An Evaluation of Staff Motivation
In Tertiary Institution
(A Case Study of Kaduna Polytechnic, Kaduna

BY

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{G99/BAMF 7019}

MBA/ADMIN 20173/1999-2000

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TITLE PAGE

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KADUNA

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BEING A PROJECT SUBMITTED TO THE
DEPARTMENT OF BUSINESS ADMINISTRATION
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IN PARTIAL FULFILLMENT FOR THE AWARD OF
MASTERS IN BUSINESS ADMINISTRATION

DECLARATION

I, Patience Dodo declare that this project work was conducted by me under the supervision of Mallam A.T. Sharubutu of Department of Business Administration, Ahmadu Bello University, Zaria.

NAME: DODO GAIYA PATIENCE _____

SIGNATURE

_____

DATE

DEDICATION

This research work is dedicated to two men who have meant so mush to me in my life.

To: -

Mr. Z.B Gaiya, my father, my hero, my mentor and my friend. I wish you were around to see what you have made me to be. I thank God always for giving me the privilege of having a father that was always there to listen to me and lead me in the way of the Lord. Your memory would always be with me.

To:-

Elijah B.I Dodo, my husband, my friend, and hero, who knows me so well and stood by me through thick and thin. Thank you for the years we have shared together.

I LOVE YOU BOTH.

CERTIFICATION

We certify that this project "Evaluation of Staff motivation in tertiary institutions in Nigeria" was carried out by DODO PATIENCE GAIYA of the department of Business Administration Ahmadu Bello University Zaria and has been approved as adequate in partial fulfillment of the requirements for the award of Master Degree in Business Administration.

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Dean Post Graduate School	Signature/Date

ACKNOWLEDGEMENT

I want to thank the Lord for the opportunity he granted me at this time to come for this programme and for the way his hands were upon me during the period of studies, for the journey mercies he granted me as I daily plied the road to and from Zaria, and most of all for the grace he gave me and my children through this difficult and trying period I say " THANK YOU LORD".

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ABSTRACT

Nigeria as a nation is blessed with both natural and human resources but looking at the economic situation, Nigeria has not grown as expected because of certain factors. One of such factors is that of unmotivated staff. The researcher in search for reasons why the Nigerian work force are unmotivated choose the topic ***"An Evaluation of Staff Motivation in Nigeria",*** with a case study of Kaduna Polytechnic.

The project work is divided into five main chapters. Chapter one introduces the subject matter ***"Staff Motivation"***. The statement of general problem was identified and two working hypothesis were put forth. Chapter two attempts t looking at what authorities in the social science have written on the topic. Chapter three identified some statistical tools that were used on analysis the data in chapter four. The researcher administered are hundred questionnaires using the random sampling method. Eighty were completed, returned and analysed.

The analysis was able to read that inadequate and poor performance appraisal method used by the Polytechnic acts as deterrents to staff motivation while training and man power development has a positive effect on motivating staff for higher productivity.

The research work was concluded in chapter five and the observation made was that with good incentives and better performance appraisals Nigerian worker would be motivated to put in their best which would increase productivity

CHAPTER ONE

INTRODUCTION

An organization be the private or public cannot function effectively and efficiently without the use of manpower (employees or staff) who are motivated. Motivation is the result of process internal or external to the individual that arouses enthusiasm and persistence to pursue a certain course of action. It is the willingness to exact high levels of efforts ability to satisfy some individual needs. Managers therefore must realize unmotivated workers would definitely be a problem to the organization, thus an understanding that individuals differ in motivational drive would aid manager in meeting these drives in order to motivate the worker towards higher productivity. However this effort is unlikely to lead to a fabourable job performance outcome unless the effort is channeled in a direction that benefits the organization. Thus an employee to be motivated, has to satisfy his needs because these needs creates tension that stimulate drives in individuals, such needs include safety needs, working conditions, status employee. These drives generate a search behaviour to find particular goals that if attained will satisfy that need and reduce tension. Bearing this in mind therefore the employer must be able to influence the employee's performance by setting specific goals, which are accepted by the

employee. These goals should be difficult enough that the worker will have to work hard to achieve them but not so hard that the worker would give up because he cannot achieve such goals. The workers should also get explicit feed back on their performance so that they may be able to evaluate themselves. When feedback on performance is combined with specific reasonable and accepted goals, the stage is set for improved performance in subsequent time period because the worker her been motivated. Motivating the woker therefore is a green ticket to higher productivity.

HISTORICAL DEVELOPMENT OF KADUNA POLYTECHNIC

Kaduna Polytechnic has been described as one of the largest institutions South of the Sahara. It has been in the forefront in training to technological manpower for the various sectors of the Nigerian economy.

The idea of starting a technological institution in Northern Nigeria started as far back as 1951. This idea resulted in the establishment of a school known as Technical Institution Kaduna.

The establishment of the institution was as a result of the acceptance by the British Government of the recommendation of the high education commission which suggested the up grading of Yola Higher College to a technical institute and proposed a technical institute in Kaduna and Enugu. The Northern Nigeria Executive Council at its meeting on the 17th of August 1962 concluded in redesignating the Technical Institute Kaduna as Polytechnic

Kaduna. In 1991 the institution was taken over by the Federal government by decree No. 40.

The institution was established with the objective of providing diverse instruction, training and research in technology, sciences, commerce, humanities and programme of in-services, instructions for members o the public service in Nigeria. In 1658 it amalgamated two training centres namely the College of Science and Technology and Staff Development Centre with the Survey Unit joining the later, these formed the nucleus of the present Four (4) college structures.

Kaduna Polytechnic has a crest "Spider in the web (Gizogizo). This symbolizes a hero in many Nigerian folktales which is known for its sharpness, industry, and its tenacity to be on top" This symbolizes Kaduna Polytechnics desires to excel in and spread its services. The hexagonal shape of the crest symbolizes the 6 Northern States that were its original owners.

The Survey Training School of the defunct Interim Common Service Agency (I.C.S.A) became incorporate into Kaduna Polytechnic under the names Survey Unit in 1970, Department of Environmental Studies in 1974 and College of Environmental Studies in 1974. By 1990, the polytechnic had grown into fourteen departments from its initial five. In 1968, the school had only (9) academic departments but increases to thirty (30) in four colleges namely:-

a. College of Science and Technical (C.S.T) which has eight (8) departments and is situated at the main campus. Tudun – Wada.

b. College of Engineering (C.O.E) with six (6) departments situated at the main campus.

c. College of Administrative and Business studies (C.A.B.S) with six (6) departments situated at Golf Road Angwan Rimi with a department on the by – pass

d. College of Environmental Studies (C.E.S) with six departments situated along Aliyu Makama Road, Barnawa.

The institution was owned and financed initially by the eleven Northern States which were created from the defunct Northern region. It was taken over by the Federal Government on the 27th of August 1991. The Board of Governors of Kaduna Polytechnic was set up in Augusts 1991 and it is made up of representatives of the eleven owner state governments as well as university and the private sector.

The board is charged with the responsibility of supervising and controlling the institution. The Rector, who is the Chief Executive Officer is assisted by a management committee comprising of the Deputy Rectors both academic and administration, the Registrar, Busar, polytechnic Librarian, the College Directors, Director of Works and the Director of Medical and health services.

STATEMENT OF GENERAL PROBLEM

An organization that wishes to attain high productivity must be an organization that its workers, both skilled and unskilled are willing to exert high levels of effort in achieving goals set by the organization. Manpower constitutes a bottle neck to most organization especially literary institutions because they constitute the blood life wire of any economy. Without motivated staff in tertiary institutions, half baked manpower and an unmotivated manpower would be turned into the economy year in year out. Baring this in mind thee is a need for capable hands to be on deck but this has been neglected over the year. Staff in such institutions feel they are note motivated to put in their bet because their basic needs of food shelter, clothing and safety is neglected, thus, in order to meet up these needs, they turn to other businesses and sadly neglect their official work. The appraisal system does not help matters because no one takes the point to find out if the students are contented with the level of teaching or if they understand such teachers at all.

Non-academic staff can not be found at their seats after a particular period of time. The “get rich quick” syndrome started by the Babangida administration has created need for good things, which the meger wages and salaries administrated can not take care of.

The constant rise in inflation makes it so difficult for staff to meet up the needs of their families. This is why level of education is gradually dropping because the staff do not have the time to write lesson notes and even if they do

they produce it in form of "Hand outs" which they expect students to buy so that they can generate funds.

These problems faced in tertiary institution could be traced to lack of motivation by the government or rather Board of Governing Council and if not addressed half backed graduates would keep on flooding the employment market.

AIMS AND OBJECTIVES OF THE STUDY

Tertiary institutions are an essential service in Nigeria and their importance can not be overemphasized. An individual can not perform any task unless he is taught. The politician, doctor, engineer, nurse, administrator etc can not be god at what he or she does unless he or she is taught, neither can the above named people be above those who taught them. A highly motivated teacher would inspire and motivate his/her pupils, thus motivating the worker is very important because the more motivated staff in tertiary institutions are the more motivated the work force would be. However over the years an out cry by the public has been made of the fall in standard of education.

Thus the aim of this research work is to find out answers to questions that rear up their heads concerning the fall in education in Nigeria. Such questions to be examined in the research work includes.

- What motivates the Nigerian manpower in tertiary institution?

- What motivational tools the staff in tertiary institution think should be used on them?
- Is the Lack of private tertiary institutions as competitors a cause for the careless behaviour of staff in tertiary institutions?

The project work tends to find answers to such questions especially now that the notion is moving towards high productivity and economic recovery.

RESEARCH HYPOTHESIS

1. H_1 - Training and manpower development has a no effect on motivating staff for higher productivity, correlation in motivating the staff for higher productivity.

   H_1 - Manpower training and development has aids staff towards higher productivity.

2. H_o - Inadequate incentives and poor performance appraisals act as major deterrents to staff motivation.

   H_1 - Poor remuneration schemes and incentive as well as poor performance appraisals do not act as deterrents in staff being motivation.

LIMITATIONS TO THE STUDY

In conducing the research work, the researcher was confronted with a number of problems which acted as limitations to the research work.

The processes of data collection used, that is personal interview and questionnaires were administered both to academic and non-academic staff and students of the polytechnic. Some questionnaires were wrongly filled because the researcher made use of the both open ended and close ended questionnaire same o these questionnaire were returned while some were not returned at all. The researcher had to keep on following the respondents to no avail. Similarly during the personal interview with some non-academic staff who could not read or write, the researcher was faced with a problem of getting them to answer some questions because they were afraid of being victimized. Thirdly the materials used in literature review were insufficient because they had been borrowed from the various libraries and were not returned. Some that were returned had relevant pages torn off.

Fourthly, the time given for submission of the project work was limited so the writer found that she had to work under pressure.

Lastly, the inability of the Federal Government to pay salaries on time posed a problem which made the writer to be under financial stress.

CHAPTER TWO

LITERATURE REVIEW

INTRODUCTION

The purpose of this chapter is to provide a basic understanding of the concepts of motivation and what other researchers have written on the subject matter. Motivation is an issue that has to be faced by every organization because employees are the ones that can make the organization reach its goals and increase its profits. An organization that realizes that the people tat is has employed to work for it are the most important people goes all out to shown such people how important and vital they are to be organization, would not only be ahead of the competitors but it would also operate inan atmosphere that is conducive for both itself and its workers.

Researchers and practicing managers generally accept the idea that employee performance is the result of many factors. They also agree that the two most important variables in explaining employee performance are employee motivation and employee ability. These variable appear to relate as follows.

Performance = Motivation X Ability. Motivation is the enthusiasm and persistence with which a person does a task while ability refers to a person's tasks competence. Thus it is important for an employee to motivates a worker based on the employees ability in order to get a good performance from him.

MOTIVATION DEFINED

During the last fifty years many individuals have developed definitions of motivation. In the non technical sense, the definitions have focused on how hard an individual works at trying to do a task. More technical definitions suggest that some unobservable psychological processes prompt behaviour in the first place. These processes then direct the behaviour to certain areas and determine how much persistence an individual will have in doing a task. Other definitions stress the importance of conscious goals setting in motivation.

Gray/starke (1989 PP 69) define motivation as

"A result of processes, internal or external to the individual that arouse enthusiasm and persistence to pursue a certain course of action.

This definition recognizes the current debate in motivational research about why a person might be enthusiastic and persistence about a certain task. One view is that unobservable internal needs motivate behaviour. This is a plausible argument which would be looked into when discussing the several need-based motivation theories.

Stephen P.R (87: PP 229) defines motivation as "the willingness to exert high levels of effort to reach organizational goals conditional by the efforts ability to satisfy some individual need".

Victor H. Vroom (1964: PP 60) defines motivation as a process governing choices made by persons of lower organizations among alternative forms of voluntary activity.

Gray A. Steiner (1966: 240) sees at as a start that energies or moves and directs or channels behaviour towards goals.

Saul W. Gellerman (1964: 70) on the other hand defines it as the steering of oes actions towards certain goals and to commit a certain part of ones energies to reaching tthem.

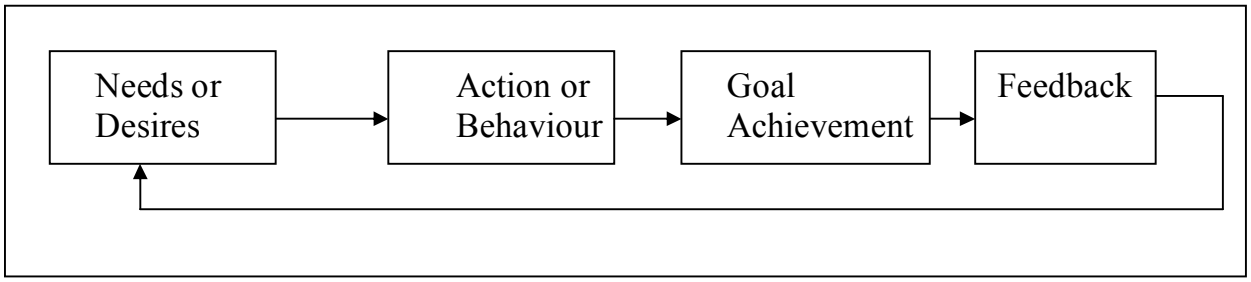
R.H. Stanford & L.S. Wrightsman Jr (1970: 189) define motivation as a restlessness, lack force. Once in the organism does something. It most generally do something to reduce the restlessness to remedy the lack to alleviate the yen to miligat the force from the studies of the foregoing researchers, it can be concluded that motivation means that driving force that influences people to great achievement or persuades them to make changes or responds. Thus motivation catalysis labour force productivity because it drives and influences the labour force to great achievements which is this case, is high productivity for natural growth and development.

COMMON FEATURES WHICH CHARACTERIZE MOTIVATION

There are several common features which characterize motivation particularly in the definitions earlier adduced. Crane Farmer (1982:79). Agreed that these are:

1. An inner state of restlessness that, create a need or desire to active behaviour
2. the behaviour itself or the drive
3. the goal achievment that sustains the behaviour, and
4. S form of feedback that reinformces or modifies the behaviour

We therefore would construe these four as variable that interact in the motivation situation.



THE BASIC MOTIVATION PROCESS SOURCE: CRANCE FARMER (1982: 80)

The practical application of this motivation model suggests that organizations have gone to great lengths to create an environment that will strengthen motivation and enhance job satisfaction. The concern for productivity improvement has caused many organizations to formalize activities that address this concern. Quality of work life programmes often focus on increasing productivity. Employee values and attitudes are major factors considered in creating a motivational work environment.

The three key elements in the above definition are effort, organizational goal and need.

The effort element is a measure of intensity. When someone is motivated, he or she tries hard, but high levels of effort are unlikely to lead to a favourable job performance outcomes unless the effort is channeled in a direction that benefits the organization.

According to Katerbery and Gray (83:pp 249) the quality of effort as well as its intensity must be considered. They maintained that the effort that is directed towards and consistent with the organization's goals is the kind of effort that should be sought.

Robbins maintains that motivation should also be seen as a need satisfying process. He defines need as "same internal state that makes certain outcomes appear attractive. An unsatisfied need creates tension that a search drives within an individual. These drives generate a search behaviour to find particular goals that if attained will satisfy the need and reduce the tension'.

Thus we could say that the greater the tension the eater the effort level. If the effort successfully leads to the satisfaction of the need, it reduces tension. Therefore, inherent to the above definition of motivation is the requirement that the individual's needs be compatible and consistent with the organization's goals where this does occur, individuals may exert high levels of effort that run counter to the interest of the organization. This is not so unusual because some employee spend a lot of time talking with friends at work in order to satisfy

their social needs. This means that unproductively is a high level of effort but it is being unproductively directed.

THEORIES OF MOTIVATION

The motivation research that has been conducted during the last forty years has not only resulted in some important insights into what motivates people, but it has also resulted in a very large number of motivation theories form attention as the best explanation of human behaviour. This research work therefore is limited to only those motivation theories that have gained widespread acceptance and they are:

1. Maslow Hierarchy of needs
2. Theory x and Y
3. Herzzberg's Two-factor theory or motivation – Hygiene
4. Mc Clellands Need for achievement theory
5. Equity theory
6. Expectancy theory

Hierarchy of Needs Theory

Abraham Maslow (1954) in his book title "Motivation and Personality" hypothesized that within every human being there exists a hierarchy of five needs namely: -

1. Physiological needs: - Hunger, thirst, shelter, sexual drives and other bodily needs.

2. Safety needs: Security and protection form physical and emotional harm.

3. Social needs: - Affection, belongingness, acceptance and friendship.

4. Esteem needs: - Internal esteem factors e.g self respect, autonomy and achievement as external esteem of factor like status recognition and attention

5. Self actualization needs: Growth, achieving ones potentials and self fulfillment that is the drive to become what one is capable of becoming.

Maslow separated the five needs into higher and lower levels. Physiological and safely needs were described as lower needs while social esteem and self-actualization are the higher order needs. The differentiation between the two orders were made on the premises that the higher order needs are satisfied internally while lower – order needs are predominately satisfied externally be such things as wages, union contracts and tenure. The natural conclusion to be drawn form Maslow's classification is that in times of economic plenty, almost all permanently emplyed workers will have their lower-order need substantially met.

Masow' need theory has received wide recognition particularly among practicing managers. This can be atributred to the theories intuitive logic and

ease of understanding. Unfortunately a research does not generally validate the theory. Maslow and several studies that sought to validate it find no support.

3. Theory X and Y

Douglas Mc Gregor (1960) proposal two distinct views of the nature of human being

- a basically negative view labeled theory X
- a basically possible view labeled Theory Y

Mc Gregor in his book titled "The Human Side of Enterprise Concluded that a manger's view of human nature is abased on a group of assumption and that he or she molds his/her behaviour toward subordinates according to these assumptions.

Under theory X the our assumption held by a manager are:

- Employees inherently dislike work, thus they must be coerced, controlled, threatened with punishment in order to achieve Desired goals.
- Employees will shrink responsibilities and seek formal direction whenever possible.
- Most workers place security above all other factors association with work and will display little ambition.

  In contrast to these neative views of human nature Mc Gregor listed some other assumptions which he called Theory Y.

- Emplyees can view work as being natural as rest or play

- Men and Women will exercise self direction and self control if they are committed to the objective.
- The averge person can learn to accept, even seek responsibility,
- The ability to make good decision is widely dispersed throughout the population and is not necessary the sole province of managers.

Mc Gregor's analysis imply that theory X assumes that Lower-order needs dominates individuals while theory Y assumes that higher – order needs dominate individuals. He himself held the belief that the assumptions of theory Y were more valid then those of theory X and proposed that participation in decision making, responsible relations would maximize job motivation.

HERZBERG TWO FACTOR THEORY

In 1950 a psychologist named Federik Herzberg and this colleagues come up with the two-factor theory. Prior to that time it was common for those researching work motivation to view the concept of job satisfaction as undimensional i.e job satisfaction and job dissatisfaction were viewed as opposite ends of the some continuum. This meant that something that cause job satisfaction would case job dissatisfaction if it is removed would result in job satisfaction. Based upon unstructural interviews with 200 engineers and accountants, Heizberg concluded that this view of job satisfaction was incorrect and that satisfaction and dissatisfaction were actually conceptual different factors caused by different phenomena in the work environment in the research, the engineers and accounts were asked to think of a time when they felt

especially good or bad about their work and to detail the cirucmatces leading to these findings after analyzing their responses. Herzberg concluded that one group of factors was causing job satisfaction and another group of factors was causing job dissatisfaction. He labeled the former, “motivators” which when present cause satisfaction and the latter “hygiene” which when not present cause dissatisfaction. The motivators are generally related to job consent, that is the nature of the work itself whereas hygiene are generally related to job context that is the environment in which the job is performed. This herzberg believes that job satisfaction and job dissatisfaction are different because the sources of each are different. In his view, it is possible to increase job satisfaction without reducing job dissatisfaction and vice versa. Moreover because the source of job dissatisfaction and vice versa. Moreover because the source of job satisfaction (the motivators) and dissatisfaction (the hygiene’s) are known, it is easier to predict the effect of a change in say, working conditions versus a change in job content. Herzbeg identification of the motivators and hygiene factors are seen in the table below.

MOTIVATORS	HYGIENES
Achievement	Company policy administration
Recognition	Technical Supervision
Advancement	Interpersonal Relations
Work itself	Salary
Possibility of growth	Job security
Responsibility	Personal life
	Working Conditions
	Fringe benefits
	Status.

MCCLELLANDS ACHIEVEMENT MOTIVATION THEORY

Murray in the late 1930's developed the Thematic Apperception Test (TAT) Twenty pictures were shown to subjects who where asked to make up a dramatic story about each one. Based on the results, Murray argued that about twenty human needs that motivated behaviour could be identified. Beginning in he early 1950 McClelland and his associates began to research three of these need extensively – power, affiliation and achievement.

Mc Clelland believes that each person possesses all 3 needs as well as other needs but then people differ in the degree to which the various motive dominate their behaviour these motivates are described as: -

1. Need for power (n Power) – The individual exhibiting this need as the dominant one derives satisfaction from his ability to control others. Actual achievement of desired goals is of several importance to the high Power individual instead the means by which goals are achieved (the exercise of power) are of primary importance. Individuals with a high Power derive satisfaction form being in positions of influence and control. Organizations that foster the power motive tend to attract individual organizations.
2. Need for affiliation (n Aff) – individuals exhibiting this need as a dominant motive derive satisfaction from social and interpersonal activities. There is a need to form strong interpersonal ties and to get close" to people psychologically. If asked to choose between working at a task with those who are technically competent and those that are their friend, high nAff individuals will choose their friends.
3. Need for achievement (n Ach) – individual high in N Ach derive satisfaction from reaching goals. The feeling of successful task accomplishment is important to high achievers. High achievers are not motivated by money score of their achievements. They prefer immediate feed back on their performance and they generally undertake tasks of mode rate difficulty rather than those that are either very easy or very difficult. They also refer to work independently and avoid gambling situations.

EQUITY THEORY

Adams J.s (1963: pp425) came up with the equity theory. This motivation theory is based on the assumption that individuals are motivated by their desire of be equitably treated in their work relationships. When employees work for an organization, they basically exchange their services for pay and other benefits. Equity theory proposes that individuals attempt to reduce any inequity they may feel as a result of this exchange relationship. For example, if employees feel either they will be underpaid, equity theory predicts that they will be motivated to resolve the inequity.

The basic equity proposal assumes that upon feeling inequity the person is motivated to reduce it. Further, the greater the felt inequity, the great the motivates to reduce it. When attempting to reduce felt in equity the person may try a number of alternatives some to which are: -

1. The person may increase or decrease inputs or out comes relative to those of the other.
2. The person may subjectively distort perceptions of persons own or the other inputs or out comes.
3. The person may charge to different comparison other.
4. The person may leave the situation or quite their job.

EXPECTANCY THEORY

One of the basic assumptions made in expectancy theory is that people think quiet a bit about doing things before they actually do them. In its simplest form,

expectancy theory says that a person motivation to behave in a certain way is determined by outcome the person sees as desirable and the persons belief that these desired outcomes can be attend.

Uroom V in his book titled work and motivation (1964: 235) maintained that to understand expectancy theory, it is necessary to define the important terms in the theory and indicate how they interact cases employee motivation. The terms and then interaction are as follows.

1. Instrumentally: - This is the belief by an individual that certain work outcome will lead to certain other designed outcomes. For example successful completion of an important project may mean that an individual will get a promotion one outcome that is project completion leads to another out come, (promotion). Instrumentality ranges from – I (belief that one desired outcome is attainable only without the other I through O (believe that thee is no relationship between the two outcome) to + 1 (believe that the first outcome is necessary and sufficient for the second outcome to occur.
2. Valence: - This terms refers to the degree of desirability of outcomes as seen by the individuals. The valence of an outcome is positive when the individual desires it and negative when he or she wishes to avoid it valence are therefore scaled over a wide range of positive and negative values. Expectancy are un-important, rather the individuals perceptions are determinates of behaviour. Two types of violence exist in expectancy

theory. The valence of second – level outcomes (Vk) measures outcomes employees feel are desirable or undesirable. These includes thing like pay job status, promotions, gelling fired etc. Another kind of valence is the valence of job performance.

(v) This measures how desirable or undesirable employees see actual performance on the job. Instrumentality and the two kinds of valance are related as indicated in the formula below.

$$V_1 = \sum_{K=1}^{n} (1_{jk}\ Vk)$$

Where Vj = The valance of job performance level Jljk

- The belief that outcome j will lead to the desired second – level outcome K

Vk The valence of second – level outcome K.

The above formula is saying that employees will value actual job performance if the relationship between second – level outcomes Uk s) and instrumentality (Ijk "right") and will not value job perfomance if the relationship is wrong. For example if an employer views a bonus as having positive valence and the boos said "if you get this project completed on time. There will be a big bonus for you" the valence of job performance would be positive and the employee would be likely work very hard to finish the project. On the other hand if a student

didn't care about grades and a lecturer said 'If you don't turning the assignment, you are going to flunk the course", the student might well not turn ikn the assignment, in this case the valence of job perfomance would probably be very low so that the student would not be motivated to run in the assignment.

Before employees actually demonstrated job behaviour. Expectancy say, they also consider how likely it is that they will successfully complete tasks they attempt. This in expectancy theory employees preference for certain course of action are affected not only by desirability of the outcomes associated with them (valence) but also by the outcome associated with thme (Valence) perceived as following from the act. Expectancy (Ej) is the belief of an individual that an act on his part will actually resulted in a given outcome. The value of expectancy ranges from O (no relationship perceived) to +1 (completed certainly interacts with he valence of job performance ((Vj) to cause employee motivation as follows: -

$$F_1 = \sum_{J=1}^{n} (E_{.j} V_j)$$

Where Fi = the force (motivation) to perform act I

Eij = the expectancy that outcome J will follow from act I.

VJ = the valance of outcome J (the valence of job performance).

This is the key formula in expectancy theory and it simply says that if the relationship between Eij and Vj is "right" motivation will be high and if "wrong" motivation will be low. For example, if a person feels it would be desirable to be a physicist (VJ is positive) and the person is a mathematical genius, the expectancy is positive and it is likely that the person will be motivated to do what is necessary to become a physicist. On the other hand if an employee in a family owned business feels it would be very desirable to be the company president (Vj is positive) but knows that only family members can become president expectancy (Eij) = O and motivation = O

From the theories stated above one obvious conclusion that can be made about them is that each theory appears plausible but when testing the theories is done it will be discovered that each has its own short comings. The fact remains that none of the motivation theories exammed is powerful predictor of individual behaviour. The reason for this is that an understanding of human being is so sophisticated that to predict individual behaviour with accuracy is almost impossible. As additional research is conducted, a better understanding of people will probably emerge and better understanding theoies can be conducted.

DOES MONEY MOTIVATE.

When someone asks if money motivates, it is tempting to answer that it does only if you don't have any. Whether money motivates depends considerabley on how much you have and the importance you place on it. Since money is rarely

an end but rather a means to purchasing ends, it gratifies basic physiological and safety needs. When N10,000 is given to a worker earning N30,000 a month as a stimuli to motivate him it could actually do so bout the same N10,000 given to someone who earns N50,000 a month might not because it has little or no effect on his life-style.

To some people money is not important whether they have a lot or little while others, no matter how much money they have are continually driven to acquire more of it.

Edward E.C. 11 (1977 PP. 182) maintained that people would crave for more money to satisfy a desire for status or wealth (esteem and self actualization needs respectively). In his research, he discovered that for some people, money can satisfy esteem and recognition, as well as basic physiological needs. If money is to act as a motivator, it is necessary to assume a relationship between performance and rewards. Those who seek money will be motivated to higher performance only if they can clearly link higher performance to the reward of mere money. Consistent with expectancy theory, money motivates high performance only to the extent that it satisfies an individuals personal goals and is perceived as being dependent upon performance criteria.

SATISFACTION AND MOTIVATION

The question the researcher would like to pose here is this, “is a satisfied worker a motivated worker?” upon examination, this seemingly simple question

becomes quite complex. An analysis of the assumptions underlying two of the most widely known motivation proposals reveals considerable difference.

Gray/Starke (1987: pp94) analysed this issue of satisfaction and motivation. They were able to use the theories of motivation in analysis of the above question. They identified that Nelson argues that lover-level needs are prepotent with higher – level needs emerging and influencing behaviour only after lower-level needs are largely satisfied. The salient point about Meslows hierarchy of needs is his assumption that a satisfied need is not a motivation. It has assumptions are correct, satisfied employees are not motivated expand further energy on tasks that give rewards for needs they have already satisfied.

Herberg on the other hand argues that only the presence of motivators will lead to employee satisfaction and motivation. The salient point about Hezber's proposal is his assumptions that for (motivators) a satisfied employee is motivated one. The proposal by Meslow and Herzberg thus seem to conflict at the vary fundamental level of assumption making. Job motivation is the enthusiasm and persistence exhibited by employees in the work situation as they attempt to satisfy their unsatisfied needs in their particular need structure. Job motivation is determined by three factors:- the employees need structure, the perceived opportunity to satisfy needs in the work situation and their perceived opportunity to satisfy these needs outside the work situation. These determinants suggest that the employer should be aware not of the needs that are

most pressing for employees but also of whether employees can satisfy those needs on or off job.

Mitchell T.R (1982: PP 88) is of the view that employees job motivation is an indirect result of the rewards and need satisfaction supplied in the work place. Other factors he said are as the organization pay policies, the performance appraisal system and the benefits resulting from employment regardless of job motivation supplied in the work situation. In some organization then in others.

In some organizations, job behaviours have a more direct relationship to rewards and need satisfaction then in others. The managers knowledge of how direct or indirect the relationship is for the particular organization will be useful for analyzing, understanding and influencing individual behaviour. Individuals will revise or reinforce their perceptions of the opportunity for satisfying needs in the work situation based on their experience. Part of each person need structure is satisfied through off the –job behaviours. The combination of need satisfaction on the job and off the job defines how well the individuals total need structure is satisfied.

The individual's with a high overall job satisfaction is more likely to continue employment. Through continued employment and exhibition of job behaviour this individual will obtain job rewards and some level of need satisfaction in the work place. The level of need satisfaction in the work place

and the equity of these reward leads to a general attitude towards the job. This attitude defines the overall job satisfaction of the individual.

Note therefore that generally satisfying an individual does not lead to job motivation, however, the individual with overall job satisfaction is more likely to remain with the organization (all things being equal) and is therefore able to exhibit job behaviours that are indicative of job motivation: Herzbery's assumption that a satisfied individual is a motivated one may be interpreted in this context. The relationship between overall job satisfaction and motivation is however quiet indirect and tenuous.

Motivation and Performance

Robbins (1988:pp 102) is of the view that once a relationship between need satisfaction and motivation has been determined, the relationship between employee motivation and performance can be analyzes.

The simplest model of motivation assures that there is a direct positive relationship between motivation and productivity, i.e high motivation causes high productivity. Managers use this model to guide them. Emphasis will be placed on techniques that increase employee motivation. In this model, the manager need not be concerned directly with productivity since a desirable level of motivation automatically achieves the desire level of productivity. Unfortunately, this approach is unrealistic. The relationship between motivation and productivity is not that simple. Many factors influence employee productivity.

Gray starke (1987:pp 96-99) were able to identify some factors other than employee motivation level that influence employee productivity. They are:-

1. **Task and technology factors.**

   If tasks to be performed by employees are poorly designed, productivity will be low regardless of individuals motivational levels. A well designed task system can enhance productivity even if management is faced with low employee motivation. The technology used to perform the tasks affects the M-P link in two ways. First it sets upper and lower limits on productivity regardless of offer than that which is minimally acceptable for continual employment. Secondly, it may completely prevent productivity if is becomes in operatable, as when a machine brakes down.

2. **Individual Factors.**

   If an individual abilities with respect to task are low, high motivation cannot lead to high productivity, infact, low abilities in general will make the individuals motivational state irrelevant in predicting productivity, or but if an individuals role perception is proper, the M-P relationship will be unclear to management.

   Organizations have attempted to cope with individual factors by explicit dealing with trails (hiring only those individuals who score well on

personality tests) abilities (involving employees in training programs) and role perception (conducting orientation session for new employees.

3. Group Factors.

There are two fundamental elements of working in groups Gray/Starke identified that directly affect M-P relationship. First, the well documented existence of group norms must be dealt within any discussion of productivity. Tailors observation on soldiering, the Hawthorne findings on punishment meted out to "rate buster" and other research studies have found persistent evidence that the work group is a powerful influence on individual productivity. In any particular situation, the group norms may function either to facilitate or to restrict individual productivity. Management must therefore determine the type and magnitude of group norms operating in order to have a complete understanding of the M-P relationship. Secondly the amount of within – group coordination needed for high output affects individuals productivity. E.g. the co-ordination necessary for members of a basket team to demonstrate high productivity (individuals points scored, rebounds and steals) is considerably higher than that necessary for members of a cross country track team. Where individual productivity is total minutes or minutes per mile.

4. Organization Factors

The individual employee performs within a specific group which in turn function as parts of the total organizational environment. The degree of between – group co-odination that exists will affect the productivity of individuals comprising each group. For example, a great deal of effort expended by on group can result in very little productivity as measured by the total organization if coordination with other groups is so poor that the total project is not completed.

5. Environmental Factors.

In addition to operating within group, in a single organization.

Individuals having direct contact with clients or customers and those above middle management in an environment composed of interaction of social entities. These entities include other individual groups. Groups or organization external to their organization. The ease with which inputs are obtained from these other social entities aids or hinders individual productivity, irrespective of motivational levels. For example, the ability of the personnel department to obtain managerial talent is the measure of the "productivity" of the personnel function. If the firm has a poor reputation, regardless of the motivational levels of those in personnel.

SOME SUGGESTIONS FOR MOTIVATING EMPLOYEES

Stephen .P. Robbins (1987: - 358) gave some useful suggestions for motivating employees. They are:-

1. Recognizing individual differences
2. Matching people to jobs
3. Using goals
4. Ensuring goals are perceived as attainable
5. Individual reward
6. Linking reward to performance
7. Checking the system for equity
8. Do not ignore money

1. **RECOGNIZE INDIVIDUAL DIFFERENCES**: Almost every contemporary motivation theory recognizes that employees are not homogeneous. They have different needs. They also differ in terms of attitudes, personality, and other important individual variables. For instance, expectancy predictions are more accurate with individuals who have an internal rather than external locus of control why? The former believer that events in their own influence, which is consistent with the expectancy theory's hedonistic assumption.
2. **MATCH PEOPLE TO JOB**: There is an abundance of evidence to support the motivational benefit that accrue from carefully matching people to jobs. For example, if the job is running a small business or an autonomous unit within a large business, high achievers should be sought. However, if the job to be filled is a managerial slot in a large bureaucratic organization, select a candidate high in apow and low in nAff. Along

these same lines, don't put a high achiever into a job that is inconsistent with his or her needs. Achievers will do best when the job provides opportunities to a anticipatively set moderately challenging goals and where there is autonomy and feedback consistent with the job characteristics model, keep in mind that not everybody is motivated by jobs that are high in autonomy and feedback.. Consistent with the job characteristics model, keep in mind, that not everybody is motivated by jobs that are high in autonomy, variety, and responsibility. Such job are most attractive and motivating to employees with a high growth need.

3. **USE GOALS.** The literature on goal-setting theory suggests that managers should ensure that employees have hard, specific goals and feedback on how well they are doing in pursuit of those goals. For those with high achievement needs, typically a minority in any organization, the existence of external goals is less important, because high achievers are already internally motivated. Should the goals be assigned by a manager or anticipatively set in conjunction with the employee? The answer to that depends on your perception of goal acceptance and the organization's culture. If you expect resistance to goals, the use of participation should increase acceptance. If participation is inconsistent with the culture, use assigned goals. When participation and the culture are incongruous, employees are

likely to perceive the participative process as manipulative and be turned off by it.

4. **ENSURE GOALS ARE PERCEIVED AS ATTAINABLE:**

Regardless of whether goals are attainable or well within management's they will reduce their effort. Managers must be sure, therefore, that employees feel confident that their efforts can lad to performance goals. For manager, this means that employees must have the capability of doing the job and that employee must perceive the appraisal process by which their performance is evaluated as both reliable and valid.

5. **INDIVIDUALSE REWARDS:** Since employees have different needs. What acts as a reinforce for one many not for another. Managers should us their knowledge of individual differences to individualize the wards over which they have control. Some of the more obvious rewards that managers allocate include pay, promotion, autonomy., job, scope and depth, and the opportunity to participate in goal setting and decision making.

6. **LINK REWARDS TO PERFORMANCE:** Consistent with MBO. Reinforcement theory, and expectancy theory, managers need to make rewards contingent on performance. To reward factors other than performance will only reinforce those other factors. Key rewards such as pay increase and promotions should be allocated for the attainment of the employee's specific goals. Consistent with maximizing the impact of the

reward contingency, manager should look for ways to increase the visibility of rewards. Eliminating the secrecy surrounding pay by openly communicating everyone's compensation publicizing performance bonuses; and allocating annual salary increases in a lump sum rather than spreading them out over the entire year are examples of actions that will make rewards more visible and potentially more motivating.

7. **CHECK THE SYSTEM FOR EQUITY:** Employees should perceive that reward or outcomes are equal to the inputs given. On a simplistic level, experience, abilities, effort, and other obvious inputs should explain differences in pay, pay responsibility, and other obvious outcomes. The problem however, is complicated by the existence of dozens of both input and outcomes and by the fact that employee groups place different degrees of importance on them. For instance, a study comparing clerical and production workers identified nearly twenty inputs and outcomes. The clerical workers considered factors such as quality of work performed and job knowledge near the top of their input list, but these were at the bottom of the production workers' list. Similarly, production workers thought the most important inputs were intelligence and personal involvement with task accomplishment, two factors that were quite low in the importance ratings of clerks. There were also important, though less dramatic, differences on the outcome side. For example, production workers rated advancement very high, whereas clerical workers rated

advancement in the lower third on their list. Such findings suggest that one person's equity is another's inequity, so an ideal reward system should probably weight inputs differently in arriving at the proper rewards for each job.

8. **DON'T IGNORE MONEY**: It's easy to get so caught up in setting goals, creating interesting jobs providing opportunities for participation that one can forget that money is a major reason why most people work. Thus the allocation of performance-based wage increase, piecework bonuses, and other pay incentives is important in determining employee motivation. A review of eighty studies evaluating motivational methods and their impact on employee productivity supports this point. Goal setting lone produced, on the average, 16 percent increase in productivity, redesign efforts, to enrich jobs yielded 8 to 16 percent increase; employee participation in decision making produced a median increase of less than I percent; whereas monetary incentives led to an average increase of 30 percent. We're not saying that management should focus solely on money or at the other extreme, ignore other motivational methods. Rather. we're simply making the obvious explicitly- that is, if money is removed as an incentive, people aren't going to show up for work.. The same can't be said for removing goals enriched work, or participation.

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CHAPTER THREE

RESEARCH METHODOLOGY

INTRODUCTION

This chapter tends to identify the methods the researcher used for the field work.. These methods are used in gathering the data from the field in order to answer the research question. It is important to identify the methods used in collecting the data from different location for the case study.

Data collected are either primary or secondary data. The primary data is the data which the researcher collects himself from the field and he does this through question and interviews etc, while the secondary data consist of works of the researchers which have been done over time. This could be through historical or documentary methods, such as publications, the library, periodic publication. For the purpose of this research work, both the primary and secondary data were made use of.

The aim behind this chapter therefore is to give room for verification to those who may be interested in doing so and to provide room to those who may not want to ascertain its validity in the future. Bearing this in mind the researcher has designed the project in such a way that it can be easily understand by anybody no matter his works, of life.

METHOD USED IN DATA COLLECTION

For the purpose of this research work. The following methods were used in collecting data.

A. PRIMARY SOURCE

i. Personal interview

ii. Questionnaire

1. PERSONAL INTERVIEW

This is data collection techniques used in meeting and asking respondents the investigators direct questions. It is a face to face interview which gives room for flexibility. The researcher made use of this method for junior staff because most of them found it difficult to answer the questionnaire when it was originally given. One to one interview with the 10 respondents and all ten were willing to answer the question except for some who thought the interview was conducted in order to find ground to remove them from work. It give the researcher an opportunity to as thought provoking and leading questions originally not in the questionnaire.

2. QUESTIONNAIRE

The prime function of the structured interviewed is for standalization. The question is used Primarily to verify existing theories and hypothesis derived from it. The writer made use of both open ended and closed ended questions because there were some question that the writer needed to get the views of the respondents.

The questionnaire were mainly administered to senior staff both academic and non academic.

SECONDARY SOURCE

The investigator made used of this method of data collection because it was discovered that over the past five years there has been a change in the salary administration and staff welfare given to the staff in Nigeria tertiary institution. It was also expident to use this method because over the last five years some policies were changed to suite the existing conditions in the schools

The main secondary sources used were journals newspapers, and publications, and records gotten from the Polytechnic itseC.

RESEARCH POPULATION AND SAMPLE SIZE SELECTION

By definition, population means the total number o a homogenous object within a geographical; area or within a specialized group. In order words population is a group of people or object which form a subject matter in a particular survey.

A sample on the other hand is the selection of a few people from the population to act as response of this study therefore the population would be Kaduna Polytechnic staff and the sample size it chosen is 100. (random sampling was used).

This number was chosen because the polytechnic is divided into four units or comprises. The researcher was able to administer sixty (60) questionnaires to academic staff in the four campuses, Forty (40) to non academic senior staff Junior staff and students of the institution were interviewed using the personal interview method. The researcher made use of simple percentage in analyzing the date.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 PRESENTATION

The researcher made use of questionnaires, personal interviews and documentary methods in collecting data. A total number of one hundred (100) questionnaires were administers to both academic and non-academic staff of the Polytechnic. Out of this number, eighty (80) were duly completed and returned. Out of the eight returned, twenty (20) were females while the remaining sixty (60) were men. The ages of respondents ranged from twenty five (25) to sixty (60). Above forty (40) of respondents had served the Polytechnic for over ten (10) years, 30 had put in six (6) to ten (10) years while ten (10) had served for five (5) years and below.

The responses were analysed and percentages used for easy analysis and clear understanding.

Table 4.1 Organisational Guidelines.

Respondents	Frequency	Percentage
No guidelines	70	87.5
There are guidelines	10	12.5
Total number of respondents.	80	100%.

From the data collected, it was discovered that no formal guidelines were given to the employees at the point of entry into the school. Seventy of the

respondents claimed that no written guidelines were give to them. They had no formal orientation the first time they reported to their various offices and had to ask questions to find their way round the institution. They did not know who was responsible for giving these guidelines, some felt it was the H.O.D, who himself is an academic staff and the H.O.Ds interviewed felt it was the responsibility of the Rector and Governing council. The workers had to ask from those that had been employed before them as to what is expected of them. Some respondents maintained that they felt frustrated because they did not know what was expected of them to do. The lack of written guidelines has generated a lot of problems for the school because even lecturers who are supposed to be learned do not know what is expected of them to do. A lot of them teach and just go home because they are not guided concerning their responsibilities to the school. Thus it could said that Kaduna Polytechnic has no specific goals set for a certain group of employees (lecturers) and there is no feed back whatsoever on how well they are doing in pursuant of these goals set.

Table 4.2 Job Placement.

TABLE 4.2 Job Placements

Respondents	Frequency	Percentage
Adequately placed	75	93.5
Inadequately Placed	5	46.26
Total number of respondents.	80	100%

Question six was administered to discover if the employee felt he/she was adequately placed in his job position. 93.75% responded positively. Both non-academic and academic staff felt that they were adequately placed on their jobs position based on their educational qualifications.

.Table 4.3 Basis for Promotion

Basis for promotion	Frequency	Percentage
Qualification (i.e Publications)	55	69.75
Years of Service	15	18.75
performance	8	10.00
God fatherism	2	2.5
Total number of respondents.	80	100.

Promotion brings along with it not only more money but it brings with it a mark of recognition of the individual performance thus issue of promotion generated a lot of controversies. From the data collected there was a lot of disgruntlements both from the academic and non academic staff.

For the non academic staff, the method of promotions was easy understand. Each non academic staff was to be promoted every three years based on performance and years of service, but the criteria for academic staff is different. They are paid academic allowances which is to aid them in writing academic papers, seminars conference papers etc. thus, an academic staff will not be

promoted no matter how good he is on the job except he is able to produce these papers before promoted. The academic staff felt it was unfair on them especially the female academic staff who had their jobs and also their homes to look after and could not travel to present some of these papers in seminars and conference unlike their male counterparts. Out of the 80 respondents 20 academic staff who were women felt they were more dedicated to their jobs than the male counterparts because they made effort to always go to their classes while the males were always on the move presenting papers all over the nation and when the time of promotion comes, their male counterparts are promoted while they are left behind. The non academic staff too felt they were not treated fairly because the academic staff on the same level with them were given academic allowances while they were not given. However, form the questionnaires administered, 75% were dissatisfied with the promotion at the appropriate time (three years). The major yardstick for promotion is not adequate. The disgruntlement from academic staff lies on the fact that promotions exercise were mainly done by non academic staff. Majority of people who had worked for the polytechnic for the period of 15 years and above are Senior Lecturers who have not been promoted for the past ten years. Some of them came into the Polytechnic as lecturer II and have been promote twice. Because of the emphasis placed on paper presentation, some academic staff neglect their primary assignment of lecturing and go around presenting papers at the detriment of their students. The appraisal method does not take into

consideration the performance of the lecturers. While conducting personal interviews to students, they were of the lecturers. This according to them would give a proper assessment of the lecturers performance in the class.

From the table above it was also discovered that promotions for non academic staff was automatic that is to say they are supposed to be promoted every three years based on their performance on their performance on the job. This means that non academic staff secure promotions faster than the academic staff for doing mere routine work, rather than high performance.

Academic staff were of the opinion that despite the academic allowance given to them, they can not be compared with their non academic counterparts. For instance a senior lecturer cannot boost of a good staff accommodation while his junior working in the administration sector has a

fridge, rugged office, official car, air condition, a secretary, messenger and certain, allowances which the Senior Lecturer does not have. This has brought about a lot of resentment from the academic staff who have to fill forms and wait if they wanted to see such persons whom they feel are their junior not only in age but in the years of service they have put in.

From the above it could be seen that the equity theory which recognize that individuals are concerned not only with the absolute rewards they receive for their efforts but also with the relationship of these rewards to what other receive

and make judgments concerning the relationship between their input and outcome and the inputs and outcomes of others. If they perceive an imbalance in their – input ratio relative to others. They experience tensions. This is highly noticed in the area of promotion.

It is however interesting to note that a few respondents were honest enough to indicate they were promote because of those they knew in high places. This is not completely ruled out because from their personal interview conducted most people maintained that they had to speak to someone who was able to influence their promotion.

Academic staff were of the opinion that job contents, number of students taught and ability to make students understand the subject taught should also be used as a major yard stick for promotions.

Table 4.4 level of utilization

Level of Utilization	Frequency	Percentage
Over utilized	40	50
Under utilized	15	19
Appropriately utilized.	25	31
	80	100

From the data collected, and analysed 50% of the respondents felt they were over utilized. Out of that 50% only 10 were non-academic staff. These that

maintained that they were underutilized and approprialy utilized were mostly non-academic staff. The non-academic staff that claimed to be over utilized were mostly in the Accounts Section where salaries and other payments were made.

Academic staff claimed that they were over utilized. They did their regular jobs and taught part time courses which are known as consultancy classes because of the extra cash they would receive but they felt that this work did not attract enough monetary rewards. They had grudges against management whom they feel take up most of these monies while they the resource persons were given so little from the efforts they put in. Some lecturers also said that they were over worked and management is not ready to give any monetary rewards nor

are they willing to employ staff. (That too was the complaint given by staff in the accounts sections).

However most academic staff that did not have any other business as additional income outside their main work are willing to work for the extra pay, but those who have additional sources of income said they would not even waste time and energy to teach consultancy classes because of the stress involved. However, if overtime is given as well as other incentived they maintained that they would mind leaving their businesses to concentrate on teaching. They will keep their

teaching job because they derive job from imparting knowledge to the younger generation.

Table 4.5 Training and development of staff

Training and Development	Frequency	Percentage
Those who had undergone training	60	75
Those yet to undergone training	20	25
	---	---
	80	100
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	---	---

Money spent on training and development of staff is well invested because it leads to higher productivity. From the responds given, it would be appropriate to conclude that Kaduna Polytechnic has as its priority the training and development of its staff.

From 1995 to date a total of two hundred and fourteen (214) staff have been sponsored by the school to further develop themselves. They not only allow such staff to go to school to further develop themselves. They not only allow such staff to go to school any where in Nigeria but they also provide certain allowances for them.

Such allowances include:

1) The School fees (depending on the course and the fees charged by the school).

(2) Book allowance of N2,500

(3) Project allowance of N5,000

(4) The employees full salary and allowances during the course of the study period.

However, it was noted that this was not enough because of the various books and handouts which employees had to purchase. The project allowance of N5,000 was not even sufficient to cover the typing of the whole research work. The respondents however felt that the school should allow any staff who wanted to go on part-time courses (which were outside, working hours) and was able to sponsor themselves to do so. The continuous denial of the school to allow staff to under go training on their own generated a lot of controversies because management felt that by doing so some staff would

Neglect their primary duties in order to go to school. Management maintained that it sponsors its staff on a first come first come first serve basis. Another issue raised here was the inability of management to pay such school fees when due. This generated a lot of problem for its staff because of the embarrassment they faced because they were harassed from the various institutions they were studying in.

However, it was noted that the polytechnic has as one of the priority the training and development of its staff, because it believes in maintaining a high level of skilled and qualified manpower at all times.

Table 4.6 Pay Package

Pay Package	Frequency	Percentage
Adequate	10	12.5
Fairly adequate	20	25
Inadequate	50	62.5
Total	80	100

The importance of money as an instrument of motivation is sometimes undervalued. Money has a universal appeal as at embodies the means for satisfying almost every motive. Looking as Mallow's hierarchy of needs and the responses given the physiological and need, which are known

The lower-order needs are not met. From the table above majority of the respondent claimed that they lived in houses which were not safe and they could barely meet the needs of their families. They felt that the pay package this-avis the present inflationary trend is inadequate. Twenty believe it was adequate if only the salaries and wages would be paid promptly. It is interesting to note that of recent the federal government of Nigeria has increased salaries of civil servants in Nigeria. When asked why the complaints after such an increment,

the researcher noted that civil servants were comparing themselves with politicians whom they felt did not deserve the huge sum of money allocated them. For instance a counselor who had not even passed through the four walls of a university went home with about are hundred thousand Naira monthly while a masters graduate who opts to teach barely takes home forty thousand Naira. Again the equity theory was valid in such cases.

From personal interviews conducted, the respondents felt that the recent increment in salaries would have gone a long way in elevating their sufferings but then it takes the government three months and above to pay such monies. The question is where would a civil servant get money to meet his obligations? Because of the above problem, Kaduna Polytechnic which is as solid as a rock is about to be rocked by lack of funds. The constant.

Strikes have gone a long way in rocking the boat for such a famous and large institution.

Table 4.7 Working Condition and Performance

	Frequency	Percentage
Working condition Offects performance	75	93.75
Working conditions has no effect on performance	5	7.35
	-------- 80 -------- --------	100

Both academic and non-academic staff were of the opinion that working condition affected their performance. Question twenty was asked so that the respondents would list working conditions which they felt would increase their productivity and the list ranges from better staff rooms and canters to fewer number of students in the class, fair and prompt appraisals to good communication with management. One of the areas of concern stressed was over population of classrooms which had no fans, windows and electricity thereby making it unconducive for learning for the students. A student interviewed maintained that as soon as the lecturer leaves the classroom, they themselves hurriedly leave because of the unbearable heat.

When management was interviewed concerning this, it was discovered that at various times management had effected the repairs of fans and windows in the said classroom but they were later on stolen or after a short period of time.

Table 4.8 Job Mobility

	Frequency	Percentage%
Yes	50	62.5
No	30	37.5
	80	100

It is interesting to note that out of the 50 respondents that agreed that they would move for a better job only five were females, while the remaining 45 were

males. Out of the 30 that said they would not accept a new job 28 were females and out of the 5 females who maintain that they would leave for greener pastures, only 2 were married women.

The reasons they gave lies in the fact that in Nigeria the men are considered to be main breadwinners while the women support them. Our tradition which is greatly influenced by 3 main religions namely; Christianity, Islam and the traditional religion recognizes the man as the head of the home while a woman's is by his side and she is to follow him wherever he goes. It is not common to find the man following a wife who

Has secured a better job because it is not in our culture. He would not do that because he does not want people to laugh at him as being a woman wrapper. Therefore most women opt to stay by their husbands side until he so wishes to move. Most of the men not willing to move were those who has children in secondary and tertiary institutions. They have noticed that such a movement would disrupt their children's education thus they are in the full nest stage and are unwilling to take up new job appointment.

However majority of those who would move if given better jobs would do so not only for better salaries but also for a peaceful environment. Most would leave Kaduna gladly, it has grown to be known as the center of religious and political crisis.

SUMMARY OF FINDINGS

Two hypothesis were put forth in this research work. The first hypothesis stated is

Ho:- Inadequate incentives and poor performance appraisals are not the main deterrents to staff motivation in tertiary institutions.

HI:-That inadequate incentives and poor performance appraisals act as deterrents to staff motivation

From the data collected and analyzed the researcher discovered that poor remuneration schemes, poor incentives and poor performance appraisals, act as deterrents to staff mobilization in Kaduna Polytechnic, however, it was discovered that the recent increase in salaries by the Federal government of Nigeria has gone a long way in motivating staff. But the recent "tools down" strike in the Polytechnic which led to a stop in examination directed towards management concerning their allowances which were not paid to them. Since 1997 after such allowances includes hazard allowances, industrial attachment allowances, and the monies removed from staff salaries and paid to the mortgage banks as housing trust funds. This seriously showed that indeed poor incentives affects the level of motivation. Questions (8) to twenty one (21) were asked by the writer in respect to methods of appraisals

And its effects an staff. After analysis were conducted, the researcher discovered that infact this was one of the major problem areas. Most staff were not happy with the methods used in appraising them. The expectancy theory

which states that “the tendency to act in ascertain way depends on the strength of the expectation that the act will be followed by a given outcome and on the attractiveness of that outcomes to the individual” was in strongly noted. Employees, both academic and non academic felt that the appraisal method used was not fair on them. The criteria used for promotion according to them were not a fair measure of their performance. From the reasons given above, the null hypothesis, which stated that inadequate incentives and poor performance appraisal method, used by the Polytechnic acts as deterrents to staff motivation.

Hypothesis two:

Ho:- Training and man power development has no effect no motivating staff for higher productivity.

Hi:- Training and manpower development aids in motivating staff towards higher productivity. Out of the eighty (80) questionnaires completed and retained twenty five (25) members of staff have been trained by the Polytechnic. These staff felt that the training programme helped them to perform their duties much better than when they were not trained lecturers.

claimed that they had a broader knowledge about the subjects taught and infact they were more vasatile now that they had received additional training. However this additional knowledge and zeal to apply what has been learnt in most cases is not effective because of the “unfair” promotion made. They become reluctant to exert more because of the “unfair” appraisal method.

In a personal interview with management it was discovered that manpower training and development is one of the issues which was seriously looked into by the management because it not only improved the individual but an improvement was seen in the duties of staff after such training. From this, the researcher rejected the null hypothesis and accepted the alternative hypothesis which state that training and manpower developments aids in motivating staff towards higher productivity.

In conclusion therefore, it would be worth while to note that the researcher is placing emphasis on Herzbergs theory and she believe from the analyzed data that staff in Polytechnic Kaduna place emphasis on the motivators i.e achievements, recognition, the work itself, responsibility and growth. These are factors that the staff find intrinsically rewarding. However incentives which are satisfied through not a motivator is a strong toll which must be present if not, it would cause dissatisfaction because of the “need” it has created.

CHAPTER FIVE

5.1 SUMMARY

The topic for this research work is "Evaluation of Staff Motivation in Tertiary Institution" with a case study of Kaduna Polytechnic. The research work started with a brief look at what motivation was all about. Chapter one started the scope of the research work, a brief historical development of the Polytechnic, the aims and objectives of the study and the hypothesis were stated.

In chapter two the researcher was able to look at the works of scholars in management. As far back as 1911, Federick Winslow Taylor published a book called "Principles of Scientific Management. "In this book, he tried to use scientific methods to define the best way of doing a job. One of the tools used was money but as far back as then it was discovered that money alone cannot motivate workers. This led to number of studies on the issues of motivation. Maslow come out with the theory of needs. Douglas Mc Geogry too came up with his theory of human nature which was based on a group of assumptions that when lower needs are met other needs which he termed higher needs would be noticed in an individual. Fredrick Herzberg a psychologist in 1959 propounded a theory which was a book in "management studies". The emphasis in this book was in the area of works and motivation. All these theories mentioned above

called the needs theories and were the first to be put forth. The cognitive theories came after the need theories and they attempted to isolate the thinking patterns that workers use in deciding whether or not to behave in certain ways. Among these theories are the expectancy theory, the equity theory and the goal setting theory which were all discussed in chapter two.

The researcher also discussed in the literature review the behaviouristic approaches to motivation. These approaches argue that reinforcement conditions behaviour. These re-enforcement theories see behaviour as environmentally caused and ignored the inner state of the individual but concentrated solely on what happens to an individual when he or she takes certain actions. All these were discussed in chapter two. In chapter three, the methods for carrying out the research work were put forth. In chapter four an analysis of the data collected was analysed for the two hypotheses put forth in both cases, the positive hypothesis were accepted while the null hypothesis were rejected.

5.2 RECOMMENDATION

The objective of this research has been to examine the causes of low productivity laxity and nonchalant attitude to work by employees of tertiary institutions which includes both academic and non academic staff of such schools. This type of behaviour has not affected the students but it has affected our national development. From the study conducted the following recommendations were given by the fact that there has been a review in salaries

by the fact that there has been a review in salaries by the federal government, the polytechnic should try and make sure that all allowances should be paid when due.

The salaries of staff should be paid directly to the Polytechnic or to the Central Bank to avoid the constant friction between the National Board of Technical Education and the Polytechnic.

Adequate financing of the staff being trained should be embarked upon by the Polytechnic. These include prompt payment of tuition fees, project allowances, and sufficient funds to take care of hand outs, books etc.

Outstanding performance should be rewarded both in terms of promotions and financial rewards to encourage staff

The mechanism used in granting loans to staff should be reviewed.

Students should be involved in academic staff appraisals to determine those actually teaching well and those not doing their jobs as they should

- The standards for performance in the case of academic staff should not only include the number of paper presented and published but it should include other variables like the number of students taught, the number of lecture hours taught, regularity to do responsibilities held by various academic staff in their various departments.
- Those involved in the teaching of consultancy students should be fairly rewarded fro their efforts. The modalities of sharing out consultancy monies should be revisited and revised.

- Drugs should be provided in the school clinic or medical allowances should be provided for staff
- More staff quarters should be made available for the staff to ease off the deficiently ad stress associated with getting good accommodation.

Staff that had undertaken any form of training should be properly supervised and duely rewarded when performance improve.

- A conducive environment for learning should be created by providing more facilities like fans, chairs for the students, better offices for the staff etc.
- The filling station owned by the Polytechnic should be repaired and brought back to function to aid staff and students in terms of fuel.
- Staff bus should be made available to staff that have no means of transportation.

5.3 CONCLUSION

A motivated staff is a productive staff thus the issue of staff motivation can not be over looked. Motivation is to crucial that employees in Nigeria are finding it difficult to motivate staff. This would be attributed to the limited resources available to them but on carrying out this research work the researcher was able to conclude that staff in tertiary institutions are inadequately motivated which explains the constant strike actions carried out by institutions of higher learning in Nigeria. Staff members are not

given the right stimuli to excel. This is not only unique to tertiary institutions alone. The Nigerian government should be aware that most skilled and semi skilled workers pass through these institutions and would be taught by the staff in these tertiary institutions and would be taught by the Staff in these tertiary institutions thus the standard of education is likely to keep falling as most staff both academic and non academic would leave their primary jobs in search of additional jobs to make ends meet or to even meet up with their counterparts in the banks and other sectors of the economy. The nonchalant attitudes lack of commitment and laxity towards work is attributed to staff being

poorly motivated. If this great nation must produce quality work force it must not neglect the area of staff motivation or else half baked graduates who are to be the leaders of tomorrow would not have the required abilities to move the nation forward. Thus the government and employers should find ways of motivating their staff so that this nation which has been called the giant of Africa would maintain its positions as the leader and the voice of Africa.

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DEPARTMENT OF BUSINESS ADMINISTRATION
AHMADU BELLO UNIVERSITY ZARIA

Regular Respondent,

I am a post-graduate student of the above named institution and I am conducting a study on Evaluation of staff motivation in Tertiary Institution" with Kaduna Polytechnic as my case study.

You are therefore kindly requested to answer the following questions and return the questionnaire to me. The success of the study greatly hinges upon your cooperation and you are well assured that every information given would be used rarely for academic purpose.

Thank you for your anticipated co-operation.

ODO P.E. (MRS.)

QUESTIONNAIRES

1. Sex Male ☐ Female ☐

2. Age 25 – 35 ☐

   36 - 45 ☐

   46 – 65 ☐

3. Academic Status AL – LII ☐

   LI – SNRL ☐

   PL – SPL ☐

4. Marital Status Single ☐ Married ☐

5. Length of Service 2 ☐ 5 years ☐

   6 - 10 years ☐

   11 -15 years ☐

   16 - 20 years ☐

   20 and above ☐

6. What category of employee are you?

a. Non academic staff

b. Academic staff

7. Do you have any written guidelines for doing your work? Yes/No

8. If yes who is responsible for giving these guideline?

(a) Management (b) NBTE (c) HODS

9. Are these guideline given as set objectives to attain over a given Period of time? Yes/No.

10. When employed did you have any formal orientation to it various section? Yes/No

11. If no how did you find your way round e.g knowing the library, Classes, sick bay etc.

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12. Are you adequately placed in job position appropriate to your training Yes/No.

13. Explain in space given below

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14. In your opinion how would you say are being used?

(a) Underutilized (b) over utilized

15. What standard did you used to arrive at this conclusion State below

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16. Do you believe you could do better than you are doing now? Yes/No

(List in space given below in order of priority)

17. If yes then what stops you from doing better? (List in space given below)

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18. How often have you been promoted ?

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19. What are the reasons for you being or not being promoted? (Answer in the space given below).

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20. How do you consider the school performance appraisal system?

(a) Effective (b) Fairly effective (c) Not effective

21. Does the condition of service have any effect on your performance?

Yes/No If yes what can influence you to perform better?

a. Getting a good direction through clear objectives
b. Training
c. Better appraisal methods.

22. Do you think these incentives listed above would motivate staff and increase productivity? Yes/No

23. If these incentives are given would you change to another organization if you had an alternative?

Yes /No

24. Why? Answer in space given below

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25. have you undertaken any form of training that was sponsored by Poly since you were employed by the Polytechnic? If yes what type of training (Indicate in the space given below)

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26. Did your performance improve after such training?

Yes/No

27. Would you then say that the Polytechnic is motivating its staff to higher productivity? Yes/No

28. If No give reasons ----------

PERSONAL INTERVIEW

To Junior workers (who can not read or write)

1. How long have you been with the Polytechnic
2. What attracted you to take up employment with the Polytechnic
3. Have you been promoted before? If no why?
4. How would you describe your Pay compared to the work you do?
5. Do you believe you can do better than you are doing now? If yes why are you not putting in your best?

To Students

1. What class are you in?
2. Do you feel you are getting the best out of your lectures? Yes /No.
3. Why?
4. Comment on the standard of education in Nigeria for past five years
5. Why do you think it has fallen?
6. How do you think the lecturers can be motivated to put in their best?