
**INVESTIGATING INCENTIVES AND JOB SATISFACTION AMONG MUSIC
TEACHERS IN PRIVATE SECONDARY SCHOOLS IN UYO, AKWA IBOM
STATE, NIGERIA**

By

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ABSTRACT

The study on incentives and job satisfaction among music teachers in private secondary schools, Uyo Akwa Ibom State is poised to assess whether there are incentives or job satisfaction among music teachers in private schools. Three specific objectives are formulated to guide the study in order to examine the types of incentives given to teachers, to ascertain if music teachers are satisfied in their teaching career, and to examine if there is correlation between incentives and job satisfaction. A qualitative survey research design was adopted for the study. The population consisted of all music teachers from the selected 20 private secondary schools in Uyo. A self-structured questionnaire titled 'Incentives and Job Satisfaction among Music Teachers in Private Secondary Schools in Uyo' (IJSAMTPSSU) and was used for data collection. The instrument was validated and data collected were analyzed using frequency and simple percentage. Findings revealed that 75% agree that they are not given incentives, 55% agreed that they are contented with teaching job, while 95% agreed that apart from salary if monetary bonuses and other incentives are given to teachers by their employers, the outcome of the educational productivity would be very high and encouraging. In conclusion, it is revealed that incentives have a significant relationship with job satisfaction. The researcher recommends that incentive scheme.

KEYWORDS: Incentives, Teaching, Job satisfaction, Teachers, Private Secondary Schools and Uyo

BACKGROUND OF STUDY

Teaching as a profession involves the impartation of knowledge to students by means of instruction, explanation of concepts, and engagement of students on certain activities in order to enable them understand and apply the knowledge acquired. However, it is pertinent that teaching, which is an important profession to groom people's minds, be well appreciated. Generally, incentives are anything that persuades or motivates a person positively towards a particular behavior. Solanki (2022) notes that incentives are the monetary and non-monetary benefits which are paid to an individual based on his performance, but incentives differ greatly from the normal wages or salaries. It is a scheme aimed at encouraging individuals to perform better at work.

On the other hand, job satisfaction is the overall feeling of the state of happiness concerning the fulfillment of carrying out tasks in work place. Hence, incentives can act as the basis for attracting, encouraging and retaining employees in an organization. Individual works to earn wages and if such a person is appreciated in a way, it can be encouraged to do more. It is noted that in many organizations and professional bodies, wages and incentives are the motivational factors, which can be a drive towards job satisfaction. However, job satisfaction can however come from other factors, but incentives play very vital roles.

Job satisfaction has an essential part to play in the overall commitment and productivity of the school organization. The teacher's job satisfaction significantly influences the commitment to the organization. Teachers who are satisfied with the job are also committed to work. The more the employees are satisfied, the more participation in job activities which brings about good organizational performance. In terms of teaching, it heavily affects how students learn and relates well to increase educational productivity and academic performance.

Incentives has a way of spurring up and motivating teachers to impact students positively. This can influence the teachers' outcomes or feeling of satisfaction when carrying out their duties as teachers. Understanding the relationship between incentives and job satisfaction among music teachers in private secondary schools in Uyo is essential for school administrators and policy makers to design effective strategies in order to retain qualified music teachers. Identification of these incentives and understanding on how it promotes the teacher's well-being can in turn improve the quality of music education in our society.

STATEMENT OF PROBLEM

Music Education in Nigerian secondary school system is important as any other subject. According to the National Education Policy (2020), one of the major aims of education is that educational activities should be centered in students for maximum self-development and self-fulfillment. The key people involved in the actualization of this aim are the teachers who influence educational productivity and outcomes.

In music education, the most essential people to carry out this work effectively are the music educators, who contribute significantly to students' educational productivity. It is however observed that, lack of incentives and job satisfaction can lead to impairments in teaching and impartation of instructions relevant for school students. This ineffectiveness can result in low productivity and lack of motivation to carry out the necessary teaching tasks in music education and may in turn influence music learning and its outcome in secondary school students in private secondary schools. It is on this note that the researcher seeks to investigate the relationship between incentives and job satisfaction among music teachers in private secondary schools in Uyo.

OBJECTIVES OF THE STUDY

The main aim of this study is to investigate the relationship between incentives and job satisfaction using the following objectives:

- To examine the kind of incentives given to music teachers in private secondary schools in Uyo.
- To ascertain if there is job satisfaction among music teachers in private secondary schools in Uyo.
- To assess how incentives if given, can promote job satisfaction among music teachers in private secondary schools in Uyo.

RESEARCH QUESTIONS

The following research questions are framed as a guide

- To what extent can incentives motivate music teachers in private secondary schools in Uyo?
- How satisfied are the music teachers in private secondary schools in regards to teaching profession?

- Can incentives determine job satisfaction among music teachers and increase educational productivity in private secondary schools in Uyo?

LITERATURE REVIEW

Conceptual Review: The following concepts, which are related to the work, are reviewed: Teaching and Job Satisfaction

Education is a timeless concept that transcends generations, which embodies the fundamental pursuit of knowledge and enlightenment. According to Lisdunet (2017), education is a fundamental puller of human development, encompassing a broad range of activities aimed at acquiring knowledge, skills, values and attitudes. Abulencia (2021), describes education as a process where an individual acquired or impacts basic knowledge to another, education has its relevance in the society which includes helping one towards the attainment of goals in life. However, despite the definitions of education by many writers, the ultimate goal of education is to help an individual navigate and contribute meaningfully to the society. In addition, this can be through formal or informal means. In a formal setting, the educator is the teacher who is employed by an educational institution to impact knowledge on the students. The most important professionals needed in education are the teachers.

Robert (2023) defines teaching as a profession of those who give instruction especially in elementary schools, secondary schools or tertiary institutions, while on the other hand a teacher is the one who carries out this act of teaching. According to Emenemu and Isuku (2011), the teacher is undoubtedly the most important factor for achieving profitable learning outcome in every school system. Without the teaching profession, educational system can slack behind and teachers who carry out this job requires a certain level of dedication and satisfaction that can be caused by motivational factors. According to Mugabi (2020), motivated teachers are happier, more confident and are able to consistently carry out work that will lead to desired behaviors in students. Means by which teachers can be motivated are by praising them, recognition, crafting and compelling a reward program, recognizing efforts, encouraging their ideas, buying them lunch, creating breaks and creating a forum that they can recognize each other's handwork. Ozkan and Akgenç (2022), explain that job satisfaction of teachers has significant importance for positive teaching styles and it enables and support meaningful teaching and learning. Teachers with high job satisfaction are more likely eager to improve their teaching efforts and skills that can play an important role in students learning.

Incentives and Its Relevance in Job

Incentives are compensations given to an employee in his work place in order to motivate them towards standard performance. According to Wei and Yaoping (2021), incentives can be defined as the objective criteria where an individual simply wants to establish quantifiable standards for performance. Solanki (2022), defines incentives as a plan or programs to motivate individuals for good performance. An incentive is most frequently built on monetary rewards or prizes. Quadri (2019), explains that a compensation package is when an incentive is used as a strategic tool to compensate an employee for their performance and retain them by achieving employee satisfaction and improving their health for achieving the best job performance at the same time. Organizations provide incentives to their workers as a way of achieving goals.

Wei and Yaoping (2021), divide incentives into moral and concrete incentives. Moral incentives refer to the compensation through certification or recommendations while concrete incentives refer to bonuses given to compensate the worker's efforts. Thompson (2021), classifies incentives as compensation incentives, recognition incentives, reward incentives

and appreciation incentives. Compensation incentives involves performance related bonuses, profit sharing schemes and promotion. Recognition incentives includes carrying out a thank you culture during business related meetings, sending personalized emails of encouragement, shout out to customers and creating a recognition platform. Reward incentives involves bonuses such as monetary gains, gifts and peer-to-peer referrals. Appreciation incentives includes celebrations, extra holidays, giving of prizes, team lunches and company parties in order for the employees to feel appreciated.

Rupali (2023), states that if an incentive is actually to spur performances and efforts, employees must see a direct relationship between their efforts and rewards. Furthermore, the importance of incentives is; for the inducement and motivation of workers for higher efficiency and greater output, earnings of the employee would be enhanced due to incentives and production capacity and performance is likely to increase reduces loss of employees and absenteeism. Incentives play an important role in professionals or working organizations and as such, its relevance cannot be downplayed as the importance are one of the contributing factors that lead to motivation and job satisfaction.

Job Satisfaction

When employees have job satisfaction and feel like they are in the right spot in their careers, they are more likely to perform better and have a longer tenure at a company. According to Chiradeef (2021), job satisfaction is defined as the level of contentment employees feel with their jobs, these deals beyond their daily duties to cover satisfaction with team members, organizational policies and the impact of their job on employees' personal lives. Job satisfaction is an unquantifiable metric defined as a positive emotion response when one works or during experiencing a work. Satisfaction is a simple feeling of attainment of any goal or objectives. Jobs dissatisfaction brings about absence of motivation at work.

Shiyani (2022) defines job satisfaction as an individual's appraisal of the extent to which his or her needs are fulfilled by the environment. This explains that for job satisfaction to occur there has to be a particular goal, need or attainment that has to be fulfilled.

Bourne (2020), defines motivation as a cognitive resource allocation process in which a person makes choices as to the time and energy to be allocated to an array of motives or tasks, when an employee is motivated to perform and complete a task there is a tendency that it can be linked to higher job satisfaction. DeLeon (2022) explains that employee job satisfaction displays the amount of gratification that employees have when they are in their workplace, it can lead to many benefits such as customer loyalty, profitability and productivity. DeLeon (2022), also states that ways to improve job satisfaction includes; offering competitive compensations and benefits, creating a culture of transparency and feedback, amp up employee recognition and and efforts, provide ample training and career development opportunities, showing employees care and fostering workplace relationships.

Walter (2023), explains that there are signs that shows that an employee is satisfied which includes; a clear career path and sense of initiative which contributes to growth of an organization, low absent rate, the worker is proud of work and emotionally involved, the worker possesses a positive attitude and there is free flow of communication and there is amenity in workplace with a positive atmosphere that encourage others to be productive.

Empirical Review

The empirical review is based on the objectives of the study.

Thomas and James (2018) conducted a research on incentives selection and teacher's performance evidence from IMPACT in the District of Columbia Pubic Schools.

Implemented uniquely high-powered incentives were linked to measure multiple measures of teachers' performance. Regression Discontinuity (RD) was performed and a comparison between retention and performance outcomes among low performing teachers whose ratings were placed in a threshold were assessed, that implied unusually large financial incentives were given to high performing teachers. The RD results indicated that financial incentives further improved the performance of high performing teachers (effect size = 0.24)

Muhammad and Wasaf (2021) conducted a study to assess the effect of job satisfaction on the performance of employees working in private sector's organizations of Peshawar, Pakistan. For that purpose, one hundred and eighty employees ($N = 180$) were selected as a sample from private organizations of Peshawar. An equal number of employees, ($n = 60$), were selected through random sampling method from three types of organizations; hospitals, banks, and universities. A Minnesota Satisfaction Questionnaire (MSQ-short form) developed by Weiss et al. (1967) and a self-constructed Performance Evaluation Form (PRF) were used as instruments for the study. Initially, the reliability statistics of both the instruments was calculated to know the significance of the scales. According to the findings of the study, the type of occupation has been shown significant correlation with job satisfaction. Similarly, the positive relationship of job satisfaction with performance of employees was also confirmed. Therefore, it is concluded from the study that satisfied employees were better in performance as compared to dissatisfied employees, thus contributing significant role in the uplifting of their organizations.

Mohammed, Najat and Taqee (2022), conducted a study on incentives in achieving job satisfaction, a study of a sample of employees working in general directorate of education Dayak's governorate. The aim was to find the relationship between job satisfaction and incentives increasing the effectiveness of the employee. A random sampling technique was taken in Diyala education directorate (70 employees) and questionnaires were administered to assess data on the encouraging awards and job satisfaction. The findings showed that there is a significant relationship between incentives and job satisfaction that ensures importance of awards in public institutions for increasing job satisfaction.

METHODOLOGY

Research Design

A descriptive research design of non-experimental type of research design was adopted for the study to assess incentives and job satisfaction among music teachers in private secondary schools in Uyo.

Setting

This study was conducted in Uyo Local Government Area, Akwa Ibom State. Uyo is the capital city of Akwa Ibom in South South Nigeria. Geographically it is bounded in the North by Ikono, Itu and Ibiono Ibom local government area, in the East by Uruan local government area, in the West by Abak and in the South by Ibesikpo Asutan local government area. It is made up of 11 wards, 4 clans and over 20 villages. It is headed by the local government chairman and elected members referred to as councilors. The tribal group in Uyo are the Ibibios and the predominant religion is Christian religion and traditional religion. The languages spoken by the indigenes generally are Ibibio, Pidgin and English languages.

Target Population

The target population consists of music teachers in selected private secondary schools that offer music studies in Uyo. The researcher successfully selected music teachers from 20 (twenty) private schools. A total population of 40 music teachers were obtained for the study as each school did not present above three teachers teaching music.

Sampling Technique

Simple random sampling technique was used, where the researcher selected 20 private secondary schools in Uyo, and a total number of 40 teachers were obtained.

Instrument for Data Collection

The instrument used for data collection was questionnaire. The questionnaire was titled "Incentives and Job Satisfaction among Music Teachers in Private Secondary Schools in Uyo" A self-structured questionnaire was formulated by the researcher. It was made up of 20 items and 4 sections consisting of section A, B, C and D. Section A consists of the Socio-demographic Data, while B, C and D consists of questions related to the research objectives, having the sub-variable characteristics measured with 5 items statements having options of Yes and No.

Validity of the Instrument

The instrument was subjected to validation by a peer reviewer. The instrument was considered valid after being subjected to corrections of errors and removal of ambiguities to ascertain content validation before administration to the respondents and collection for analysis.

Method of Data Collection

The researcher distributed the questionnaire to the sample size of 40 music teachers through face to face contact and online contact. 40 questionnaires were finally collected and were filled correctly.

Method of Data Analysis

The data obtained from the respondents were organized, compiled and analyzed with the use of frequency and simple percentages.

RESULTS AND DISCUSSIONS

Results

Research Question 1

What kind of incentives are given to music teachers in private secondary schools in Uyo?

Table 1:

The table below shows the response on the type of incentives given to music teachers in private secondary schools in Uyo. - 2023

S/ N	ITEMS	RESPONS E	FREQUENCY	PERCENTAGE
6	Are you given monetary bonuses	Yes	18	45%
		No	22	55%
	Total		40	100%
7	Are you appreciated through gifts or awards in the school you teach?	Yes	26	65%
		No	14	35%
	Total		40	100%
8	Is your performance as a teacher compensated through promotion in your workplace?	Yes	8	20%
		No	32	80%
	Total		40	100%
9	Has a recognition platform been created for your sake in workplace?	Yes	12	30%
		No	28	70%
	Total		40	100%
10	Has extra holidays been given to you to appreciate your effort as a music teacher	Yes	10	25%
		No	30	75%
	Total		40	100%

Source: Field Survey, (2023)

In table 1 data analysis reveals that in item 6, 18 (45%) respondents agreed that they are given monetary bonuses and 22 (55%) disagreed. Item 7 shows that 26 (65%) agreed that they are appreciated through gifts and awards in the school they teach while 14(35%) disagreed. Item 8 showed that 8 (20%) agreed that their performance as a teacher is compensated through promotion in their workplace while 32 (80%) disagreed. Item 9 indicates that 12 (30%) agreed that a recognition platform has been created for their sake while 28 (70%) disagreed. Item 10 reveals that 10 (25%) agreed that extra holidays are given to appreciate their efforts as music teachers while 30 (75%) disagreed.

Research Question 2:

How do music teachers in private secondary schools in Uyo got satisfied with teaching as profession?

Table 2:

Table showing the response of respondents on job satisfaction among music teachers in private secondary schools in Uyo - 2023

S/N	ITEMS	RESPONSE	FREQUENC Y	PERCENTA GE
11	Are you contented with the teaching of music in school?	Yes	22	55%
		No	18	45%
	Total		40	100%
12	Do you feel fulfilled after teaching students to their understanding?	Yes	28	70%
		No	12	30%
	Total		40	100%
13	Do you feel optimistic when impacting students with knowledge?	Yes	36	90%
		No	4	10%
	Total		40	100%
14	When teaching, do you feel that a particular need of a student has been met?	Yes	24	60%
		No	16	40%
	Total		40	100
15	Are you motivated to teach more in order to bring in an inner satisfaction?	Yes	30	75%
		No	10	25%
	Total		40	100%

Source: Field Survey, (2023)

In table 2, item 11 indicates that 22 (55%) respondents are contented with teaching music while 18 (45%) are not. Item 12 shows that 28 (70%) feels fulfilled after teaching students to their understanding while 12 (30%) disagreed. Item 13 shows that 36 (90%) feel optimistic when impacting students with knowledge while 4 (10%) disagreed. Item 14 indicates that 24 (60%) agreed that when teaching a particular need of a student's understanding has been met while 16 (40%) disagreed. Item 15 reveals that 30 (75%) respondents are motivated to reach more in order to bring in an inner satisfaction while 10 (25%) disagreed.

Research Question 3:

Can incentives determine job satisfaction amongst music teacher in private secondary schools in Uyo?

Table 3:

The table 3 shows the response of respondents on incentives and job satisfaction amongst music teachers in private secondary schools in Uyo - 2023

S/ N	ITEMS	RESPONSE	FREQUENC Y	PERCENTA GE
16	Can monetary bonuses given to you by your employer motivate you to perform well as a teacher	Yes	32	80%
		No	8	20%
	Total		40	100%
17	Can gifts or awards given to you give you a sense of fulfillment of a work well done as a music teacher?	Yes	24	60%
		No	16	40%
	Total		40	100%
18	If promoted as a music teacher in your workplace would you be inspired to perform better?	Yes	36	90%
		No	4	10%
	Total		40	100%
19	Can a recognition platform as a music teacher give you a sense of fulfillment?	Yes	38	95%
		No	2	5%
	Total		40	100%
20	Do excursion, extracurricular activities and holidays give you a sense of satisfaction as a music teacher?	Yes	6	15%
		No	34	85%
	Total		40	100%

Source: Field Survey, (2023)

Table 3 shows that in item 16, 32 (80%) of respondents agree that monetary bonuses given by their employers motivate them to perform well as a teacher while 8 (20%) disagreed. Item 17 indicates that 24 (60%) agreed that gifts and awards can give them a sense of fulfillment of a work well done as a music teacher while 16 (40%) disagreed. Item 18 shows that 36 (90%) agreed that if promoted as a music teacher in workplace they will be inspired to perform better while 4 (10%) disagreed. Item 19 indicates that 38 (95%) agree that a recognition platform as a music teacher can give them a sense of fulfillment while 2 (5%) disagreed. Item 20 reveals that 6 (15%) agree that excursion, extra-curricular activities, and holidays give them a sense of satisfaction as a music teacher while 34 (85%) disagreed.

DISCUSSION OF FINDINGS

The findings of the demographic data reveals that majority of the respondents are between age 30 -35 with 8 (40%), it also indicates that the respondents are all Christians with 40 (100%), it also reveals that the males are more in number with 30 (75%), majority of the respondents are married with 12 (60%). The academic level attained indicates that 2 teachers representing (5%) had Master's Degree, while, 38 teachers representing (95%) have Bachelor of Arts Degree in Music. From the Data Analysis in Research Question 1 Table 2, reveals that 22 (55%) respondents disagreed that they are given monetary bonuses. The results of Data Analysis from Research Question 2: Table 3 shows that 22 (55%) of respondents are contented with the teaching of music. Findings from Research Question 3: Table 4 reveals that 32 (80%) agreed that if monetary bonuses are given to them by their employer, they can be motivated to perform efficiently as a teacher.

CONCLUSION

The study focused on incentives and job satisfaction among music teachers in Private Secondary Schools, in Uyo. From the data analysed, it concludes that incentives motivates and affects job satisfaction, which in turn affects efficiency and production positively.

RECOMMENDATIONS

- Employers and school's owners should implement monetary scheme to encourage music teachers and other teachers towards a better job satisfaction.
- Gifts and awards should be given frequently to deserving teachers to motivate other teachers towards a better job performance.
- A recognition platform should be created for outstanding music teachers.
- Teachers should motivate themselves towards better job performance in order to promote the culture of giving incentives.

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