MOTIVATION AS A TOOL FOR IMPROVED PRODUCTIVITY: A CASE STUDY OF FEDERAL COLLEGE OF EDUCATION (TECHNICAL) BICHI

BY

JAMES ATTAH
G93/BAP/7527

July, 1999

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DECLARATION

I hereby declare that this thesis was written by me; that it is a record of my own research work; and that it has not been presented in any other higher institution for a higher degree. All quotations have been duly acknowledged.

JAMES ATTAH 1/9/2000

Name of student **Signature** **Date.**

....

Name of Supervisor **Signature** **Date.**

CERTIFICATION

This thesis entitled "Motivation as a Tool for Improved Productivity: A Case Study of Federal College of Education (Technical) Bichi" meets the regulations governing the award of the degree of Master of Business Administration of Ahmadu Bello University, Zaria, and it is approved for its contribution to knowledge and scholarly presentation.

.....	.....	.....
Name of Supervisor	**Signature**	**Date**
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External Examiner	**Signature**	**Date.**
.....	.....	2/9/00
Head of Department	**Signature**	**Date.**
.....	.....	04/12/03
Dean, Postgraduate School	**Signature**	**Date.**

DEDICATION

Dedicated to the memories of those who started the M.B.A. programme with us during the 1993/94 session but died before completing the programme. May they all rest in peace, amen.

ACKNOWLEDGEMENTS

I am highly indebted to a number of persons who helped in one way or the other to make this project a success. Lots of gratitudes are due to ***M.M. Mirza,*** my Project Supervisor, for the keenness with which he read through both the initial and final drafts of this project. In spite of his crowded schedules, he created time even when there was none, making him a manager of managers.

I shall not forget to register my appreciation to ***Miss Bridget Bisi Otaro*** of Math/Computer Department for assisting me with the computerization of the manuscripts.

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contributed in giving me a totally new consciousness and awareness in the great world of business.

Finally, I am highly indebted to all my former classmates on the MBA programme, notably ***Joseph Okwori, Uriah Jaja, Dr. Wash Pam, Dr. Amari, Miss Ruth Nguehen, Chike Abasiri, Joseph Mamman***, and others too numerous to mention.

I praise God Almighty for making me acquire the M.B.A. degree, something I never thought of in life. "My God I thank you"

Finally, I do not claim perfection. The responsibility for errors and omission is entirely mine.

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ABSTRACT

Motivation is and would continue to remain as one of the cornerstone Of management, the significance of motivation can best be appreciated by the volume of work done in this area by contemporary management scholars. With all the theories propounded by management scholars, many managers are still having problem in managing their subordinates effectively. Some managers find it difficult to recognise the difference between how to handle tools and workmen. Some managers rule instead of manage, they dictate instead of discuss, they hit instead of listen, they fire instead of manage the weakness of the subordinates.

It is the objective of this research work to examine some of the theories of motivation and apply them to the Federal College of Education (Technical) Bichi. This work is timely because it was undertaken during the dispensation of a Military Government which announced a wage increase and within four months the same government announced a wage cut by nearly 50%. This was followed by a general outcry from public servants who were hard hit by the decision. On the other hand state civil servants embarked on an indefinite strike action in response of the wage issue.

At the end of the drama so much damage had been done to the morale of the workforce.

It is the objective of this project to carry out an empirical study on motivation as a tool for improved productivity. A case study of Federal College of Education (Technical) Bichi in the midst of time tested theories and application; their failure and successes.

CHAPTER I

INTRODUCTION

1.1 BACKGROUND INFORMATION

Every manager, irrespective of level has to motivate his subordinates. While the first management task is to set the organization goal, the major task is to move the organization most effectively to reach that goal. This can be done by motivation, the purpose of which is to create conception as well as a physical work environment in which the people are willing to work with zeal, initiative, interest and enthusiasm with a sense of responsibility, loyalty, and discipline, in a team spirit and in a cohesive manner. The absence of motivation would result in low productivity.

Motivation is combination of many factors which affect behaviour modification. However, two factors stand out. First is an understanding of fundamental drives, urges, needs and desires of the peoples which can be manipulated and stimulated and a sense of communication and methodology that would provide stimulus to these urges some of the methods used for this purpose may be the provision of financial incentives, cordial working environment, challenging work and responsibility, recognition of such accomplishment and an opportunity for growth and advancement.

The area of motivation has been receiving a lot of attention both by behavioural scientists as well as industrial psychologists. Certain basic questions can be asked: How does motivation affect individual behaviour? How does it relate to performance? Is motivation learned or inherited? Is it an inborn quality or is it an environmental effect? Is motivation similar to incentives where incentives are usually financial benefits? Can motivation be affected by changes in incentive? Do all people become equally motivated under similar environments?

What is motivation? "Motivation is what causes people to act or do something in a particular way."[1]

The above definition suggests that people do certain things because they are propelled by certain factors such factors may be internal or external. Therefore motivation is a dynamic force setting a person into motion which is an active form of a desire craving or need, which must be satisfied. All motives are directed towards goals and the needs and desires affect or change your behaviour. For example an employee who probably hates to work at weekends, may be needing more money (desire) so he may have to change his behaviour, do the overtime (goal oriented behaviour) and satisfy his needs.

It should be noted that physical and financial resources themselves do not result in productivity. It happens only when the human element is introduced. The human element, even though most important, is most complex and unpredictable, over which management has very limited control. Understanding human behaviour and affecting it positively and improve performance. The level of performance of an employee is a function of his ability and his motivation (Chandan)[2].

Motivation is the force within. Wherever there is a strong motivation, the employee's output increases. A weak motivation has opposite effect. Consequently, management owes it as a duty to understand what motivates people towards better performance and take steps to create an environment which induces positive and strong motivation.

In a survey of business firms, one researcher discovered that six psychologists were very well known by businessmen. Abraham Maslow, Douglas McGregor ,Chris Agris, Frederick Herzberg, Rensis Likert and Robert Blake[3]. The first four have proposed fundamental conceptions of the nature of human beings. It is note worthy that even though details differ, there is much in common among the "self-actualized" human of Maslow, the "theory" person of McGregor, the "nature" being of Argris, and the "motivated" person of Herzberg.

A comparison of human models is given in fig 1

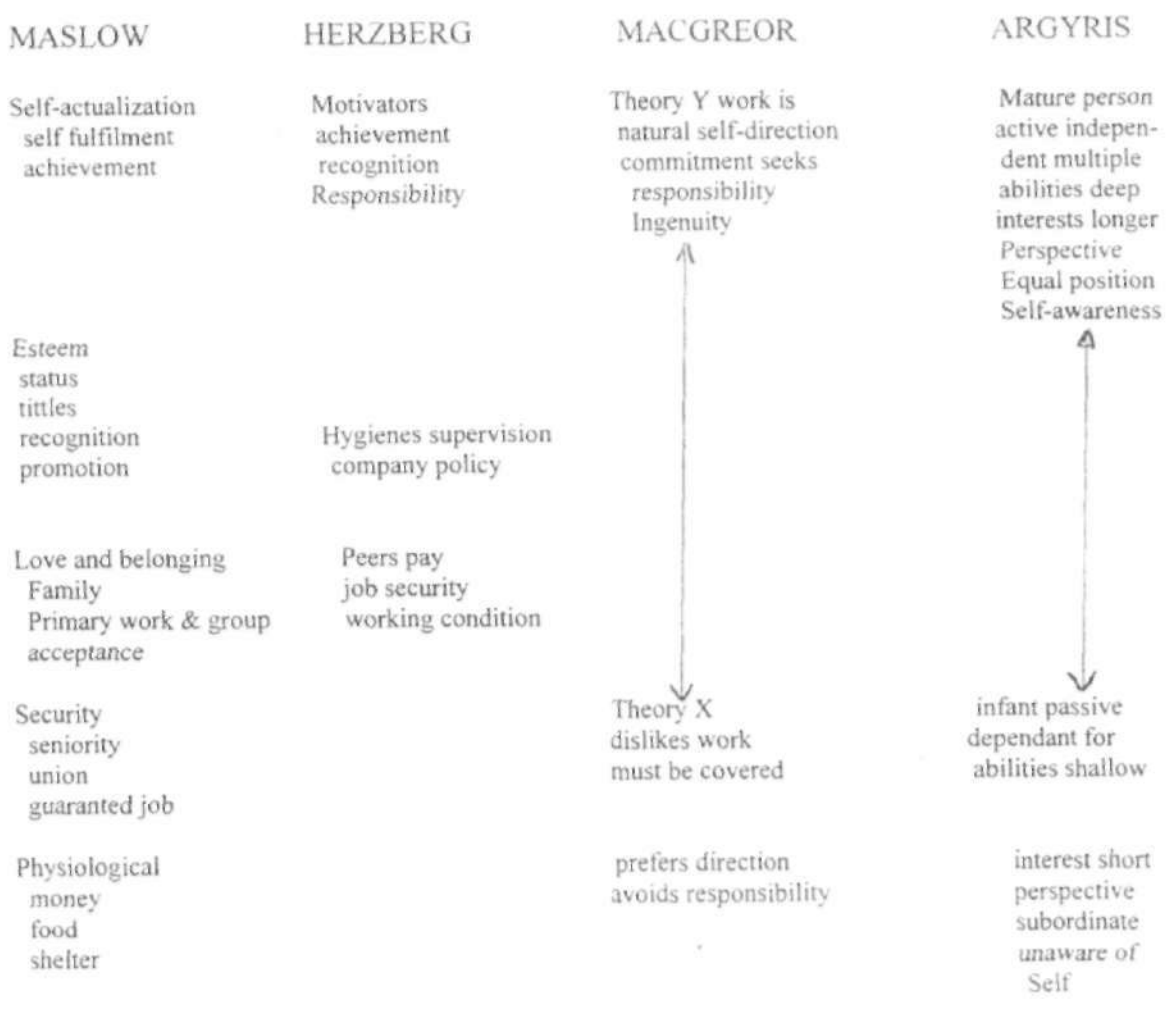


Fig 1: A comparison of Human Models.

Source: Personnel Management by Edwin B. Flippo, 6th Ed. McGraw-Hill International Editions. P375.

Musselman and Jackson view motivation as "the why of human behaviour".[4] They see it as the internal drive that causes people to behave as they do. Different people may have very different motives for

doing something. Workers may be motivated to join a work group if they feel that their personal needs can be better satisfied by doing so. Needs lead to drives, which in turn lead to behaviours designed to satisfy those needs, as shown in fig.2. Man is a perpetually wanting animal, so fulfillment of a need does not mean that it will not recur.

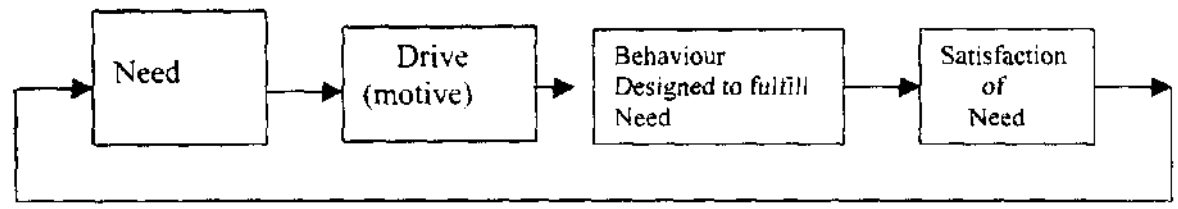


fig 2
The Motivation Process

Source: Introduction to Modern Business 9th Ed.

Management consciously or unconsciously wants to achieve stated goals or objectives by channeling all resources. However, not much may be attained if the people through whom they would work are at their lowest spirit. It would not do management any good if the employee has to sigh or hiss before doing the slightest job. Motivation therefore, becomes a theoretical jaggon if the people who are expected to do the job are not understood, what the people expect of their jobs and what they want. Organization behaviourists believe that the most critical element in an organization is the human being. Agbalo[5] maintained that:

> "No matter how much organization theories develop, human aspect of the organization will remain central - hence the essential requirements for future managers will continue to include knowledge about people"

There is a consensus of agreement among organization behaviourists that healthy organizations must have preponderance of good workers – people who are highly motivated and derive a great deal of satisfaction from what they do. The behaviourists maintain that sick or unhealthy organizations seem overloaded with poorly motivated, dissatisfied and frustrated people.

A question can be posed: What exactly accounts for the difference between what obtains in healthy organization and an unhealthy organization? To understand this organizational heath, we must equally understand human motivation as well as those factors that contribute to the individuals feeling of job satisfaction. There is no doubt that this satisfaction result from ability of the organization to identify and meet the essential human needs. Also too, why do some training, skill and experience differ in the ways they perform their task roles? This is quite evident because while some show enthusiasm, initiative and creativity in the discharge of their responsibilities, others are lax – seldom creative or innovative and some don't even meet minimum performance standard. Most of these inadequacies can be traced to the person could be as a

result of his/her needs, expectations, drives and or some other innate motivating states.

Motivation theory maintains that man behaves as he does to satisfy his basic needs.[6] These needs can be classified into:

1. Physiological Needs: such as need for food, clothing, sleep, sex and shelter.
2. Sociological Needs: such as needs for belongingness, love, affection and for acceptance.
3. Psychological Needs: such as need for recognition, status, achievement, responsibility, growth etc.

UNIVERSAL THEORY: MASLOW'S MODEL

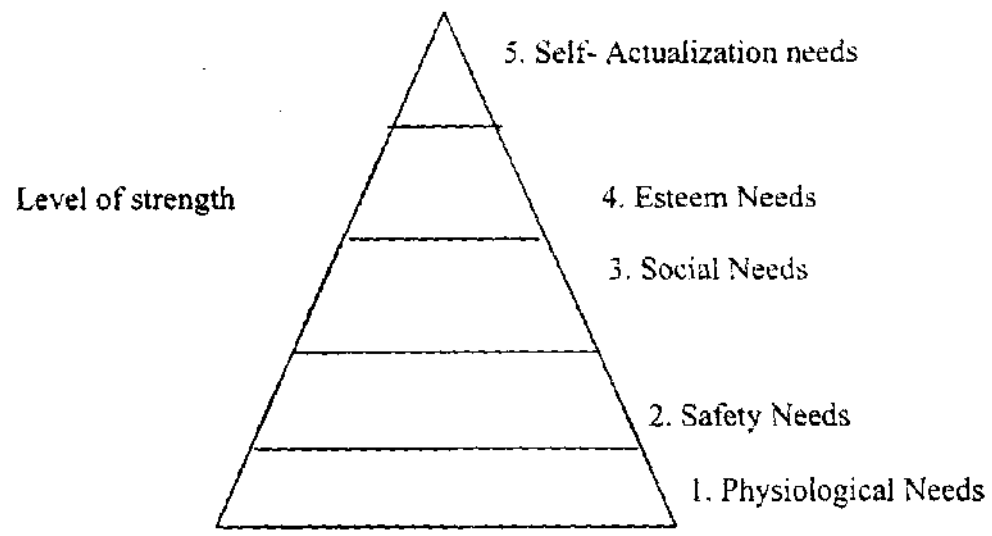
Abraham Maslow developed his model of human motivation in 1943 based upon his theory of hierarchical needs by asking the same question "what is it that makes people behave the way they do?" and made a list of answers from which he developed a pattern. His theory is based upon two assumptions. First that human beings have many needs that are different in nature raging from biological needs at the lower level to psychological needs at the upper extreme. Second that these needs occur in an order of hierarchy so that lower level needs must be satisfied before higher level needs arise or become motivations.

Mahatma Ghandi, the Indian leader once remarked that, "Even God cannot talk to a hungry man except in terms of bread." [7] Chandan[2] (Ibid) further argued that:

> "If the peoples' basic needs which are biological in nature are unsatisfied their total attention will be focused on these needs and hence it will not be possible to communicate with them about other matters"

This model of hierarchial needs explains the human behaviour in a more dynamic and realistic manner and is primarily based upon people's inner states as a basis for environment conditions do not play any role. Maslow postulates five basic needs arranged into needs continue to change resulting in change in goals and activities. However, as explained earlier the unsatisfied level of the needs will get the most attention and all activities will be directed to wards satisfying those needs. A need that is satisfied is no longer a need.

Maslow's hierarchy of needs can be summarized in a pyramid form of five levels.



1. **Physiological Needs** : These primarily are the needs arising out of physiological or biological tension and they are there to sustain life itself and include the basic needs for food, water, shelter and sex.
2. **Safety Needs** : Once the physiological needs are gratified, the safety or security needs become predominant. There is a need for self – preservation, as against physiological needs which are for survival. These safety and security needs are really provision against deprivation in the future. It also involves a sense of protection against danger and threats. In modern civilized societies the citizens are usually protected against threats of violence or extremes in climate or fear of material safety, hence the safety and security needs dwell upon economic and job security life and material insurance and

other protective measures to safeguard satisfaction of physiological needs in the future which may be unpredictable.

3. **Love and Social Needs**: After the needs of the body and security are satisfied, then a sense of belonging and acceptance becomes prominent in motivating behaviour. These needs are for love, friendship and social interaction. We look for an environment where we are understood, respected and wanted. That is one reason for "polarization" where people of similar background and beliefs tend to group together "Love thy neighbour" has perhaps a profound meaning.
4. **Esteem Needs** : This need for esteem is to attain recognition from others which would induce a feeling of self-worth and self-confidence in the individual. It is an urge for achievement, prestige, status and power. It includes a desire for self-respect and respect from others. Self-respect is an internal recognition. The respect from others is the external recognition and an appreciation of one's individuality as well as contribution. This would result in self-confidence, independence, status reputation and prestige.
5. **Self-Actualization Needs** : The last need is the need to develop fully and to realize one's capabilities and potentialities to the fullest extent

possible. This is the highest level of need in Moslow's hierarchy and is activated as a motivator when all other needs have been reasonably fulfilled. At this level, the person seeks challenging work assignments, that allow for creativity and opportunities for personal growth and advancement. This need is soul-searching and inner- oriented. A self-actualized person is creative, independent, content, spontaneous and has a good perception of reality and the person is constantly striving to realize his full potential.

Maslow's theory made management aware that people are motivated by a wide variety of needs and management must provide an opportunity to satisfy these needs through creating a physical and conceptual work environment, so that people will be motivated to achieve organizational goals.

The management may enter physiological needs by offering adequate wages and salary, acceptable working hours and working conditions like heat, ventilation, restrooms lighting etc. Some bonuses and other fringe benefits will be motivational.

The second level need of safety and security can be satisfied by management's initiative to provide life insurance, medical insurance, job security, cost of living increment, pension plans etc. The economic security

to some degree is provided by law in the form of minimum wages, unemployment benefits, welfare benefits and safety is provided by law and other agencies. In addition the business and industrial environment has provided basis for satisfying the first two needs. Hence management must create an atmosphere to satisfy higher level needs.

Fred Herzberg (Job Enrichment and the Two-factor Theory)

According to Herzberg,[8] motivation derives from an innate desire to make an effort. He asserts that man has two sets of needs:

(a) Lower Level Needs: These are sets of desire from man's desire to satisfy his basic needs (Maslow's Physiological Needs)

(b) Higher Level Needs: These higher level needs relates to the human characteristic of ability to achieve and experience psychological growth – that is the need for ego and self-actualization.

In presenting his motivation theory, he postulated two motivation factors. These he described as conditions on the job which relate to employee dissatisfaction. Therefore, according to Herzberg dissatisfied relate mostly to the context (the job setting and external elements). They are called hygiene factors because they prevent discontent. They do not motivate. These needs appeal more to lower-

level needs, they tend to be noticed primarily by their absence eg. A manager will complain about having to work in a lot cramped office with no working material or window. This can lead to job dissatisfaction or demotivation. It should be noted that because they are extrinsic they come from outside the person.

MCGREGOR'S THEORY Y

Philosophers have long been facinated and puzzled concerning the apparent contradictions and dual nature of human beings. People appear to have a capacity for tenderness, sympathy and love while at the same time they possess tendencies toward cruelty, callousness, hate and malicious aggression. If we are basically the former we need little external regulation. If the latter, we must be controlled for the good of ourselves and society.

Though this philosophical clash is age-old, Douglas McGregor is responsible for introducing the dual theme unto management literature. After observing the actual practice of many traditional managers, he proposed that they were operating on a set of assumptions that he labelled. "theory x" [10]

(1) The average human being has an inherant dislike of work and will avoid it if possible.

(2) Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed and threatened with punishment to get them to put forth adequate effort.

(3) The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition and wants security above all.

In disagreement with the assumptions of theory X, McGregor feels that modern management is grossly underestimating the interest and capacities of its organization members. On the basis of psychological and social research results, he submits an opposing theory, called "theory Y" as a more realistic assessment of the capabilities of people.

(1) The expenditure of physical and mental effort in work is as natural as play or rest.

(2) People will exercise self direction and self-control in the service of objectives to which they are committed.

(3) Commitment to objectives is a function of the rewards associated with achievement.

(4) The average human being learns under proper conditions not only to accept, but to seek responsibility.

potentialities of the average human being are only partially untilized.

Fippo (Ibid) argues:

> "If one accepted the Mcgregor human model, such managerial practices such as the following would be seriously considered: (1) abandonment of time clocks, (2) flexitime (3) job enrichment, (4) management by objective with surbodinates determining the objectives as well as appraising their own accomplishments, and (5) participative and demouratic decision making concerning the general organizational environment. All are based on the concepts of abilities being widespread in the population and trustin each person to behave in a responsible manner... thus , management must structure the organizational environment in a manner that will further the release of this tremendous human potential."

ARGYRIS' MATURE HUMAN BEING

Argyris proposes several dimensions of maturation through which the person will develop to achieve good mental health. At the inmature infant end of this continuum are these seven characteristic: (1) being passive, (2) being dependent (3) being unaware of self (4) being subordinate (5) possessing a short time perspective (6) having casual and shallow interests, and (7) capable of behaving in many ways to satisfy needs.

Organization need human resources to fill positions necessary to achieve organization objectives. Though one might contend that mature personnel are a prime necessity, Argyris argues that many organizations are structured and managed in such a way that immature, infant like behaviour is

Organization need human resources to fill positions necessary to achieve organization objectives. Though one might contend that mature personnel are a prime necessity, Argyris argues that many organizations are structured and managed in such a way that immature, infant like behaviour is required for retention and "success". Employees are asked to submit to orders, plans, policies, procedures and rules as given. They are asked to work in an environment where they have little control over their lives, are expected to be passive and dependent upon authority, and are asked to use a "few skin-surface shallow abilities" [11]

Flippo (Ibid) postulated that:

> "Faced with the incongruity of organizational demands and mature human needs, it is suggested that the employee will engage in one or more of the following activities (1) escape (2) attack, or (3) adapt. One may escape by quitting the job, being absent frequently, or gaining promotion to higher positions where there is more freedom and autonomy."

BRIEF HISTORY OF THE COLLEGE

The Federal College of Education (Technical) Bichi, was established along with others, by the Federal Government Decree No.4 as contained in the Extraordinary Official Gazette of the Federal Republic of Nigeria No. 16, volume 73 and dated 21st March 1986. However, the institution, started operating during the 1987/88 session in the College temporary site, namely the state owned Teacher Training College.[9]

The Federal College of Education (Technical) Bichi was affiliated to the Ahmadu Bello University Zaria in 1989 three years after it took off for the purpose of award of the Nigeria Certificate in Education (NCE).

By this arrangement the College as well as other Colleges affiliated had their certification by the Ahmadu Bello University. However, the College became de-affiliated from ABU Zaria in 1993 with the taking over of all Colleges of Education by the National Commission for Colleges of Education (NCCE).

Most of the functions which had hitherto to been performed by the Institute of Education of ABU have since been taken over by the National Commission for Colleges of Education.

At presently, the College Structure consists of eight major components as shown below:

(a) The office of the Provost which in addition includes the Audit Information, Research and Documentation and Security Units.

(b) **The Bursary Dept**

(i) Treasury Unit

(ii) Stores and fixed Assets Unit

(iii) Expenditure Control Unit

(iv) General Ledger & Assets Unit

(c) **The Registry**

(i) Students Affairs Division

(ii) Academic Division

(iii) Establishment Division

(d) **School of Business Education**

(i) Department of Accounting Education

(ii) Department of Secretarial and Office Education

(iii) Department of Maths/Computer Science

(e) **School of Education**

(i) Department of Curriculum and Instructional Technology

(ii) Department of Educational Psychology/Guidance and Counselling

(iii) Department of General Studies

(iv) Department of Educational Foundations and Management.

(f) **School of Technical Education**

(i) Automech/Metal Work Department

(ii) Building Technology Department

(iii) Elect/Elect Department

(iv) Woodwork Technology Department.

(g) School of Vocational Education

(i) Department of Agricultural Science Education

(ii) Department of Home Economics Education.

(a) **The College Library**

(i) Automation Section

(ii) Technical Section

(iii) Reference Section

(iv) Serial Section

(v) Circulation Section

The Federal College of Education runs eight full time and part-time NCE courses in: - Accounting Education, Secretarial and Office

Education, Auto-Mechanic/Metal Work, Building, Electrical/Electronics, Woodwork Technology, Agricultural Science Education, Home Economics Education and Computer/Maths Education. In addition, the College also runs the Technical Teacher Certificate Programme. It draws students from catchment areas. Viz Kano, Jigawa, Katsina and Kaduna State and all the States of the Federation including Abuja. The admission criteria by the College is 50% (Equality of states), 30% (Catchment area), and 20% (Merit). The College practice no form of discrimination in terms of language, colour, status, creed or belief either in its admission or recruitment policies. The population is so evenly distributed that it reflects Federal character. This practice has encouraged most people to settle down making Bichi "a home far away from home". The interaction between staff and staff, staff and students and students and students is highly cordial. This interaction has been the "wheel" upon which academic activities had continued to revolve. Students in-take has more than doubled and additional modern equipment were procurred to keep abreast with growing trends in technological know-hows.

Pre-NCE	=	450
NCE I	=	480
NCE II	=	390
NCE III	=	240
T.T.C/TTP	=	30
		1,590

The staff composition of the College as at October 1998 is as follows:

Junior Staff	=	260
Senior Staff Non-Academic	=	67
Academic Staff	=	78
		405

ORGANISATIONAL CHART F.C.E. (T) BICHI

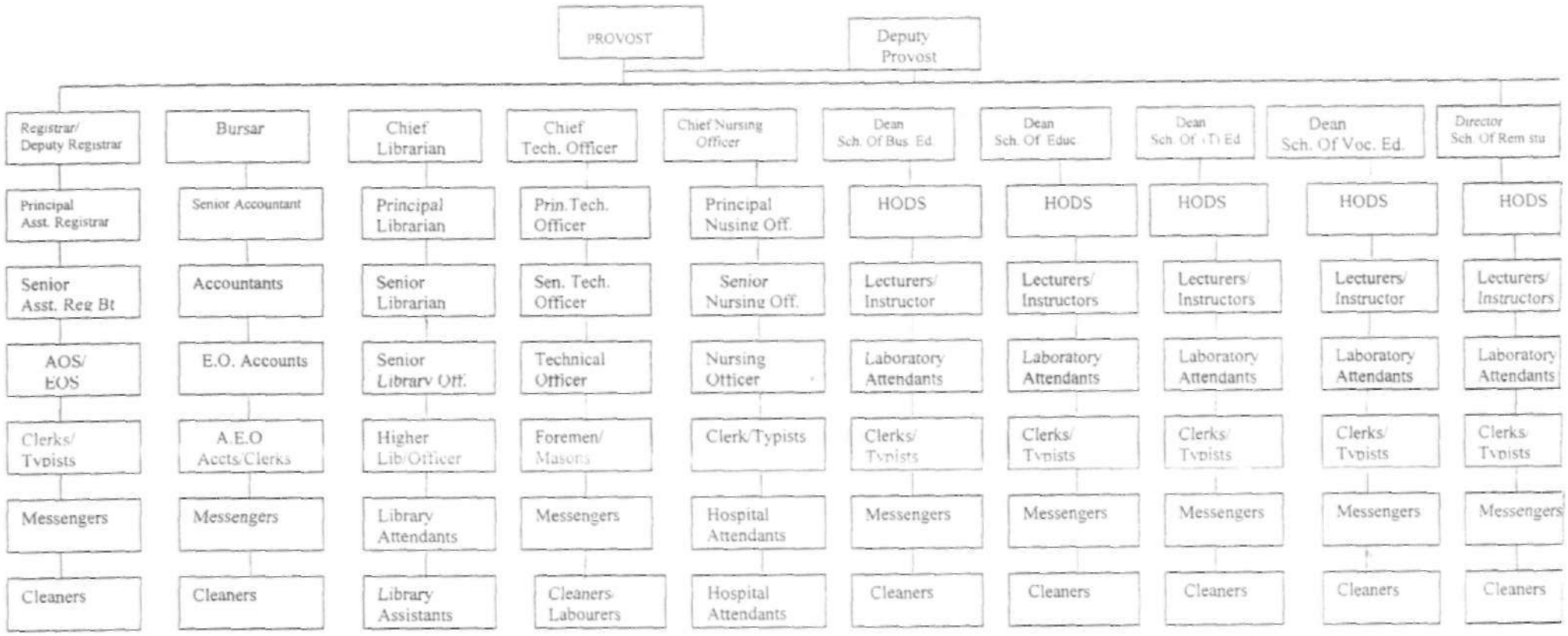


Fig. 4 Organisational Chart of Federal College of Education (Technical) Bichi

1.2 STATEMENT OF THE PROBLEM

Motivation, far more than any concept has been receiving considerable attention from both behavioural scientists and industrial pychologists. Being a force that move people to act in a particular way, it can be likened to Stimulus and Response. People behave in a particular way because of the stimulus they receive. When a person receive a stimulus, he responds in a particular way. The baseline is that people react naturally to situations. All motives are goal directed. It is the objective of this study to examine with special focus on the Federal College of Education (Technical) Bichi how motivation has served as a veritable tool for improved productivity. In other words, this study aims at examining how the level of motivation can influence the level of productivity. It is also the objective of this study to examine productivity trends so as to discover whether productivity has grown proportionately with the level of motivation by using numerical and statistical indices. This study will in addition examine the relevance or otherwise of the incentive package for the staff and of Federal College of Education (Technical) Bichi. It is one thing to come out with a number of incentives, it is another thing for such incentives to have a

direct relevance. So this study aims to examine in an analytical fashion such incentive tools and their resultant effects on productivity.

1.3 HYPOTHESES

1. Motivation has direct relationship with increased productivity.
2. Only the right form of incentive can bring about improved productivity.
3. Motivation theories are still as relevant as they had been in the past to increased productivity today
4. Pay alone does not aid staff performance.

1.4 Significance of the study

There is always the need to examine performance. Management would always want to know how the employees are performing. Are the employees performing below stated targets or are they performing according to stated targets?. If the employees are performing below target it means that the stated goals of the company may not be attained. Since there is a positive relationship between motivation and improved productivity it is important to establish the growth potentials of the College and whether or not such growth potentials are being realized. If they are not being realized what is it that can be done to realise optimum results?. What changes can be brought about to make the incentives more relevant? What are the reward

incentives in similar institutions? Are they similar or dissimilar? Are the reward systems better? Are the staff and students well motivated? If they are, has this led to better results? Is it possible to motivate the employees without a commonsurate return in productivity?

Below is a table showing the students academic performance for the period 1995 to 1998. This is shown in table I. This table is significant in every respect, in that it tries to explain the performance of students over a time period.

The table gives an insight into staff performance in way. In a situation where a whole class record about 10% success rate a careful analyst may want to know if the staff worked quite hard on their own part. If they did why would 90% of the class fail?

This study shall provide answer to these and other emerging questions and to the best of the researcher's knowledge, a research of this nature has never been undertaken before.

TABLE I
FEDERAL COLLEGE OF EDUCATION (TECHNICAL) BICHI
STUDENTS' PERFORMANCE FOR THE PERIOD 1995/96 – 1997/98
ACADEMIC SESSION

SCHOOL/LEVEL	1995/96	1996/97	1997/98
EDUCATION			
T.T.C/T.T.T.P	84%	98%	38%
BUSINESS			
PRE NCE	73%	74%	93%
NCE I	21%	20%	25%
NCE II	31%	27%	20%
NCE III	44%	51%	36%
VOCATIONAL			
PRE NCE	80%	78%	64%
NCE I	08%	56%	35%
NCE II	22%	47%	39%
NCE III	46%	58%	58%
TECHNICAL			
PRE NCE	73%	74%	84%
NCE I	19%	18%	12%
NCE II	08%	43%	15%
NCE III	45%	45%	66%

Source: Exams Office
Federal College of Education (Technical) Bichi

It is hoped that this research work would be of tremendous assistance to other researchers, readers as well as organizations. For the researcher, it is expected that the study will provide a forum through which the practical aspects of motivation will be viewed and the extent of its effects on staff performance will be ascertained. For the reader, it is expected that they will be able to know the nature and level of motivation and it will also serve as a

source of information for them now or in the near future especially as it relates to motivational problems.

On the part of the organization it will be in a better position to know what motivates their employees and the effects of this on their staff performance. The effective implementation of the different motivational techniques will undoubtedly boost the morale of their workers, activate as well as ginger them into action for the attainment of organizational goals.

1.5 Definition of Term

Attitude — A person's tendency to feel and behave toward some object in some way.

Classical Management Motivation Theory: The classical approach to motivation emphasized monetary incentives as prime means for motivating individual. This approach was undoubtedly strongly influenced by the classical economists who emphasized man's rational pursuit of economic objectives.

Hierarchy of Needs: A widely adopted pluralistic framework of motivation. Developed by psychologist A.H. Maslow, the theory stresses two ideals: (1) only needs not yet satisfied can influence behaviour; and (2) human needs are needs not arranged in a hierarchy of importance. When one level has been satisfied a higher level need emerges and demand satisfaction.

Job Analysis: The procedure for determining the tasks that make up a job and the skills, abilities and responsibilities an employee needs to do a job.

Job Description A statement that furnishes information about a job's duties technology, conditions and hazard date for preparing the description from the job and analysis.

Job Enlargement: A form of despecialization in that the number of task performed by the employees in increased. The increase in tasks theoretically makes the job more interesting and challenging. Consequently, work becomes more psychologically rewarding.

Job Enrichment: Suggested formally by Herzberg, this involves building into individual jobs greater scope for personal achievement recognition responsibility. It is concerned with strengthening the motivational factors and incidentally with maintenance.

Job Evaluation system: A process used to determine the relative value of jobs within the organization.

Job Rotation: The procedure of moving a worker from one work station to another to minimize boredom.

Job Specification: A statement derived from the job analysis about the human qualifications needed to perform the job.

Motivation: The inner strivings that initiate a person's actions.

Motivational Factors: Distinguished by Herzberg in his two-factor theory of motivation. Motivational factors are those job conditions that if present, operate to build high levels of motivation and job satisfaction. However, their absence does not prove highly dissatisfying. Herzberg distinguished six of these factors (e.g achievement, recognition and advancement)

Organizational Structure The formally defined framework of task and authority relationships. The organization structure is a analogous to the biological concept of the skeleton.

Performance Appraisal: A procedure used by managers to assess performance and inform the employee of their expectation and opinion.

Performance Evaluation: A post control technique which focuses on the extent to which employees have achieved expected levels of work during a specified time period.

Production: A term that is used to address manufacturing technology and the flow of materials in a manufacturing facility.

Productivity: Any ratio of output to one or more corresponding units.

Recruitment: Steps taken to staff an organization with the best qualified people.

Salaries: Compensation based on time. The unit of time is a week, a month or longer

Staffing: A process that includes the forecasting of personnel needs and the recruitment, selection, placement and training and development of employees

Training: A continual process of helping employees to perform at a high level. Training may occur on the job or at a special training facility.

1.6 Delimitation of the study

This research work intends to investigate how motivation can be used as a tool for improved productivity . This study shall be limited to the Federal College of Education

(Technical) Bichi.

1.7 Organization of the Chapters

The chapters will be organized as follows:

CHAPTER I: Introduction - This chapter is made up of the following:

Background information

Statement of the problem

Hypothesis

Significance of the study

Definition of terms

Delimitation of the study

Organization of chapters.

CHAPTER II Reviw of Related Literature

This chapter reveals related work that has been done in the area of this study.

CHAPTER III Method and Procedures:

This chapter contains the methodology used for the study and also the statistical package used in analysing the data that was discussed

CHAPTER IV Findings of the Study:

This deals with the findings of the study, in the form of statistical results based on the outcome of analysis proposed in chapter III

CAPTER V Summary, Conclusion and Recommendation:

Here, the study is summarised, and relevant recommendations emanating from findings in chapter IV are drawn.

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CHAPTER II

REVIEW OF LITERATURE

To manage effectively there is the need for the manager to know what motivates people, so much that the entire process of leading must be built on a knowledge of motivation. However, this does not mean that managers should become amateur psychiatrists. The manager's job is not to manipulate people but, rather, to recognise what motivates people.

Motivation: The carrot and the stick

The various leading theories of motivation and motivators seldom make reference to the carrot and the stick. The metaphor relates, of course, to the use of rewards and penalties in order to induce desired bahaviour. It comes from the old story that to make a donkey move, one must put a carrot in front of him or jab him with a stick from behind.

Despite the research on and theories of motivation that have come to the fore in recent years, reward and punishment are still considered strong motivators.

At the same time, in all theories of motivation the inducements of some kind of "carrot" are recognised. Often this is money in the form of pay

been and will continue to be an important one. The trouble with the money "carrot" approach is that too often everyone gets a carrot regardless of performance through such practices as salary increases and promotion by seniority, automatic "merit" increases, and executive bonuses not based on individual manager performance.

The "stick" in the form of fear – fear of loss of job, loss of income, reduction of bonus, demotion, or some other penalty has been and continues to be a strong motivator. Yet it is admittedly not the best kind. It often gives rise to defensive or retaliatory behaviour, such as union organization, poor quality work, executive indifference, failure of a manager to take any dishonesty.

Koontz and Weihrich noted

> "Whether managers are first-level Supervisors or chief executives, the power of their position to give or withhold rewards or impose penalties of various kinds gives them an ability to control, to a very great extent, the economic and social well-being of their subordinates. It is hardly a wonder that many subordinates are "yes sayers" simply agreeing with their superiors rather than using their considered judgement"[1]

In the same vein Omolayole[2] noted: One of the biggest factors retarding progress in productivity in this country is attitude to work and general indiscipline in relation to work. If we succeed in changing attitude to work for the better in the private as well as the public sector, our

productivity will rise appreciably. Our social norm will seem to suggest that people are interested only in money and no work. This is clearly evident in the discussion that featured in "No Longer at Ease" when the president of the meeting of Umuofia Progressive Union in Lagos chastised the manager, Joshua Udo, for losing his job, and asked what did he think he came to Lagos for, wasn't it work? Another member retorted that he came for money not work. If it was work there was plenty of it in the village. "It is money not work", said the man. " We left plenty of work at home....." Anyone who likes work can return home and take up his matchet and go into the bad bush between Umuofia and Mbaino. It will keep him occupied to his last days. The meeting agreed that it was money not work that brought them to Lagos"

Omolayole (Ibid) further argued that although "No Longer at Ease" is a fiction, it is a fiction based on the nation's realities. In the fifties those who worked very hard in Lagos were called "Afamaco" "We only see work, but no money." This is the norm of the culture in which employees are called upon to do their best. No wonder that the result is anything but the best in most cases. Maybe as a nation, we like too much the situation in the Garden of Eden before God sentenced work to such a disgrace from which it had never recovered.

Productivity which leads to growth is a function of such factors as land, labour, capital and enterpreneurship Growth involves investment in physical and human capital. Human capital (manpower) is believed to be a major contributing factor in economic development.

Manpower is defined as the "productive employment of human beings.[3] Manpower also refers to the efforts of human beings in employed activities. It is an essential aspect of human resources, which seems to encompass human beings in all their productive activities whether in paid or unpaid employment. Manpower, therefore, relates to the labour force and incorporates the skill aspects as well. Hence education and training non-formal and formal are among the major sources of manpower in Nigeria. However, Enworom (Ibid) argued that the Nigerian manpower problem is not essentially an educational problem rather it lies in the ineffective utilisation of human resources.

In the 1978 Budget Proposal General Olusegun Aremu Obasanjo,[4] the former Nigerian Military Head of State, emphasized that:

> Development has never been a painless process.... No country has yet developed in history without sacrifice, either of its people or of others. In antiquities and even in more recent history, many societies had the cushion of other peoples labour to absorb the shock waves of development.

Manager and Organization Development

Excellent executives look to the future and prepare for it. One important way to do this is to develop and train managers so that they are able to cope with new demands, new problems and new challenges. Indeed executives have a responsibility to provide training and development opportunities for their employees so that the employees can reach their full potential.

The costs of training represent major investments as executives are justifiably concerned about the effectiveness of training. Companies spend years to educate their work forces, and most of this money is spent on in-house training and development.

The term "manager development" refers to the progress a person makes in learning how to manage. Managerial training on the other hand pertains to the programmes that facilitates the learning process. However, it is quite common to refer to management or manager development when one is talking about programmes or approaches. There is even less agreement on the definition of organization development (OD). However, it can be defined as "a systematic, integrated and planned approach to improving the effectiveness of groups of people and of the whole organization or a major organizational unit." Koontz and Weihrich (Ibid).

Applying the theory

The fact that Maslow's theory conceptualizes needs as being arranged in a hierarchical fashion has some very interesting implications for how managers might go about motivating workers. The main idea is that organizations should attempt to help satisfy employees' lower-order needs, clearing the way for them to become self-actualized. Afterall, an individual who is worried about where his or her next meal is coming from would be expected to have very little interest in striving to be as productive on the job. In contrast employees who are self-actualized work up to their creative potential and can be considered valuable assets to their organizations.

With this in mind let us consider some of the things done in organizations to satisfy the needs of employees. Providing an adequate salary helps ensure that workers' psychological and safety needs are satisfied by enabling them to afford adequate food and housing.[5] Social needs are often satisfied in organizations by coordinating company-wide social gathering, bowling teams, and even arranging country club memberships for top executives finally through various forms of formal and informal recognition- such as giving awards at company banquets or the key to the executive washroom – organizations may help satisfy their members' esteem needs. According to Maslow's theory, once these needs have been

met, such as through the examples given here, it is possible for workers to become self-actualized, and thereby to perform at the height of their potential – a maximally effective use of the organizations human resources.

In a similar vein Omolayele (Ibid) noted:

> 66 ... Yet the human effort is a major determinant of the success of other inputs. When a human being well trained, well remunerated and well motivated, he is capable of achieving higher productivity through experience acquired ..... on the job".

Job Design

Apart from enhancing motivation by setting goals another popular approach to motivation involves designing or redesigning jobs so as to make them more appealing to workers. The roots of this idea can be traced back to the early part of this century, when Fredrick W.Taylor attempted to stimulate productivity by analyzing the specific motions involved in work task to discover the most efficient ways of performing them and rewarded employees for working in those ways. This approach known as scientific management, made work highly efficient. Unfortunately however, it also made many jobs highly routine and monotonous. The problem with this, of course, is that workers who are bored with their jobs tend to be absent and quit. A recent, motivational practitioner have sought ways of designing jobs that are simultaneously efficient and pleasant for those who do them.

Several modern approaches to task design have been advocated that seek to motivate workers in more humane and effective ways than scientific management. These approaches tend to motivate employees by designing jobs so they are more involving for the persons performing them. The rationale is that jobs should be made more intrinsically rewarding – benefits derived from the work itself, such as feelings of accomplishment and personal growth. By contrast, scientific management focused more on extrinsic rewards – the benefits associated with doing the job (such as pay and fringe benefits) rather than the work itself.

Job Enlargement and Job Enrichment

Baron (1986) Ibid argued that one of the first modern ways of motivating workers in organizations was to design job according to principles of job enlargement. Job enlargement refers to the practice of expanding the content of a job by increasing the number and variety of tasks performed at the same level.

In contrast to job enlargement, job enrichment not only gives workers more job to do, but gives them more tasks to perform at a higher level. It refers to the practice of giving workers the opportunity to have greater responsibility for their work, and to take greater control over how to do their work how to do their jobs. Because workers performing enriched jobs have

increased opportunities to perform work at higher levels, the job enrichment process is said to increase the job's vertical job loading.

Job enlargement and job enrichment programmes have been used in the U.S, including IBM, AT and T, General foods, Proctor and Gamble and others.7 The important question of course, is. Do they work? The support for job enlargement is mostly anecdotal investigations that support the effectiveness of job enlargement programmes. Job enrichment has been the subject of more rigorous empirical investigation, but here, too, critics have found evidence suggesting that its effectiveness is questionable.8 In other words, although it is often reported that enlargement and enrichment programmes are effective, existing scientific evidence is not all that compelling.

Without going into detail about the specific problems with studies on job enlargement and enrichment programmes there is the need to review some of the complexities involved in putting such programs to use. One obvious program lies in the difficulty of implementation. Clearly, it would be expensive to redesign existing physical plants so as to enrich jobs.

Job Satisfaction: Attitudes Toward Work

Work, no doubt, plays a dominant role in our lives. It occupies more of our time than any other single activity. It provides the economic basis for our necessities, luxuries and chosen lifestyles. Further, for most of us, it is central to our self-concept: we define ourselves, in part, through our careers, jobs or professions. It seems only reasonable that anything of such central importance must evoke strong positive and negative reactions from us. When asked, most persons can readily report feelings, beliefs and behavioural intentions relating to their jobs. In short, they report holding strong attitudes toward their work and specific aspects of it such attitudes are generally summarized by the term "Job satisfaction"

Some Major Causes of Job Satisfaction

Job satisfaction varies greatly from individual to individual and also from organization to organization. We may want to ask: What factors contribute to job satisfaction and dissatisfaction? Attempts to answer this question have taken two basic forms. First, some scholars have sought to develop comprehensive theories of job satisfaction – framework for understanding not only which factors influence such attitudes, but also why this is the case: We will examine one such theory – Herzberg's motivator – hygiene approach. Second other investigators have adopted a more

empirical approach, focusing primarily on the task of identifying variables responsible for positive or negative reactions towards work.

Herzberg's Motivator-Hygiene Theory

Do job satisfaction and dissatisfaction stem from the same condition? Or are they actually the result of different sets of factors?

Common sense suggests that both reactions probably derive from common causes. That is, certain factors produce job satisfaction when they are present, but feelings of dissatisfaction when they are absent. A theory proposed some years ago by Frederick Herzberg, however offers a different conclusion. It suggests that job satisfaction and job dissatisfaction actually spring from different sources. Since this is a surprising conclusion, we may find it interesting to learn how Herzberg first reached it.

He began by conducting a study in which more than two hundred engineers and accountants were asked to describe times when they felt especially satisfied or dissatisfied with their jobs. (This is the critical incident technique described earlier). Careful analysis of their answer then yielded the following pattern of results. When describing incidents in which they felt dissatisfied many persons mentioned conditions surrounding their jobs rather than the work itself. For instance, they commented on such factors as physical working conditions, pay, security, the quality of

supervision they received, company policies and their social relations with others. To the extent these conditions were positive, feelings of dissatisfaction were prevented. Given their role in preventing such negative reactions, Herzberg termed these factors hygienes or maintenance factors. In contrast, when describing incidents in which they felt especially satisfied or happy with their jobs, subjects often mentioned factors relating more directly to the work they performed. For example, they spoke about the nature of their jobs and daily tasks, achievement in them, promotion opportunities, recognition from management, increased responsibility, and the chance for personal growth because such factors contributed to job satisfaction, Herzberg decided to label them motivators.

Shortcomings of Herzberg's Studies

The interesting suggestions by Herzberg were soon investigated in several separate studies. However, the work failed to offer clear support for the theory's accuracy. While some studies yielded findings similar to those reported by Herzberg and many others reported sharply different results. Specifically, it was often found that factors labelled as hygiene's and motivators exerted powerful effects on both satisfaction and dissatisfaction.6 Needless to add such findings are contrary to the theory's basic assertion

that these positive and negative reactions stem from distinct clusters of variables.

In view of this negative evidence, Herzberg's theory should not be accepted as a fully adequate framework for understanding job satisfaction. This is not to say, however, that it has been of little value. On the contrary, the theory called attention to the importance of such factors as the opportunity for personal growth, recognition, and increased responsibility as basic conditions for lasting job satisfaction. Attention to such factors, in turn, has stimulated much work on job design and job enrichment. In this way, it has contributed much to the field of organizational behaviour, despite the lack of clear support for some of it's key predictions.

MOJOR CAUSES OF JOB SATISFACTION: Some Consistent Empirical Findings

Work Settings and Job Satisfaction

With respect to work settings the most important factors appear to be reward systems – how an organization distributes rewards such as pay and promotions and certain procedures and policies. Satisfaction is enhanced by reward systems that employees view as fair and reasonable, but is reduced by systems they view as unfair and unreasonable. Similarly job satisfaction is increased by such policies as permitting employees to participate in decisions that spread responsibility and authority throughout the

organization rather than concentrating it in a few positions. Another factor that should be mentioned is "perceived quality of supervision". When employees approve of the style adopted by their supervisors perceived these person as fair, and believe they have the ability to help them with their jobs or within the organization generally, satisfaction tends to be high when in contrast, they dislike their supervisors approach to management, view them as incompetent or believe they have little influence within the organization satisfaction tends to be low.[6]

Recruitment

The purpose of recruitment is to provide a large enough group of candidates as that the organization will be able to select the qualified employees it needs. Recruitment can be general recruitment or specialized rerouting.

General recruitment is appropriate for operative employees e.g typists, salesmen etc while specialized recruiting is used mainly for higher level executives or specialists for example doctors, lawyers, engineers and general managers.

Recruitment takes place within a labour market and this market changes over time in response to environmental factors.

It may be necessary at this junction to discuss a few practical ways of motivating employees at work.

Labour Turnover

A high labour turnover rate is a good indication of the fact that the organization is "sick" employees and trained managerial staff are not easy to come by in this country at present, and to have exodus of these groups of employees requires a critical examination of the whole corporate culture. Exit interviews must be conducted in order to have some idea as to why people are leaving. However, exit interviews do not always yield fruitful results as most employees who leave do not reveal their real reason for leaving. The bulk of those who leave do so to take up other paid employment. They would not do so if they found everything satisfactory in their former jobs.[9]

Training Schemes

Training schemes for all categories of employees are vital in any organization that wants to stay on in a competitive world. Machinery are becoming more and more complex and even where automation takes over, different types of skills are required. Therefore, there must be constant training and retraining of employees. With regard to top management, there is not enough management skill at the moment and most organizations are

engaged in management training within Nigeria and abroad. Some companies tend to regard training as too expensive and either they do nothing at all or do very little.

Whitehead[10] opines that training may be divided into four main sections.

(a) Induction training: This enables the new employee to know about the firm, its products, its organization and his place within that organization.

(b) Job Training: This will introduce him to his own particular place in the organization, his own department and the routines and business system used.

(c) Long-term craft training or professional education, over a period of years the young employee will be assisted to learn his own trade or profession, often by day-release or block release courses at local technical colleges.

(d) Supervisory and management Training: This is designed to prepare the experienced worker for employment at higher-levels.

Denyer[11] identified two types of training: inhouse or external training. In house training means that courses, workshops, seminars etc are conducted either on the organization's own premises, which may include a training

centre or on premises hired for the purpose e.g. a hotel conference room. The organizations may employ its own training officers/instructors to conduct the training and/or they may employ outside consultants when necessary, particularly for specialist training. External Training means arranging for employees to take full-time or part-time courses at local technical colleges, polytechnics etc or to attend short-time residential or non-residential workshops, seminars etc conducted by various training institutions and organizations.

Assessing Training Needs

Before training needs can be assessed each employer must have a job description with predetermined standards of performance. A simple formular for establishing the training needed by any individual is:

- **OP – AC = TN**

Where

OP = Optimum Performance

AC = Actual Performance

TN = Training Needed.

There are four aspects to training, viz knowledge (absent the organization and the function of the job), skill (for carrying out all the physical and mental activities involved in performing the duties of the job),

application of knowledge and skills to meet individual situations, problems etc and attitudes to the job. An assessment must start from the job analysis. This enables the employee's performance to be compared with the personnel specification.

There are various ways in which training need can be established as follows:

(1) Questionnaires to the employees and to their superiors

(2) Observation of performance. In this case task analysis may be necessary as for job evaluation.

(2) A pre determined development programme for all employees at each grade from which can be deleted the items not required by the individual because of pervious experience, qualification etc.

Training : An on-going process:

Training is a process which should be happening all the time. Any explanation to an employee about something new is automatically training because it will be an additional application of a skill a new piece of knowledge of a skill. Consultation with an employee on a proposal will help that person to exchange ideas, see other points of view and generally develop his own powers of analysis.

Perhaps one of the best ways of training, and one of the least used or most misused is delegation. The manager who delegates correctly is training his subordinates in a practical way which will be of the greatest benefit to them in the delegation is not unlike the process of training. Another method of training is the presentation of well prepared house manuals for different types of work. These can cover not only the way in which tasks are to be done, but also standards required for example the manual for secretaries would present the house style for the display of various documents produced and could include procedures for receiving visitors answering the telephone, making telephone calls etc.

Individual and Job Satisfaction

Individuals play important role in job satisfaction in two different ways, first, their personal characteristics can affect their feelings about their work, for example, it appears that persons high in self-esteem and ones who believe that their own control (internals) are often more satisfied with their jobs than persons who are low in self-esteem or who feel that they have little impact on their outcomes (externals). Second their relations with others play a key role in this regard. Research findings indicate that individuals generally express higher job satisfaction when they enjoy positive, friendly relations with co-workers and supervisors than when they do not. In fact

positive social relations appear to be a major source of reward for many individuals such positive relation, in turn are facilitated when employees feel that the persons around them share their major beliefs and values. When in contrast they perceive that they must work with people holding different views from their own satisfaction may decrease.

Expectations about someone's job are also important. Often when recruiting new employees organizations tend to point an overly rosy picture of their internal conditions. When individuals then join the company, they find that their expectations about their jobs are not met. As a result, they may become dissatisfied, and seek employment elsewhere. To avoid such reactions, Wanous[12] and other researchers recommend the use of realistic job previews procedures in which applicants are provided with accurate descriptions of the jobs they will perform. Presumably, under these conditions, their expectations are more realistic, and have a better chance of actually being met. In addition, knowing what problems to expect may prepare them for these, and so help them to cope with these difficulties more effectively. The results of several studies suggest that realistic job previews may indeed contribute to later job satisfaction.[13]

Employee Satisfaction

Employee satisfaction is the aim of most managers. The contention is that a satisfied employee has a better attitude to work than a dissatisfied employee. It was once believe that satisfaction would lead to higher productivity. Research findings point to the fact that satisfied employees are not necessarily productive employees. Thus there is no consistent correlation between productivity and job satisfaction.[14] Studies show, however, that, job satisfaction correlate negatively with increased absenteeism role, labour turnover and poor morale.

In the same vein commenting on the lack of correlation between employee satisfaction and productivity, Kahn[15] noted that:

> No significant relationships were discovered between any of the indices of satisfaction and the productivity of the work group. In other words employees in highly productive work groups were no more likely than employees in low producing group to be satisfied with their jobs and the company, with their financial and status reward.

These studies consistently point out that a satisfied employee does not out-produce an unsatisfied employee, but they do not claim that satisfaction is the cause of low productivity or poor attitude to work. An employee who is satisfied and motivated is an ideal employee. What satisfies an employee are many and varied. Factors such as sex, age, job level, personal characteristics of the job holder, level of education, income level,

supervision relationship with co-workers, size of the work group, job content, to mention, but or few are some of the major factors that influence employee job satisfaction.[15]

Employee job satisfaction is influenced by the equitable distribution of organizational favours. Perceived inequity affects employee job satisfaction. The ability of an employee to perform his work up to expected standards influence job satisfaction. An employee who is capable of performing an assigned task derives intrinsic reward from it for he is capable of accomplishing something. He sees himself as having some control over his environment and may perceive himself as an achiever. The reward increases when the organization recognises his contribution and gives him added incentive in the way of promotion or other privileges. If the employee believes that what he receives is equal to what other employees who have achieved are entitled, he derives satisfaction. Extrinsic reward is like complimenting a good player, an actor, an actress, a farmer or a successful businessman. It reinforces one's belief in oneself. Extrinsic reward includes all forms of formal recognition, promotion, advancement, pay, amenities, fringe benefits, and a pat on the back. These originate from the organization. Intrinsic reward is an inner feeling of satisfaction originating from work well done, achievement, personal growth, status or power

possessed and informal recognition. The inner warmth, a form of self gratification is very sustaining. Many employees will stay in the organization if they are denied extrinsic reward but they possess intrinsic reward. Where both is lacking, the employee is very likely to leave the organization or become very tardy, absent himself at the least opportunity and characteristically has a poor attitude to work. Satisfaction is very closely related to absenteeism and labour turnover (Nwachukwu, 1988) (op.cit).

Productivity in Nigeria is one of the lowest in the world. As reported in a recent study:

- Approximately 50-60 percent of the Nigeria workers in the public service are under-utilised and wasted.
- Apart from the oil boom of the past decade, productivity gains in our public service remains one of the lowest in the world.
- Productivity increase is the key to most of our economic and social concerns – the oil glut, unemployment, runaway inflation etc. A nation with a sagging productivity is a nation in trouble.
- If Nigeria is to survive, ways must be found to increase productivity significantly.[17]

In the same vein Ejiofor [28] argued

> The Nigerian worker "assuage" fate and gods by offering sacrifices, wearing success charms, attending spiritual churches and joining secret societies and several clubs. He hovers around with his boss, sees him with work under his "townsman". The time meant for work is spent in lobbying and hob-nobbing for favours."

Cost of Living

Whereas many writers have described the low productivity rate in Nigeria, an equal number of writers have decried the high cost of living which is inversely related to job satisfaction, morale and productivity. There is no doubt that cost of living has been and will continue to be a major determinant. When the cost of hiring is rising, there is a great pressure from workers to adjust wages to offset reductions in real wages. Since the turn of the century the word "COLA" (cost- of – living Allowance) has become a household word. The Adebo Commission on Wages and Salaries, had to submit an interim report in which they recommended and the government accepted a wage rise of N4 per month for all daily rated empoyees. This was to alleviate the hardship suffered by the workers as a result of the high cost of living occasioned mainly by the civil war.

ASUU, COESSU Vs Government

In response to the total state of neglect of Nigeria's tertiary institutions and the conditions of service of Nigerian tertiary institution teachers, the Federal Military Government decided to introduce the Elongaged University Salary Scale system (EUSS). A number of allowances were approved such as Journal, Learned Society, Examination, SIWES/Teaching Practice, etc. This was done in order to alleviate the poor conditions of service in which tertiary institution teachers have found themselves. The package was approved by the erstwhile Ibrahim Badamasi Babangida administration under the ministerships of Professors Babs Fafunwa, Jibril Aminu and

B . Nwabueze. Promises were made here and there by Government to improve the lots of academics and the funding of tertiary institutions in the country.

This was short-level when the Abacha regime took over. Rather than go to the discussion table for talks with the Academic Staff Unions of Universities (ASUU) as provided in the agreement the erstwhile Abacha Government decided to close its eyes and ears against the legitimate demand of the country's soul builders and educators. Rather than listen to the union, the Government decided to terrorise the union officials with threats and

dismissal. Instead of remaining in their supposed comfortable homes and Ivory towers as is the case with their counterparts in other parts of the world, they not only had to go into hiding but fled in the thick impenetrable night for safety as government security agents were sent after them. As a result of the fall out so many promising academics, intellectuals and laurels lost their job and to worsen the matter ASUU was proscribed. For not going on strike the Abacha Government through Dr. Liman, the then minister of education decide to parley with the College of Education Academic staff Union (COEASU) and Polytechnic Senior Staff Association (POSSAN). The government of Abacha could not have done that in good faith given the unfolding events that was later to follow; because at the end of it all the government did not do anything either for the Colleges of Education or Polytechnics. By the time the late Sani Abacha died hardship was everywhere. The enthusiasm of the average government worker had divindled. The total take home of the University Professor became too paltry that it became a reference point by even the ordinary man on the street. More than ever before those who associated with the "chalk" regretted the day they ever nursed the ambition of becoming teachers.

The Colleges of Education were no exception because staff morale was dampened so much that many lecturer had to find out how they could

make additional money to survive the economic hardships. Some decided to make hand-outs for students while others had to go into private consultancy popularly known as "PP". To worsen maters in some tertiary institutions the school authorities frowned at the selling of hand-outs. In the circumstances most of the teachers had to manage their paltry salaries. This in turn metamorphosed in poor living standard ever unparalleled in nation's history. The teaching profession became so degrading that students who were training to become teachers in a College of Education vowed never to teach even though they were reading for a teachers' certificate – the NCE.*

In realization of the grave agony of the Nigerian worker and teachers generally the government of General Adulsalam Abubakar decided to review upward the salaries of civil servants.

The package was highly attractive. However, the happiness and excitement were short lived as the governmnet reneged on its promise, by saying it simply does not have the fund to pay the newly approved salary scales.

*In a classroom session at the Federal College of Education (Technical) Bichi.

It drastically reduced the salary from N5,200 to N3,000 per annum. This decrease was lamented, decried and condemned by all. This resulted in another spate of industrial action. The state governments compounded the situation by saying they cannot pay the approved minimum wage. At the end of it all many questions were left on the lips of many economic analysts. How could a government approve a new salary scale without first ascertaining the possibility and feasibility of such a new pay. How can any "serious" government worth its salt go back on its word? How can the government say it does not have the fund when at the same time it has been recovering so much stolen money from the erstwhile government of late Sani Abacha? How can any teacher for that matter ever truly say he is motivated to work hard with a view to increased productivity? How can the teacher be motivated when the very students he is teaching are saying it to his face that they will never teach no matter what? How can the teacher be motivated when the very student he is teaching make derogatory statements about the teaching profession? How can the teacher look up proudly and walk with his shoulders high in the air when the students that passed through his hands have a more successful story to tell about life than he, the teacher who had probably witnessed more ceremonies admission, seen different set

of students than the recently graduated student who is probably yet to collect his certificate – the reason being that one is a teacher and the other is not.

The Significance of Pay

We must remember that an employee needs income to live. The size of his income will affect his standard of living, and although he would obviously like to earn more, he is probably more concerned

(a) that he should earn enough pay, and

(c) that his pay should be fair in comparison with the pay of others both inside and outside the organization.[20]

Measures of Motivation

Some points to note about the assessment of 'job satisfaction' and 'motivation' are that:

(a) there is little evidence that a satisfied worker actually works harder – so increased productivity per se will not imply 'satisfaction' on the part of the work force. They may be motivated by fear, work methods may have been improved etc

(b) there is, however, support for the idea that satisfied workers tend to be loyal and stay in the organization

(i) Labour turnover (i.e if the rate at which people leave an organization) may therefore be an indication dissatisfaction in the work force – although there is a certain amount of natural loss (e.g through retirement) in any case as well as loss due to relocation etc.

(ii) Absenteeism may also be an indication of dissatisfaction, or possibility of genuine physical or emotional distress.

(c) There is also evidence that satisfaction correlates with mental heath – so that symptoms of stress, psychological failure etc may be a signal to management that all is not well.

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CHAPTER III

METHOD AND PROCEDURES

This chapter covers the methods and procedures used in the collection of data for this study. It also dealt with the statistical package used in analysing the data.

3.1 Preliminary Investigation

To allow for the effective gathering of data the researcher used the questionnaire to elicit the desired response.

In order to ascertain the Effects of Motivation on Improved Productivity at the Federal College of Education (Technical) Bichi, questionnaires were prepared and administered on both senior and junior members of staff.

In the case of the latter only literate staff were used. This was done to minimise inaccuracies that may result from interpretation were illiterate workers to be used. It is feared that inaccurate interpretation may invalidate the test. This is to avoid the temptation of putting words in the mouths of the respondents.

Those that are illiterate will be in a position to write and express their minds freely.

The questions were strictly drawn from the hypotheses earlier mentioned in Chapter I.

After the administration of the questionnaire, the researcher verified the information supplied in order to be assured that the facts are contained in this project

3.2 Population

The population of this study consists of both senior academic and non – Academic as well as literate junior members of staff and who have spent a minimum of three years.

A total 150 respondents from the 21

Departments in the College took part in the study.

3.3 Description of Instrument

The questionnaire consisted of 60 questions which were set towards knowing the workers responses with respect to the research topic. In addition, another set of questionnaire was prepared; to be completed only by Heads of Departments, Deans and Directors.

3.4 Administration of Instrument

The questionnaire was administered by the researcher through personal contact with the staff of the different departments in the College. On the whole a total of 63 questionnaires were set.

CHAPTER IV

FINDINGS OF THE STUDY

The analysis of the data collected for this study are presented in this chapter. One hundred and fifty (150) staff from the 21 departments in the College that participated in this research constituted the main source of data.

4.1 General Observation from the data

The data analysis presented in table form is very clear and conclusive. For example table II deals with the effects of the upward salary review and staff productivity. The opinion of respondents is clear and conclusive and manifests their reaction. The implication of this is that if government had known the impact the salary increase had on staff productivity, it would have resisted any form of temptation to cut down on wages. Table III merely confirms Table II. If the workers were happy when salaries moved up, definitely no one would celebrate when salary is being cut by almost 50%.

Table IV attempts to rate employee satisfaction with the job. The employees by this table were given the opportunity to bare their minds, and these they did unreservedly.

Table V like Table IV gives the employee the opportunity to rate his motivation on the job. These tables mirror individualistic opinions which

has to be taken like that. If a person tells you that he feels that way, then there is nothing anyone can do.

Table VI and VII discuss employee's job and maximum satisfaction and working condition and the responses are as given. Table VIII and IX discuss the change in the leadership of the College and the effects of such changes on staff motivation. Table X discusses the effects of pay and social interaction as motivators.

4.2 Hypothesis One

Motivation has Direct Relationship with Increase Productivity

TABLE II

UPWARD SALARY REVIEW BY GENERALABDULSAM AND STAFF PRODUCTIVIY

Response	No of Respondents	%
Yes	144	96
No	6	4
Total	150	100%

From the above table it can be seen that staff response rationally. When the then Head of State and Commander-in-chief of the Nigerian Armed Forces, general Abubakar Abdulsalam announced a salary increase for public servants the response was overwhelming. Civil servants felt

highly motivated because of the good pay. In response to the gesture of the government civil servants decided to put in their best thereby leading to increased productivity.

It can be clearly seen from Table I above that 144 (96%) of the respondents agreed that they noticed improved productivity. Because morale was high staff were at their best; and this showed in work output. This tallies with several studies earlier cited: Nwachukwu 1988

Aina (1992), Ejiofor (1992), Adebo (1970) and CIB Study Text (1989).

Table III

DOWNWARD SALARY REVIEW AND STAFF PRODUCTIVITY

Response	No. of Respondents	%
Yes	144	76%
No	36	24%
Total	150	100%

Barely four months after the upward salary review, the same Federal Government went on the air to announce their inability to continue with the payment of the salary. In their words: "We" simply do not have the funds to pay the new package. "Consequently the same government handed down a new salary scale that was drastically reduced. In a similar manner the

workers behaved rationally. As can be seen from the above table 144, (76%) of the respondents agreed that they noticed decline in staff productivity. The reduction is salary no doubt affected staff morale in several ways. With the salary increase the staff adjusted their budgets upwards. Their spending habits changed drastically. From food to fashion to accommodation to good school for their children of staff. Now with a stop put to it, a new problem now arose; and that problem had to do with re-adjustment. The problem now because more of psychology than anything else. A psychological problem more than anything else can lead to depression and loss of morale and this led to decline in staff productivity.

The above finding corraborates the Classical Management Motivation Theory which emphasized monetary incentives as prime means for motivating individual. This approach was undoubtedly strongly influenced by the classical economists who emphasized man's rational pursuit of economic objectives.

These findings support hypothesis one which states that:

Motivation has direct relationship with increased productivity

4.3 Hypothesis Two

Only the right form of incentive can bring about improved productivity

Table IV

EMPLOYEE'S SATISFACTION ON THE JOB

Alternative	No. of Respondents	%
A	40	27
B	66	44
C	32	21
D	8	5
E	4	3
Total	150	100%

When asked to rate their satisfaction with their jobs, 40 (27%) 0f the respondents picked "A" which has the highest point of five points. 66(44%) of the respondents chose "B" which has next highest point of four points. 32(21%) of the respondents chose "C" with a weight of three points. 8(5%) of the respondents chose "D" which has a weight of two points. 4(3%) of the respondents chose "E" with a weight of one point.

TABLE V

EMPLOYEE'S MOTIVATION ON THE JOB

Alternatives	No. of Respondents	%
A	20	13
B	62	42
C	44	29
D	20	13
E	4	3
Total	150	100%

When asked to rate their motivation on the job 20(13%) of the respondents picked "A" while 62(42%) of the respondents picked "B" 44(29%) of the respondents picked "C", 20(13%) picked "D" while 4(3%) picked the last alternative i.e "E".

Table VI

JOB AND MAXIMUM ACHIEVEMENT

Alternatives	No. of Respondents	%
A	54	37.50
B	36	25.00
C	42	29.17
D	10	6.94
E	2	1.39
Total	144	100%

In Table VI above,

54(37.50%) picked "A" while 36(25%) picked "B" 42(29.17%) picked "C", while 10(6.94%) picked "D", while (1.39%) picked "E".

From the tables above, it is very clear that only the right form of incentive can bring about improved productivity.

In the last three tables above the respondents ranked the alternatives given differently. When asked to rate their motivation on the job only 20(13%) of the respondents (in table IV) picked "A" which means that as much as 87% of the respondents received less than full motivation on the

job. It means also that if the remaining 87% can receive the right form of motivation it means that there will be an improvement over the 87%.

In a similar vein 54(37.5%) of the respondents in table V above picked "A" which was the first alternative when asked whether their job allowed them maximum achievement. Conversely, it means that as much as 62.5% of the respondents are yet to reach maximum achievement level. It also means that there is room for improvement. When wholistically viewed, Tables IV, V and VI supports hypothesis two which states that:

Only the right form of incentive can bring about improved productivity

This means that motivation if it is not the right type can lead to decreased productivity.

4.4 Hypothesis Three

Motivation Theories are still as relevant as they had been in the past

Table VII

Employee's Working Condition

Alternative	No. of Respondents	%
A	24	16.43
B	44	30.14
C	58	39.73
D	16	10.96
E	4	2.74
Total	146	100%

A total of 24(16.43%) of the respondents picked "A" which means that 122(83.57%) of the population still look out for better working condition. If the working conditions of the Federal College of Education (Technical) Bichi is to be subjected to critical analysis the following questions may be asked.

- Does the College have a Staff Common Room?
  "Yes", but it can be improved upon like putting new rugs, new chairs, functional airconditions and latest musical gadgets.

- Does the College have adequate lighting, water, conveniences for its staff and students?
- Does the College have a modern staff canteen?
- What about a staff amusement park?
- What about a staff club?
- What happens to staff who want to go on short-term or long-term training? Are qualified staff allowed to go for training automatically or are there unnecessary internal bottlenecks?

- What happens to those who work hard?

  Do they get productivity awards like certificates,

  cash and material gifts to stimulate them

  further? or those who work hard are ignored

  because it is government job?

When asked to rank College policy and Administration only 18(12.16%) of the respondents chose "A" The others ie 130(87.80%) of the respondents are of the opinion that the college can still improve its policy and administration.

The following questions can serve as a guide:

What is the motto of the College? How relevant and feasible is the motto?

What is the goal of the College?

What is the Objective of the College?

What is the Mission of the College?

Unless these questions are answered satisfactorily both staff and students would continue to ask basic and fundamental questions thereby leaving the College administrators with more questions than answers.

Table VIII

EFFECT OFCHANGE IN COLLEGE LEADERSHIP

Response	No. of Respondents	%
Yes	138	92.0
No	6	4.0
Net Sure	6	4.0
Total	150	100%

- A new substantive Provost was appointed and he took over from the Ag. Provost who acted for about four years.

Table IX

EFFECT OF LEADERSHIP CHANGE ON MOTIVATION

Response	No. of Respondents	%
Yes	90	60
No	58	39
Not sure	2	1
Total	150	100%

Tables VIII and IX point to the fact that no two leaders or personalities are the same. It, therefore, follows that their styles of

administration would vary, if not slightly then tremendously. From the two tables respondents noticed differences in the style of the two administrators so much that as much as 138(92%) of the respondents noticed changes in the leadership of the College. Apart from the noticeable change as much as 90(60%) of the respondents indicated that the change undoubtedly affected their motivation.

From the above it can be argued that the staff of the College are sensitive to the perceived changes.

From the foregoing convincing facts we are left with no option than to agree with the third hypothesis which states that:

MOTIVATION THEORIES ARE STILL AS RELEVANT AS THEY HAD BEEN IN THE PAST

Hypothesis four

4.5 Pay alone does not aid staff performance

Table X

PAY VIS A VIS SOCIAL INTERACTION

Alternatives	No. of Respondents	%
A	18	12.50
B	28	19.44
C	28	19.44
D	24	16.68
E	46	31.94
Total	144	100%

Respondents were asked. "If you were to get a better paying job elsewhere, you may decline the job because of the high social interaction in your present workplace 18(12.50%) respondents picked "A" as an alternative. 28(19.44%) picked "B" another 28(19.44%) picked alternative "C", 24(16.68%) picked "D", and 46(31.94%) picked "E" with a weight of one point. This therefore, means that about one-third of the respondents would decline a better paying job elsewhere because of the high social interaction in the staff's workplace. This table seems to agree with Fred Herzberg's hygiene factors.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary and Conclusions

Motivation, being one of the functions of management has for a very long time been receiving tremendous attention from both managers and management scholars. The ability of the manager to utilize motivation effectively has made a difference between success and failure. For instance the success story of the private sector is largely attributable to the effective use of motivation.

In the public sector less of it is employed because government job is seen as "no body's job". In the private sector productivity is assessed and measured in quantitative terms. This is so because in the private sector profit maximization is the guiding principle. That explains why companies publish their profit and loss accounts as well as balance sheet periodically. This will enable both the company and the public to assess the performance of the company. In a place where a company's performance is judged purely by figures and decimal points, the manager will always ensure that the employees are at their best; because being in the right mood and disposition would aid the attainment of organisational objectives. Conversely, if the employees are in a shattered and demoralised shape

arising from largely inadequate motivation or lack of it completely, it may lead to absenteeism, tardiness or deliberate sabbotage. For example an aggrieved employee may decide to embark on a personal strike by secretly tempering with a machine part and before long the machine may grind to a halt. Before the management would know it so many man hours would have been lost. For a manager who is particular about the productivity level of his company, he would not let anything to chance.

The manager, therefore, is at liberty to study the many theories of motivation that mangers can use to improve their understanding of why people behave the way they do even though none seemed to have provided a universally accepted explanation for human behaviour. People are far too complex more than one can imagine. The most popular theories is not to identify the "one best approach" rather it is to introduce ideas that managers can use to develop their motivational approach. The issue of motivation and its effect on staff performance having been discussed in parts can now be put together as a whole by saying that motivation ia a goal directed method. If an organisation is to attain its objectives, motivation should be inevitable tool in management decisions.

There is the need for correlation between any motivation adopted and the effort of the workers in achieving organisation's objectives. If money

fails to meet the demand of workers, other alternatives such as responsibility, promotion, recreational facilities, welfare, transfer, cordial relationship between management and staff should serve better.

The above no doubt are the emerging force that place staff performance on a smooth pace. Th study tried to establish whether or not motivation can be used as a tool for improved productivity.

To be able to carry out this study effectively sets of questionnaires were designed, administerial and returned.

The objective for doing this was to establish the following:

1. Motivation has direct relationship with increased productivity
2. Only the right form of incentive can bring about improved productivity
3. Motivation theories are still as relevant as they had been in the past to increase productivity today.
4. Pay alone does not aid staff performance.

Four conclusions which can be drawn from this study are that it has been found.

1. That motivation has direct relationship with increased productivity.
2. That only the right form of incentive can bring about improved productivity.

3. That motivation theories are still as relevant as they had been in the past to increased productivity today.
4. That pay alone does not aid staff performance.

5.2 Recommendations

1. Organisational objectives are better achieved through motivation of staff. The Federal College of education (Technical) Bichi as well as other government departments should make motivation a lifestyle. The College management should adopt a device or mechanism of feeling the temperature of employees, especially as it relates to staff motivation and performance. For example the College management can conduct exeat interviews to find out why staff are leaving.
2. Since motivation has direct relationship with increased productivity management should do everything possible to maintain high staff morale even if staff appears to be asking much. The mistake some management make is to take a confrontational stand against its staff and union to the effect they are already doing so much and that this is not being appreciated.
3. As management motivates its staff it should also measure and take stock of staff productivity from time to time.

4. Management should constantly assess the relevance of the type of motivation they give to their staff.

   (i) In specific terms the management of the College should re-introduce rewards for hardwork through productivity awards like certificate awards, cash awards, bonus, a return ticket to Lagos and Abuja for an exceptional staff. Long service award. For example we can have special awards for the best Lecturer of the year, best administrator of the year, and best mesenger, of the year etc.

   (ii) The College should re-furnish the senior staff common room of the College. In addition the junior staff require a good common room to relax during breaks and after working hours for those who are not in a hurry to go home.

   (iii) The management should encourage staff to form a staff club as it will afford them the necessary opportunity to come together, refresh themselves and enjoy the company of each other. The College can subsidize the cost of drinks, and confectioneries.

(iv) Since the College location is so hot during the hot season the College should construct a swimming pool for staff and students' use. However, one is quick to add that in view of the cultural and religious implication of swimming suits especially on women, necessary decent swimming suit can be prescribed for users.

(v) A staff amusement park should be constructed to cater for Staff's absolute relaxation.

(vi) The College should construct a decent hotel to cater for both new staff and travellers. New staff would require temporary accommodation before things are sorted out.

(vii) The issue of staff convenience should be carefully looked into.

(viii) The issue of staff training both long and short-term training should be re-evaluated. The College should liberalise its training policy so much that every qualified staff would have the opportunity to go for training. In this direction, it is recommended that the training needs of staff should be determinable well in advance. Up till now there is nothing like that. The College for example

should be able to establish the training needs for Math/ computer Department for the next five years. Its is like saying, in five years what type of qualification do we expect our staff in math/computer dept. to have? How realistic and feasible is it? How do we go about it? If we achieve it what strategic advantage would it give us over our competitors? Who are our competitors? Where are we standing? Where are they standing? Etc.

(ix) The practice of having foodstuff shared among at the End of the year should be substained.

(x) The issue of steady power and water supply should be Carefully addressed.

(xi) The College sickbay should be adequately stocked with medicines.

5. The idea of reviewing salary downwards is an aberration, it is preposterous and exposes government to ridicle and derision. If a government decides to move salary upwards it should not, shortly afterwards, review the salary downwards.

6. The Federal College of Education (Technical) Bichi settles all claims regularly including staff salary. This should be encouraged and sustained.
7. Staff accommodation remains a perennial problem in Bichi and Environs. Management should endeavour to build sufficient staff accommodation.
8. Staff should be encouraged to participate directly or indirectly in the decision making process.
9. Management should constantly engage the union in dialogue, enter into open discussion and make concessions where necessary.
10. Staff should be encouraged to participate in the direct purchase committee system.
11. The College Standing Committees should be resuscitated and staff encouraged to participate.
12. The management should encouraged the staff to form Consumer Co-operative Society, so that staff can procure essential goods at the cheapest economic cost.

13. Management should fashion and tailor more loans to aid all categories of staff.
14. Management should endeavour to introduce staff shuttle to Kano during weekdays to minimize transportation problems for staff.

AHMADU BELLO UNIVERSITY

DEPARTMENT OF BUSINESS ADMINISTRATION

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INSTITUTE OF ADMINISTRATION
P.M.B. 1013
ZARIA, NIGERIA.

Your Ref: _____

Our Ref: _____

Date: 3rd August, 1998

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

Mal/Mrs/Miss ATTAH, JAMES (G93BAP7527) has completed the course work leading to the award of the Degree of Master of Business Administration (MBA) in this University. He is currently undertaking a research study entitled *"MOTIVATION AS A TOOL FOR IMPROVED PRODUCTIVITY: A CASE STUDY OF FEDERAL COLLEGE OF EDUCATION (TECHNICAL) BICHI"*.

For this purpose, we urge you to assist him with the necessary data and information he requires . The department has given instruction to the students that data and information so obtained should be kept in strict confidence and should be used only for the purposes of research.

We would be very pleased if permission is granted and the above named student given as much assistance as possible.

MAL. SANI A. ABDULLAHI
Co-odinator, MBA Programme
For: Head, Department of
Business Administration

COORDINATOR
MBA PROGRAMME
DEPT. OF BUS. ADMIN.
A. B. U. ZARIA

APPENDIX II

QUESTIONNNAIRE

This questionnaire is in response to the research being carried on: "The Effects of Motivation as a Tool For Improved Productivity: A case study of F.C.E. (T) Bichi." in partial fulfillment for the award of M.B.A. The data so collected will be kept strictly confidential and only used for academic purposes.

QUESTIONNAIRE

Place a Y (for yes), an N (for no) or a? (for undecided) next to each word to indicate whether it does or does not describe your job.

1.	Complex	2.	More than I deserve
3.	Interesting	4.	Related to my performance
5.	Useful	6.	Appropriate to my level of skill
7.	Unpleasant	8.	Fair
9.	Tiring	10.	Adequate for my current life style

The items below A,B,C, D and E are scored 5,4,3,2 and 1 respectively.

How would you rate the fellow elements as it relates to your job?.

No.		A	B	C	D	E
11.	Promotion opportunities					
12.	Recognition from management					
13.	Recognition from staff					
14.	Recognition from students					
15.	Challengability of job					
16.	Job description					
17.	Rate your satisfaction with your job					

18 What is your opinion about labour turnover in the College?

_____

_____

_____

19. Training _____

_____

_____

How would you describe your work environment during the following periods 1995 to 1998

No.		A	B	C	D	E
20.	Academic staff are allowed to work independently					
21.	Non-academic staff are allowed to work independently					
22.	Staff participate in decision making					
23.	Staff are encouraged to use their ability in places where they are most suited					
24.	Training needs of staff are met promptly					
25.	Wages and salaries and other claims are settled promptly					
26	You are motivated on the job					

Looking back to the years 1995 to 1998 do you think that the state of affairs have changed in the proceeding year, 1999.

27.

YES	NO

If "Yes" how would you assess staff motivation as it relates to the following in the year 1999

No.		A	B	C	D	E
28	Academic staff are allowed to work independently					
29.	Non-academic staff are allowed to work independently					
30.	Staff participate in decision making					
31.	Staff are encouraged to use their ability in places where they are most suited					
32.	Training needs of staff are met promptly					
33.	Wages and salaries and other claims are settled promptly					
34.	Positive social relations with Co-workers appears to be a major source of reward for you					
35.	If you were to get a better paying job elsewhere, you may decline the job because of the high social interaction in your present work place.					

How would you rate the following elements as they relate to your job three years ago?

No.		A	B	C	D	E
36.	Self-actualization					
37.	Esteem or status					
38.	Affiliation or acceptance					
39.	Security or safety of work					
40.	Physiological needs					

Have the above elements changed today from what they were three years ago?

41. ☐ Yes ☐ No

42. If yes ☐ Negative? or ☐ Positive?

Comment if possible

_____

_____

_____

_____

Rate the following elements as desired fit

No.		A	B	C	D	E
43.	Your work has been most challenging					
44.	Your job allows your maximum achievement					
45.	You are allowed to grow on the job					
46.	Your job exposes you to adequate responsibility					
47.	Your job gives you opportunity for advancement					
48.	You receive recognition from your job					
49.	Interpersonal relations with fellow staff					
50.	Quality of supervision					
51.	College policy and administration					
52.	Working condition					
53.	Job security					
54.	Salary					

Did you notice or perceive any change(s) in the leadership of the College?

55. ☐ Yes ☐ No

Has the change in anyway affected your motivation?

56. ☐ Yes ☐ No

Comment (if possible)

_____

_____

_____

Do you think the recent reduction in salary by the Federal Government affected staff motivation to work?

57. ☐ Yes ☐ No

When the first salary upward review was made by the Government of Abubakar Abdulsalami did you notice improved productivity among staff ?

58. ☐ Yes ☐ No

When the Federal Government under General Abubakar Abdulsalam reviewed salaries downwards, did

you notice any decline in staff productivity ?

59. ☐ Yes ☐ No

60. Comment if possible _____

_____

_____

_____

To be completed by the Head of Department/Dean/Director

(1) What is your total staff strength? .....

(2) Out of your Total staff how many of them have left over the last three years ?.....

(3) Which of the following shortcomings have you observed in them?. (please tick)

(a) Absenteeism

(b) Tardiness

(c) Demonstrable lack of interest in the job.