

INFLUENCE OF RECOGNITION ON TEACHERS CONTRIBUTION IN SELECTED PRIVATE SECONDARY SCHOOLS

**Prof. S. A. Karwai, Prof. O. D. Y. Malachy, Prof. Bashir Jumare, Nwidi Patience
Enyiamaka Enobun**

Department of Business Administration, Ahmadu Bello University Business
School, Ahmadu Bello University School, Zaria.

Email Address: karwaisa@yahoo.co.uk, malaolowu@gmail.com,
drbjumare@gmail.com and patiencenwidi@gmail.com,

Mobile Number: 08061278137 or 07055851143

Abstract

Sometimes the managers are baffled when their high rated teachers perform low. The objective of this study is to investigate the influence of recognition on teachers' contribution in selected private secondary schools in Wusasa, Zaria. This study employed survey research design. The population of this study is 109 teachers in selected private schools in Wusasa, Zaria. The census sampling technique was utilized to gather data and no sample size is required. Closed ended structured questionnaire instrument was used to collect primary data. Data collected were coded using Statistical Package for Social Science (SPSS) - Version 20. Cronbach's alpha coefficient was used to determine the reliability of instruments used. Multiple Regression was used to analyse data. The result showed that monetary reward, performance appraisal and appreciation have positive significant influence on teachers' contribution. While career progression and engagement have no significant influence on teachers' contribution. The study concluded that recognition has positive significant influence on teachers' contribution in the selected private schools in Wusasa, Zaria. The study recommended that the management of the selected private secondary schools should continuously provide teachers with adequate monetary rewards to motivate them to contribute at optimum. They should have a performance appraisal system that the teachers understand and accept. Teachers should be fully engaged to avoid redundancy.

Key words: recognition, monetary reward, career progression, performance appraisal, appreciation, engagement and teachers' contribution

Introduction

With the unpredictable business environment and intense business competition, organisations are required to reach certain standards by improving their performance to align with such great demands; otherwise, a lot of problems will surface, including running the risk to close down the business. In order for any schools to meet its obligations to shareholders, teachers and society, its top management must develop a relationship between the school and teachers that will fulfill the continually changing needs of both parties. At a minimum the school expects teachers to contribute positively on the tasks assigned to them and at the

standards set for them, and to follow the rules that have been established to govern the workplace. On the other hand, teachers expect their employers to provide fair monetary reward, appreciation, engage employees, performance appraisal and career progression to enable them contribute to their jobs effectively and efficiently. Thus, the expectations of each party vary from school to school. For schools to address these expectations, an understanding of teachers' recognition is required (in Alam, Saeed, Sahabuddin & Akter, 2013).

Many private schools brand their teachers as part of their marketing campaigns to attract not only the right talent, but also to attract students. Teachers are the sole strategic assets and other physical assets are supportive. Therefore, the success of any school depends on the maintenance, management and development of teachers of the school. Although the development of teachers in developed countries has been impressive over the past few decades but the overall scenario in developing countries, like Nigeria is not that impressive (Alam et al, 2013).

Teachers' contribution is seen as quantity of output, quality of output, timeliness of output, presence/attendance on the job, efficiency of the work completed, effectiveness of work completed and cooperativeness (Güngör, 2011). Recognition is the identification or acknowledgement given for something (Alam, Saeed, Sahabuddin&Akter, 2013). However, there are several recognition factors that determine teachers' contribution in schools for optimum contribution. Such factors include; performance appraisal, engagement, monetary reward, appreciation and career progression (Alam et al, 2013).

Teachers contribute at optimum level towards fulfilling the aims and objectives of the school when they are recognized. On the other hand when they are not recognized, they tend to contribute below expectations (Akinfolarin&Ehinola, 2014). However, some teachers in private schools are unhappy, uninspired and unmotivated, thus resulting to low morale, negligence of duty, hostility which leads to teachers' low contribution (Akinfolarin&Ehinola, 2014).

Generally previous researchers have conducted studies on recognition related factors (Omar, Selo, &Rafie, (2020);

Hamilton, (2019); Chukwuma, (2019); Toohey, McGill, &Whitsed, (2017); Akinfolarin&Ehinola, 2014; Alam, Saeed, Sahabuddin&Akter, 2013; Caligiuri, Lepak&Bonache, 2010; Nyakaro, 2016; Vikas and Hitesh, 2016) but their findings may not be generalized due to their scopes and geographical factors. Also, going by the literature, the studies that combined monetary reward, career progression, engagement, appreciation, performance appraisal and employees contribution are very limited (Alam et al. (2013; Ndungu, 2017; Akinfolarin & Ehinola, 2014; Nyakaro, 2016; Vikas and Hitesh, 2016). Also, there are few studies on recognition and teachers' contribution in secondary schools. Theoretically, other studies were pinned with other theories like, Maslow theory, Herzberg theory and expectancy theory. But, this study is hinged on Skinner's reinforcement theory. This theory stresses on the relationship between behaviour and its consequences. It states that behaviour which is reinforced ought to be repeated and behaviour not reinforced ceases to be repeated, and reinforcement should be done in a timely manner to encourage desired behaviour. To fill these gaps, this study tends to investigate the influence of recognition on teachers contribution in selected private secondary schools in Wusasa, Zaria. In order to find solutions to the problems stated above, the following research questions were raised;

1. Does engagement significantly influence teachers' contribution in selected private secondary schools in Wusasa, Zaria?
2. Does appreciation significantly influence teachers' contribution in selected private secondary schools in Wusasa, Zaria?
3. Does performance Appraisal significantly influence teachers' contribution in the selected private secondary schools in Wusasa, Zaria?

4. Does career progression significantly influence teachers' contribution in selected private secondary schools in Wusasa, Zaria?
5. Does monetary reward significantly influence teachers' contribution in selected private secondary schools in Wusasa, Zaria?

The general objective of the study is to investigate the influence of recognition on teachers' contribution in selected private secondary schools in Wusasa, Zaria. However, the specific objectives of the study are;

1. To determine whether engagement significantly influence teachers' contribution in selected private secondary schools in Wusasa, Zaria.
2. To examine whether appreciation significantly influence teachers' contribution in selected private secondary schools in Wusasa, Zaria.
3. To examine whether performance appraisal significantly influence teachers' contribution in selected private secondary schools in Wusasa, Zaria.
4. To determine whether career progression significantly influence teachers' contribution in selected private secondary schools in Wusasa, Zaria.
5. To examine whether monetary reward significantly influence teachers' contribution in selected private secondary schools in Wusasa, Zaria.

Based on the objectives of the study, the following hypothetical statements are formulated in null;

1. Monetary Reward has no significant influence on teachers' contribution in selected private secondary schools in Wusasa, Zaria.

2. Career Progression has no significant influence on teachers' contribution in selected private secondary schools in Wusasa, Zaria.
3. Performance Appraisal has no significant influence on teachers' contribution in selected private secondary schools in Wusasa, Zaria.
4. Appreciation has no significant influence on teachers' contribution in selected private secondary schools in Wusasa, Zaria.
5. Engagement has no significant influence on teachers' contribution in selected private secondary schools in Wusasa, Zaria.

Conceptual Framework

This section contains concept of teachers' contribution, recognition, career progression, engagement, appreciation, performance appraisal and monetary reward. Teachers' contribution is seen as quantity of output, quality of output, timeliness of output, presence/attendance on the job, efficiency of the work completed, effectiveness of work completed and cooperativeness (Güngör, 2011). It is about the timely, effective and efficient completion of mutually agreed tasks by teachers as set out by the schools. Recognition is the identification or acknowledgement given for something (Alam, Saeed, Sahabuddin & Akter, 2013) Recognition is also the acknowledgement, appreciation, or approval of the positive accomplishments or behaviours of an individual or team (Caligiuri, Lepak&Bonache, 2010). According to Nyakaro, (2016), recognition refers to acknowledging or giving special attention to employee actions, efforts, behaviour or performance. Vikas and Hitesh (2016) see recognition as a waymanagement of institutions say

thank you and can take the form of performance appraisal, engagement, career progression, appreciation and monetary reward.

Performance appraisal is the process through which institution takes stock of its manpower in terms of its present performance, the aptitude and interest of each person, his strengths and weaknesses and his potential for growth (as cited in Obisi, 2011). Engagement is generally defined as an energetic state in which the teacher is dedicated to excellent contribution at work (Kumar & Sia (2013). Teachers' engagement is described as a positive attitude held by the teacher towards the school and its values. An engaged teacher is aware of teaching requirements and works along with the colleagues to improve performance within the job for the benefit of the school (cited in Kumar & Sia (2013).

Monetary reward is a measure of influencing individual's drive to act towards desired direction. It comprises all rewards that have a monetary value and add up to total remuneration such as base pay, pay contingent on performance, contribution, competency or skill, pay related to service, financial recognition schemes, and benefits such as pensions, sick pay and health insurance (Armstrong, 2010 in Bello & Jakada, 2017). Appreciation is the acknowledgement or approval of positive accomplishments or behaviours of teachers (Alam, Saeed, Sahabuddin & Akter, 2013). Career progression involves climbing the corporate ladder, getting ahead and working up the ranks. It means that as you gain experience in your field you should earn more challenging projects and responsibilities.

Review of Previous Studies

Many studies have been conducted on recognition related factors. Omar, Selo, and Rafie, (2020) examine the factors that affected job performance among

polytechnic academic staff in Malaysia. The cross-sectional study was employed and stratified random sampling was used to collect the data. A total of 130 respondents answered the questionnaires. The result revealed that achievement, recognition and the work itself are significantly and positively influence job performance. Therefore, this study suggests that enhancing the elements of achievement, recognition and the work itself among polytechnic academic staff are critically important in order to improve their performance. This study need to be replicated in different context for generalization.

Chukwuma (2019) brought to the fore, empirically, the effect of open recognition of employees and its effect on performance. Relevant literature was reviewed and Spearman's rank correlation analysis was used to verify the relationship between open reward, recognition, promotion and commitment of employees towards organizational performance and effectiveness. The study found that employees' recognition has a strong and positive relationship with employee commitment which in turn results in performance among the selected public secondary schools in Port Harcourt, Rivers State. On the other hand, the study recommended that Public Secondary schools in Port Harcourt should make concerted effort to enhance the level of open recognition/promotion of employees so as to boost their level of performance.

Niyivuga, Otara and Tuyishime (2019) examined the relationship between monitoring and evaluation (M&E) practices and academic staff motivation in higher education, from a Rwandan perspective. The study employed a mixed-methods approach to collect data from academic staff. A total of 105 faculties were sampled. The study established that M&E practices, including staff self-evaluation, students-staff evaluation, peer evaluation, and

evaluation by supervisor, are applied at varying emphasis. Furthermore, both the supervisees and supervisors agreed that the quality of feedback provided during evaluation is fairly effective, although recognition of their performance is rarely appreciated. It was further established that weak to moderate correlations exist between M&E practices and academic staff motivation with “r” varying from 0.268 to 0.4460. Based on the findings, this study recommended that policy makers should design a policy on M&E, which would guide supervisors in M&E exercise.

Ndungu (2017) conducted a research on the effects of reward and recognition on employee job performance in Kenyatta University, Nairobi. The study employed descriptive research design. The sample size of the study was 332. Stratified random sampling and purposive random sampling was used in sampling design. Questionnaire research instrument was used to collect data from primary source. Data was analysed with Pearson product moment correlation and multiple regression. Results showed a very positive significant relationship between job performance and the independent variables (extrinsic rewards, intrinsic rewards and financial rewards, recognition rewards, working environment and leadership styles). The study recommended that the Kenyatta University management and policy makers should make sure those employees who demonstrate increasing levels of ability are recognized by given increasing levels of responsibility, providing employees with more organizational freedom and autonomy and engaging employees in decision making so that they feel that their opinions are important for development of Kenyatta University.

Alam et al. (2013) carried out research on relationship between employee recognition and Employee’ contribution in service industry. The study employed

survey research design. The closed ended questionnaire instrument was used to source primary data. The sample size of the study was 334 respondents. Multiple regression was used for analysis of data. It was found that there is a positive significant relationship between appreciation and employee contribution, performance appraisal and employee contribution; monetary reward and employee contribution. The study concluded that employee contribution is very important in service industry than any other sectors. The study recommended that the management of service industries should concentrate on employee recognition system that focus on employee perception. At the same time they should have a performance appraisal system that the employees understand and accept. And this system should be fair, understandable to all the employees.

Richa and Amrinder (2015) carried out a study on impact of motivation and recognition on employee’s performance in public and private sector banks in Punjab and Haryana. The study employed descriptive research design. The sample size of the study was 100. Structured questionnaire was used to source primary data. Descriptive statistics, correlation, regression analysis, factor analysis and t-test were used as statistical tools in analysis. The study found that performances of employees are significantly affected by the salary and other monetary benefits provided by the organization. The study also found that recognition has positive significant effect on employees’ performance. The study recommended that the management of the banks in Punjab and Haryana should provide their employees more opportunities for personal growth and advancement.

Theoretical Framework for the Study

This study was anchored with reinforcement theory by (Skinner,

1953). This theory simply looks at the relationship between behaviour and its consequences. It analyses the effects of rewards and punishments on changing or modifying the employees' on-the-job behaviour. The basic assumption underlying behaviour modification is the law of effect, which states that behaviour that is positively reinforced tends to be repeated, and behaviour that is not

reinforced tends not to be repeated. This implies that it is possible to motivate teachers by reinforcing (provide monetary reward, appreciation or performance appraisal) to them each time they perform a desired behaviour. The advantage of recognition in that kind of situations is that, it helps to reinforce the desired behaviour in a timely manner, following the behaviour.

Research Model

Independent Variables

Engagement
Appreciation
Performance Appraisal
Career Progression
Monetary Reward

Dependent Variables

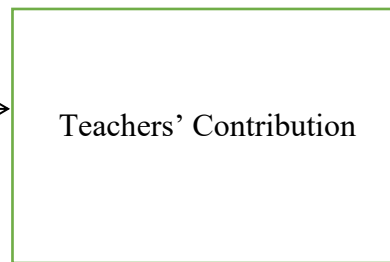


Figure 1

The research model in figure 1 represents the frame work of the study. The independent variables are engagement, appreciation, performance appraisal, career progression and monetary reward predicting the dependent variable teachers' contribution.

3.1 Research Methodology

This study employed survey research design. The population of this study is 124 teachers in the selected private secondary schools in Wusasa, Zaria. The census sampling technique was utilized to generate data and no sample size is required. Closed ended structured questionnaire instrument was used to collect the primary data. In the present study, 6- items each were adapted for teacher's contribution, career progression, appreciation, monetary reward, engagement and performance

appraisal. All the respondents rated themselves on 6-items using 5-point likertscale ranging from 1 strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree. Cronbach alpha was used to determine the reliability of instruments used. Data collected were coded using Statistical Package for Social Science (SPSS) - Version 20. Multiple regression was used to measure the relationship between dependent and independent variables.

Table 1; Summary of the schools visited

S/n	Names of Schools	Total No. of Teachers	Total No. of Questionnaire Administered	Total No. of Questionnaire Correctly Filled and Returned
1	Perfect Schools' Wusasa	18	18	15
2	Folake Children School	16	16	16
3	Standard School	17	17	15
4	Royal College	19	19	16
5	ECWA Children School	18	18	17
6	Christ Harvesters School	16	16	13
7	Wusasa Children School	20	20	17
	Total	124	124	109

Source: Researcher's Survey, 2021

3.2 Reliability of Instruments

In order to measure the internal reliability of the questionnaire instrument, Cronbach's alpha reliability statistics test was conducted on teachers'

contribution, monetary reward, career progression, performance appraisal, appreciation and engagement. According to Sekeran (2003) cronbach's alpha coefficient greater than 0.6 is deemed to be accepted.

Table 2: Cronbach Alpha Result

Variable	Cronbach Alpha
Teachers' Contribution	0.737
Engagement	0.791
Appreciation	0.793
Performance Appraisal	0.766
Career Progression	0.817
Monetary Rewards	0.783

Source: SPSS Output (2021)

As can be seen from table 2, the Cronbach alpha reported for each variable with item scale were consistently greater than 0.6 implying that the instrument is reliable enough for analysis.

Data Analysis

Multiple regression was employed in analysing the data. Multiple regression was used to determine the influence of engagement, appreciation, performance appraisal, career progression and monetary reward on teachers' contribution in selected private secondary schools in Wusasa Zaria as can be seen in table 3;

Table 3: Multiple Regression Result

Model	Standard Error Beta	T	Sig.
1 Constant	.789		
Monetary Reward	.200	.199	2.684
Career Progression	.248	.108	.435
Performance Appraisal	.259	.525	3.487
Appreciation	.289	.597	5.508
Engagement	.202	-175	-1.009
R	.859		
R2	.737		
Adjusted R2	.724		
P. Value F stat			.000
Durbin Watson	1.501		

a. Dependent Variable: Teachers' Contribution

Source: Researcher, computation (2021).

Discussion of Findings

Monetary Reward

The results on table 3 shows that Monetary Reward has positive significant influence on teachers' contribution at ($p=0.008$). The positive and significant effect of monetary reward on teachers' contribution could be as a result of the fact that monetary reward stimulates teachers' contribution level on the job. This is consistent with previous research works of Al-Nsour (2012) who states that monetary reward shows rapid and immediate impact on the teachers' contribution. He states that monetary reward motivates teachers in doing their utmost of work, increase productivity and improve performance. This simply implies that monetary reward is a stimulant of teachers' contribution level.

Career Progression

The results on table 3 above also indicates that Career Progression has positive influence on teachers' contribution at $\beta=0.108$ and T value=0.435. But statistically insignificant at P value=0.664 at 0.05 significance level. This implies that if room is not made for teachers to develop their career, their previous knowledge is caught up by obsolescence which may hamper their

contribution to school productivity. This is not consistent with previous research work of Rama and Nagurvali (2012) who posit that career progression has positive significant effect on performance. They opine that career progression holds the key to unlock the potential growth and development opportunities to enhance teachers' contribution in schools.

Performance Appraisal

The result from table 3 above shows that performance appraisal has positive significant influence on teachers' contribution at $\beta=0.525$ and ($p=0.001$). This implies that the more performance appraisal is applied, the higher the possibility of recognition perception and thus the more contribution by teachers in school. This is supported by the work of Obisi (2011) who opines that performance appraisal helps teachers to become more aware of their key performance areas and the contribution that are making.

Appreciation

The results from table 3 above also shows that the relationship between appreciation and teachers' contribution is positively significant with $\beta=0.597$ and ($p=0.001$). This implies that the

more the teachers are appreciated the more they feel recognized and the more their contributions in their jobs. This was supported by Vikas and Hitesh (2016) who state that appreciation positively reinforces excellent behaviours resulting to optimum contribution.

Engagement

The results on the table 3 above shows that engagement has negative and insignificant influence on teachers' contribution at ($p=0.316$). The insignificant of engagement factor may be due to the fact that management is very much friendly and cooperative with some of the teachers. However, we can

expect to get stronger association if conflict arises from the members.

The coefficient of multiple determination represented by the R-squared value of 0.737 implies that at collective level, the predictor proxies highly accounts for the changes in teachers' contribution by 73.7% while other factors not considered in this study account for the remaining 26.3% changes. The adjusted R-square value of 0.724 implies that after adjusting for likely errors, there is still a traceable effect level of 72.4% on teachers' contribution.

Table 4: Test of formulated Hypotheses

Model	Beta	Hypotheses	Sig.	Decision
MR	.199	I`	.008	Fail to accept
CP	.108	II	.664	Accept
PA	.525	III	.001	Fail to accept
A	.597	IV	.000	Fail to accept
E	-.175	V	.316	Accept

Source: (SPSS Output, 2021)

The criteria upon which the test procedure is based on is that if p-value computed is less than or equal to 0.05 significant level, we fail to accept the null hypothesis but if otherwise, the hypothesis formulated is accepted. As can be inferred from the presented result above, p-values of monetary reward, performance appraisal and appreciation were found to be less than 0.05 significant level suggesting that they are important amongst the various drivers of teachers' contribution while on the other hand, career progression was found to be positive driver but not to a significant extent. Also engagement was found to be negative and insignificant. Therefore, we invalidate hypotheses I, II and IV and we accept hypotheses II and V respectively.

Conclusion and Recommendations

The study examined the influence of recognition on teachers' contribution. Based on the findings of the study monetary reward, performance appraisal and appreciation have positive significant influence on teachers' contribution. While career progression and engagement have no significant effect on teachers' contribution. Therefore, the more recognition is provided for teachers the more it will enhance their contributions. Recognition motivates, provides a sense of accomplishment and makes teachers feel valued for their work and this will consequently enhance their contributions. The study concluded that recognition strongly predicts the level of teachers' contribution as evidenced by R-squared value of 73.7%.

The study also recommends that;

1. The management of the selected private secondary schools should continuously provide teachers with adequate monetary rewards system such as attaching bonuses to teachers' contribution to enable them solve their immediate financial problems. This is because where fringe benefits like bonuses are attached to a work process, teachers tend to work harder to impress their boss resulting to overall school performance.
2. Room should be given to teachers for career progression and if possible sponsorship should be made available based on the strength of the school so as to make teachers meet up with the demand placed on the job, if not their previous knowledge will be caught up by obsolescence which may hamper their contribution to school productivity.
3. The schools should have performance appraisal system that the teachers understand and accept. And this system should be fair and understandable to all the teachers.
4. Teachers should be appreciated for doing the right thing and the appreciation should be effected immediately to achieve its aim. They cater for the psychological need of the teachers, hence enhances their contribution to the job.
5. Teachers should be fully engaged to avoid redundancy.

References

- Alam. M. S., Saeed. A. S. A., Sahabuddin. M. & Akter. S. (2013). Relationship between employee recognition and employee contribution in service industry. *International Journal of Business and Marketing Management*, 1 (1), 1-8.
- Akinfolarin, A.V & Ehinola, G.B. (2014). Motivation and effective performance of academic staff in higher education. (Case study of Adekunle Ajasin University Akungba-Akoko, Ondo State). *International Journal of Innovation and Research in Educational Sciences*, 1 (2), 157-163.
- Al-Nsour, M. (2012). Relationship between incentives and organizational performance for employees in the Jordanian Universities. *International Journal of Business and Management*. 7, (1) 78-89.
- Bello, G. B & Jakada, B. J. (2017). Monetary reward and teachers' performance in selected public secondary schools in Kano State. *Journal of Education and Practice*, 8, 7
- Caligiuri, P., Lepak, D. & Bonache, J. (2010). *Global Dimensions of Human Resources Management: Managing the Global Workforce*, Hoboken, NJ: John Wiley & Sons, Inc.
- Chukwuma, N. N. (2019). Open recognition and employees' performance of selected public secondary schools in Port Harcourt, Rivers State, Nigeria. *Multi-disciplinary journal of research and development perspectives*, 8(2).

- Güngör, P. (2011). The Relationship between Reward Management System. *Procedia Social and Behavioural Sciences*, 1510–1520. Retrieved from <http://www.sciencedirect.com> Access date 10/05/2019
- Kumar R. & Sia S. K. (2013). Employee engagement explicating the contribution of work environment. *Management and Labour Studies* 37 (1), 31–43.
- Meenakshi, G. (2012). Multi source feedback based performance appraisal system using Fuzzy logic decision support system. *International Journal on Soft Computing (IJSC)*. 3(1)91-106.
- Ndungu, D. N. (2017). The effects of rewards and recognition on employee performance in public educational institutions: A case of Kenyatta University, Kenya. *Global Journal of Management and Business Research: Administration and Management*, 17(1), 1-27.
- Niyivuga, B., Otara, A., & Tuyishime, D. (2019). Monitoring and evaluation practices and academic staff motivation: Implications in higher education within Rwandan context. *SAGE Open*, 9(1), 2158244019829564.
- Nyakaro, M. R. (2016). Effect of recognition on work commitment by non-teaching staff in public university in Kenya. *Online Journal of Social Sciences Research*, 5, 47-56.
- Obisi, C. (2011). Employee performance appraisal and its implication for individual and organizational growth. *Australian Journal of Business and Management Research* 1 (9)92-97.
- Omar, M. S., Selo, S. A., & Rafie, N. (2020). Factors Affecting Job Performance among Polytechnic Academic Staff. *Asian Journal of Research in Business and Management*, 2(3), 48-55.
- Rama, V. D. & Nagurvali, S. (2012). Training and development – a jump starter for employee performance and organizational effectiveness. *International Journal of Social Science & Interdisciplinary Research*, 1,(7)202-207.
- RPI (Recognition Professionals International) (2007). *Scotiabank realigning employee recognition to Business strategy reaps measurable rewards*. White paper 2007 Best Practice and Best in Class Recipient, Recognition Professionals International.
- Tessema, T. M, Ready K. J. & Embaye, A. B. (2013). The effects of employee recognition, pay, and benefits on jobsatisfaction: Cross Country Evidence. *Journal of Business and Economics*, 4, (1)1-12.
- Toohey, D., McGill, T., & Whitsed, C. (2017). Engaging academic staff in transnational teaching: The job satisfaction challenge. *Journal of Studies in International Education*, 21(4), 333-348.
- Vikas, P. & Hitesh, S. (2016). Impact of reward and recognition on employee's performance. *International Journal for Innovative Research in Multidisciplinary*, 1(1), 25-34.

