI
7	Fringe benefits improve my lesson delivery	2.97	1.42	MI

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S/N	Item	Mean	S.D	Remark
8	Staff welfare support improves my teaching attitude	3.08	1.38	MI
9	Benefits provided by government influence my productivity	3.03	1.43	MI
10	Fringe benefits affect my teaching efficiency	2.97	1.42	MI
Grand Mean		**3.02**	**1.41**	**MI**

Table 2 shows that fringe benefits moderately influence job performance, with a grand mean of 3.02 and a standard deviation of 1.41. Item means range from 2.95 to 3.08, with the highest being "Staff welfare support improves my teaching attitude" (mean = 3.08, SD = 1.38) and "Access to benefits improves my motivation to teach" (mean = 3.07, SD = 1.37). The standard deviation values (1.36–1.46) indicate moderate dispersion in responses, suggesting that not all teachers experience fringe benefits equally.

Hypothesis Testing

H_{01}: Remuneration has no statistically significant influence on job performance of Business Studies teachers in junior secondary schools in Yobe State.

Table 3a: Summary of Regression Analysis for Remuneration

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	8.604	1	8.604	49.314	.000[b]
Residual	59.319	340	0.174		
Total	67.923	341			

a. Dependent Variable: Job Performance
b. Predictors: (Constant), Remuneration

Table 3b: Model Summary for Remuneration

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.356[a]	.127	.124	.41769

Table 3c: Coefficients for Remuneration

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	

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Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
(Constant)	1.850	.159		11.621	.000
Remuneration	.368	.052	.356	7.022	.000

The results in Table 3a show an F-value of 49.314 with a significance level of .000 ($p < 0.05$), indicating that the regression model is statistically significant. Table 3b shows a correlation coefficient ($R = 0.356$), indicating a moderate positive relationship, and $R^2 = 0.127$, meaning that remuneration explains 12.7% of the variance in job performance. Table 3c shows that remuneration has a positive and significant influence ($\beta = 0.356$, $t = 7.022$, $p < 0.05$). Therefore, the null hypothesis (H_{01}) is **rejected**.

H_{04}: Fringe benefits have no statistically significant influence on job performance of Business Studies teachers in junior secondary schools in Yobe State.

Table 4a: Summary of Regression Analysis for Fringe Benefits

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	13.070	1	13.070	81.013	.000[b]
Residual	54.853	340	0.161		
Total	67.923	341			

a. Dependent Variable: Job Performance
b. Predictors: (Constant), Fringe Benefits

Table 4b: Model Summary for Fringe Benefits

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.439[a]	.192	.190	.40166

Table 4c: Coefficients for Fringe Benefits

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta		
(Constant)	1.672	.144		11.594	.000
Fringe Benefits	.431	.048	.439	9.001	.000

The results in Table 4a show an F-value of 81.013 with a significance level of .000 ($p < 0.05$), confirming that the regression model is statistically significant. Table 4b shows a correlation

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coefficient ($R = 0.439$), indicating a moderate to strong positive relationship, and $R^2 = 0.192$, meaning that fringe benefits account for 19.2% of the variance in job performance. Table 4c shows that fringe benefits have a positive and significant influence ($\beta = 0.439$, $t = 9.001$, $p < 0.05$). Therefore, the null hypothesis (H_{04}) is **rejected**.

DISCUSSION OF FINDINGS

Influence of Remuneration on Job Performance

The finding that remuneration has a moderate but significant positive influence on job performance (grand mean = 2.95; $\beta = 0.356$, $p < 0.05$) underscores the pivotal role of financial rewards in shaping teachers' effectiveness. The characterization of the influence as moderate suggests that remuneration functions as an important motivational driver but operates alongside other contextual and intrinsic factors such as professional commitment, school leadership, and availability of instructional resources.

This finding aligns with theoretical expectations from Herzberg's Two-Factor Theory, where remuneration is considered a hygiene factor capable of preventing dissatisfaction and, when adequate, contributing to improved performance outcomes. The statistically significant positive influence indicates that improvements in salaries, allowances, and welfare packages are likely to enhance teachers' morale, reduce absenteeism, and increase dedication to instructional responsibilities.

The result is consistent with Umar and Abdullahi (2024), who established that compensation exerts a significant positive effect on teacher performance and also enhances performance indirectly through job satisfaction. The present finding is also in tandem with Bello and Danjuma (2023), who identified compensation packages as significant predictors of teacher job performance, thereby emphasizing the predictive strength of financial incentives. Furthermore, the finding corroborates Onikoyi (2024), who demonstrated that prompt salary payment and welfare provisions improve both teacher effectiveness and students' academic outcomes.

In the specific context of Yobe State, where teachers frequently face delayed salaries and economic hardship, the significant influence of remuneration is particularly meaningful. The moderate grand mean (2.95) suggests that while teachers acknowledge the importance of pay, their experiences with salary regularity may affect the perceived strength of this influence.

Influence of Fringe Benefits on Job Performance

The finding that fringe benefits have a moderate but significant positive influence on job performance (grand mean = 3.02; $\beta = 0.439$, $p < 0.05$) demonstrates that non-salary incentives play a meaningful role in enhancing teachers' effectiveness. The moderate influence indicates that while such benefits contribute to improved well-being and job satisfaction, they may not independently drive optimal performance without the support of other motivational factors.

The significant positive influence demonstrates that when teachers perceive that their welfare is adequately catered for through housing support, health insurance, transport allowances, and other benefits, they are more likely to exhibit higher levels of commitment, reduced stress, and increased effectiveness in their instructional duties. Fringe benefits, therefore, act as complementary incentives that reinforce the overall reward system and contribute to a more satisfied and productive workforce.

This finding is consistent with Umar and Abdullahi (2024), who established that both financial and non-financial rewards enhance teacher output through increased job satisfaction. The finding also agrees with Onikoyi (2024), who observed that welfare packages and incentives improve teacher morale and performance. The present study further corroborates Abdullahi and Suleiman (2021), who associated adequate fringe benefits with higher levels of teacher performance in economically challenged environments.

Notably, the R^2 value for fringe benefits (19.2%) was higher than that for remuneration (12.7%), suggesting that fringe benefits may explain a slightly larger proportion of variance in job performance among Business Studies teachers in Yobe State. This could indicate that in contexts where basic salary is irregular or inadequate, non-monetary benefits such as housing and healthcare become particularly valued and impactful.

CONCLUSION

Based on the findings of the study, the following conclusions are drawn:

Remuneration has a moderate but significant positive influence on the job performance of Business Studies teachers in junior secondary schools in Yobe State. While salary is an important motivator, its influence is mediated by factors such as regularity of payment and the overall economic context. The significant regression result confirms that improvements in remuneration would lead to corresponding improvements in lesson preparation, punctuality, classroom management, and overall teaching effectiveness.

Fringe benefits also have a moderate but significant positive influence on job performance. Housing benefits, health insurance, transport allowances, and other welfare packages contribute meaningfully to teachers' motivation, stress reduction, and instructional output. The influence of fringe benefits, while moderate, is statistically significant and explains a notable proportion of the variance in job performance.

The study concludes that a holistic approach to teacher welfare—one that combines adequate and timely remuneration with comprehensive fringe benefits—is essential for optimizing job performance among Business Studies teachers in Yobe State. Neither financial compensation alone nor fringe benefits alone can fully drive performance; rather, they function synergistically to create conditions that support teacher effectiveness.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

1. The Yobe State Government and Ministry of Education should ensure adequate and timely payment of salaries and allowances to Business Studies teachers. Prompt payment of wages reduces financial stress and allows teachers to focus more effectively on their instructional duties. Regular salary audits and the adoption of biometric payment systems could help eliminate delays and discrepancies.
2. School authorities and policymakers should develop and implement comprehensive welfare packages that include regular medical check-ups, leave allowances, and emergency support funds. Such packages would enhance teachers' sense of organizational value and improve their commitment to job performance.

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