THE EFFECT OF REWARD ON EMPLOYEE PRODUCTIVITY: A CASE STUDY OF A.B.U. DEMONSTRATION SECONDARY SCHOOL ZARIA

BY

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DECLARATION

I declare that this thesis is written by me and is going to serve as a record of my own findings. That it has never been submitted to Ahmadu Bello University or any other institution of higher learning for the award of any degree.

All sources of information were carefully acknowledged by means of references. I am grateful to accept responsibility for any mistake or error in the work.

_____

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_____

Date

CERTIFICATION

This thesis titled "The Effect of Reward on Employee Productivity: A case study of A.B.U. Demonstration Secondary School Zaria, written by **Jamila .R. Abubakar** meets the principles governing the award of the degree of Master of Public Administration (MPA) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and the literacy presentation.

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DEDICATION

This thesis is dedicated to my dear beloved parents, my beloved sisters, my darling husband Alhaji Abubakar S. Moh'd and my beloved children Khadijah, Fadilah, and Hafsah.

ACKNOWLEDGMENT

I give gratitude to Allah (SWT) for inspiring my soul and made me what I am today and also to many numerous persons who have contributed towards the success of this work. Although time and space constraints would not permit me to list all their names. My profound gratitude to my supervisor Dr. K.E. Obaitan for sparing his time effecting all necessary corrections in the manuscripts.

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Mrs. Jamila .R. Abubakar.

ABSTRACT

This research work titled "Effect of Reward on Employee Productivity: A case Study of A.B.U. Demonstration Secondary School Zaria, focused on the problems associated with lack of effective reward system in Demonstration Secondary School A.B.U. Zaria. These are lack of uniformity in the reward system of staff, no uniformity in the exhibition of skills by the teachers due to lack of effective reward system and lack of uniformity in financial reward system. Therefore, the study is aimed at evaluating the effects of financial reward as a motivating factor for higher productivity. It is also aimed at finding out the role of financial reward in attracting and retaining workers in an organization. The study employed the following hypotheses to aid the research.

- *That Productivity in A.B.U. Demonstration Secondary School is low because there is lack of Uniformity in reward system of staff*
- That there is no uniformity in the exhibition of skills by the teachers due to lack of effective reward system.
- That lack of uniformity in financial/reward system makes teachers task more ineffective.

For a sound data analysis, questionnaire administration was adopted for data collection, through which (25) questions were administered on (170) population samples. The results from the data collected show that: two of the three hypotheses were accepted while the third hypothesis was not accepted. That is, on the issue of lack of uniformity in reward system of the school in hypothesis one, 65.2% of the respondents were of the view that lack of uniformity in reward system makes productivity low. The second hypothesis, which is on the issue of lack of uniformity in the exhibition of skill by teachers as a result of ineffective reward system. The result of third hypothesis shows that lack of uniformity in financial reward system does not make teachers task more ineffective. In relation to the above findings, the research study recommends that: management should see to the general welfare of workers as an important factor to be considered in trying to motivate them to work harder, employee should be encouraged to see themselves as an integral part of the organization, where possible, they should take part in decision making where such decisions affects them, employee who are due for promotion should be considered, there should be uniformity in reward system of the school, part-time teachers who have spent up to five years and above should have their appointment made permanent, management should be consistent with policies and should apply some policies to categories of staff irrespective of who is involved

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The place and role of management in enhancing and managing productivity is crucial. It is through this serious effort of the management that one can ensure that productivity efforts are in tune with the overall objective of Demonstration Secondary School[1].

For many years now, poor reward techniques are becoming more and more complex and continually presenting fascinating problems. It has been of great concern to both employers and employees. The employers, on one end of the pole are complaining of poor performance due to worker's attitude to work. While on the other end are workers (Teachers) complaining of lack of incentives in their systems, that labour is not adequately rewarded. In other words, there has been some dissatisfaction with the operation of wage incentive plans. Teachers are not committed to their job. For example, 2005 WAEC result of Therbow Secondary School, Zaria was 90% while that of Demonstration Secondary School was 80%.

Therefore, in referring to Demonstration Secondary School Zaria, that money to the teacher is a motivator, which helps maintain certain factors like the pay (salary), job security and

other motivational incentive, which would ginger teachers towards performing effectively; while the result of their performance would be an excellent result of his pupils during Exams (WAEC AND NECO).Evidence shows that there is negative image for career of Teachers.

Reward and Teachers satisfactions are neglected, which boils down to teachers' dissatisfaction, which might lead to poor performance.

In addition to direct cost of poor performances and absenteeism, indirect costs are incurred when money must be spent to recruit replacements and then train them. The fact that these problems exist suggest that it cannot be automatically assumed that teachers will come to work each day or remain in the school once they are employed or hired. The expected rewards associated with each choice motivate the Teacher on a particular day to leave school and seek employment elsewhere. Poor rewards system therefore does not only increase production cost (inform of replacing the right qualified teachers) due to absenteeism, but the Demonstration Secondary School equally spends some money replacing some employees that leave the organisation every now and then because their expectations are not met.

Some administrators worsen the situation. They feel that offering attractive pay to their teachers, means unnecessary waste

of resources on the teachers and that it may be detrimental to the employer. Hence the success of the school depends on it's teachers performance.

Ngu, agrees that dissatisfaction is the basic cause of workers frustration and the consequence poor performance.[2]

Since teachers are an integral part of the organisation, (Demonstration Secondary School) should endeavour to give its teachers opportunities for their interest to be represented within the secondary school for promotion, advancement, skill development, security and satisfaction while at work.

According to Szilagy et al, a reward (internal or external) remains a major control mechanism available to mangers to influence the direction of behaviour and performance of both workers and its resources towards achieving organisational goals and objectives.[3]

The problem, which this study tries to address, is: are the Demonstration Secondary School Teachers really satisfied with their job or demoralized due to poor reward management techniques?

1.2 Statement of the Problem

Since labour is not adequately rewarded, in other words, there has been some dissatisfaction with the operation of wage

incentive plans. For this reason, performance of works is low. Teachers are not committed to their job because lack of uniform payment, in terms of lack of uniform leaves grant, allowance, Housing and Examination allowances etc. It is therefore the believe of the researcher that the imbalances in the incentive provided by Demonstration Secondary School has led to its low performance. This research seeks to find out whether it is true or not.

The situation of ABU Demonstration Secondary School is that, there are three categories of employee or teachers; some are fully employed staff (Tenure), some are contract staff while others are on part time. Part-time category of staff does not enjoy the benefit fully employed and contract staff enjoy. For example, fully employed and contract staff enjoy good basic salary, meal subsidy, housing, exam allowances, etc while those who are part-time, even the degree holders are deprived such allowances, but occasionally enjoy certain allowance like Examination allowances only when done. This situation does not encourage the best out of the part-time teachers towards effective performance to be achieved by Demonstration Secondary School.

1.3 Objective of the Study

The objective of the study is as follows:

(1). To find out the extent to which there is lack of uniform pay in ABU Demonstration Secondary School.

(2). To ascertain whether leave grant are paid uniformly to all staff.

(3). To determine whether housing allowances are paid uniformly to all affecting staff.

(4). To establish whether all the reward incentive provided by school are being enjoyed by all staff.

(5). To recommend better strategies for rewarding ABU Demonstration Secondary School Staff.

1.4 Significance of the Study

The significance of a research of this nature is in its ability to further our knowledge on the forces that shapes our socio-economic environment, just as Demonstration Secondary School ABU, Zaria.

This study helps in reviewing the reward management of other authors. It can be used as reference information by the general public as well as authority of ABU Demonstration Secondary School in order to effectively normalize its reward management towards achieving organisational set objectives.

This research is significant in the sense that it will serve as a major research reference material for future researchers in the area of reward management.

1.5 Scope And Limitation Of The Study

In conducting a research of this nature, there is always, the need to limit the scope to a particular place and period in order to arrive at a definite result. Therefore, the scope of this study is restricted to ABU Demonstration Secondary School, ABU Zaria.

It is generally noted and seemingly the practice that financial incentive are the most desirable and inviting factor for any teaching profession, and that most teaching schools or institutions elicit workers cooperation, dedication, industriousness and indeed high level performance expectation. However, the extent to which the ABU Demonstration Secondary School effectively manages its reward system and indeed, the effect on employee's performance is not discernible. It cannot be certified that increase in financial reward leads to increase in employees (Teachers) productivity, nor can it be assured that for every successive increase in financial rewards, there is enhanced level of productivity. In the long run, it is assumed that productivity may fall as the motivating factor ceases to motivate for higher performance.

1.6 Hypotheses Tested

In this study, validity of the following hypothesis will be tested.

(1). That productivity in A.B.U. Demonstration Secondary School is low because there is lack of uniformity in the staff reward system.

(2). That there is no uniformity in the exhibition of skills by the teachers due to lack of effective reward system.

(3). That because there is no uniformity in financial reward system makes teachers task more ineffective.

1.7 Methodology

The method of research used in any given research project depends largely on the subject matter and the problem to be investigated. Ordinarily, various forms of research exist, but however, in consideration of our subject matter, emphasis is placed on primary and secondary source of data.

Primary Data: In this research, the primary data is collected from the field, that is, in Demonstration Secondary School ABU Zaria. Information in form of Data are equally collected from the employees or Teachers of the school. It is primary because the researcher collects this first-hand information which has not yet been stored and also from files and circulars. Such first hand information about the various reward incentives provided by the Demonstration Secondary School ABU, Zaria will be looked into.

Secondary Data: The secondary data already generated and stored information in the textbooks, journal, Newspapers and so on. Some of the information were gotten from the school files. This information are the information the researcher intend to use for this research work.

1.7.1 Population and Sample Size

Random sampling was used for high level of representation and participation. A random sample size of one hundred and seventy was selected. According to Nachmias, et al, a sample size of about five percent of a population over a thousand is good enough for making inference of the entire population.[4] Since there are just 100 hundred and seventy Teachers in ABU Demonstration Secondary School, Zaria, the researcher has decided to take total size of the teachers to be the population and sample size.

1.7.2 Method of Data Analysis

Since the population size of teachers in Demonstration Secondary School is just one hundred and seventy three teachers, there is the need to sample all base on the size of the teacher.

1.7.3 Questionnaire Administration

Questionnaire was administered to all the teachers of Demonstration Secondary School since the population size is just one hundred and seventy three teachers.

1.8 The Plan of the Study

The entire thesis consists of the following chapters:

Chapter one is the introduction which consist of background of the study, statement of the problem, objective of the study,

scope and limitation of the study, hypotheses, significance of the study methodology, plan of the study including the definition of terms.

Chapter two consists of review of related literature, here various authors' work is reviewed and a theoretical framework is proposed for the research.

Chapter three is the historical background, aims and objectives, including the organisational structure of Demonstration secondary School, ABU, Zaria.

Chapter four is the chapter that discusses the data presentation and analysis. Here, data collected were put together for effective analysis.

While chapter five summarises the entire work; then conclusion and recommendation are made to effectively correct the wrongs or lapses discovered in the reward system in Demonstration Secondary School, Ahmadu Bello University, Zaria.

1.9 Definition Of Terms

This aspect of the concepts or terms deals with the explanation of concern words or terms. The terms to be defined are as follows:

Reward Systems: These are benefits accruing to an employee due to his or her active participation and involvement with the

organization's quest to accomplish worthwhile goals and objectives. There are various ways of motivating and compensating employees for helping organizations to achieve their set goals.

Employee Performance: It is the unceased of an employee which enables the employee increase output. It can equally be measured and helps an organization to attain it's set goals and objectives.

Incentives: Inducement placed along the course of on-going activities that heep the activities directly towards one goal rather than another. The reward of an employee for productivity.

Motivation: It is defined as a general term applying to the entire class of derives desires, needs, wishes and similar forces. Managers motivate subordinate by doing those things which they hope will satisfy their derives and desires and induce their subordinate to act in a desired manner towards achieving company or organizational objectives.

Salary: This refers to a fixed weekly, monthly or annual rate of pay. This is usually based on the grade level an employee has attained and an increment accrues annually.

Compensation: This is the activity by which organizations evaluates the contribution of employees in order to distribute fairly and indirect monetary and non-monetary rewards within the organization's ability to pay legal regulations. Compensation is a

major means by which organization induce employees to contribute to goal attainments.

Organization: It is a place where planned coordination of the activities of a number of people towards the accomplishment of some common, exploit purpose or goal.

Communication: This is the process or pattern by which one person (superior) sending a message to another with the intention of evoking a response.

Extrinsic Rewards: Rewards externally bestowed as by a supervisor, teacher or organisation.

Goal: The desired outcome of an action, it can be motivational when an individual want it and strives to achieve it.

Intrinsic Rewards: Personal feeling of satisfaction or pride in accomplishment.

Reward: Something given or promised in recognition of service rendered or in requital for ill doing.

Power: The capacity of one person to cause others to do what he/she wants done.

Coercive Power: This is the ability to withhold desired rewards or threaten to punish others who fail to comply with requests.

Satisfaction: The overall positive feelings people have about an organization, whether as customers, employees or other stakeholders.

Values: Permanent beliefs or ideals held to be important that influence thought and behaviour.

ENDNOTES

Handbook: Ahmadu Bello University Demonstration Secondary School, Zaria 2004.

S.M. Ngu (2004): Management Principles and workers Motivation in Nigeria. Gaskiya Corporation Ltd, Zaria.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

There have been various theoretical studies of work on motivation, which serves as a reward towards boosting employee productivity. Though the motivation theories have different approaches with which they have discussed motivation as a reward for effective productivity of the employee; certain aspects remain central to all of them. Almost all the theorists have talked of certain factors which they believe influence the behaviour of the employee and hence their level of motivation. To identify what motivate employees to perform effectively is not an easy task but still it is part of the management responsibility to evolve some kind of method through which it can set its employees working towards maximum efficiency and productivity.

Argument of some scholar from the classical school and human relations school of thought shall be reviewed. It suffices here to state that not all management policies have the desired motivating effects in all situations and to all group of workers. To put it in milder form, some techniques may prove to be very effective in eliciting some desired pattern of behaviour and completely counter productive in others. This is explained by the unique personality traits individuals are imbued with. This in most

cases appears in projection of psychological and social need whose satisfaction an individual seeks through compensation methods and process[1].

2.2 Motivation and Reward Management

It is believed, until recently, that the most paradigmatic doctrine on the motivation to work was propounded by Adam Smith and his followers in the classical economic school of thought. The argument of Smith is discernible in his theories of workers motivation and the effects of specialisation and division of labour.

Though, Adam Smith appears to be aware of the possible effects, nevertheless he ranked the level of wages as the most important variable affecting this phenomenon. In his opinion "where the level of wages is high and generous, workers would be willing to overlook any disadvantageous characteristic of their level and type of work".[2]

He seems to believe that no sacrifice is too great for workmen to make in order to achieve a high level of wage. He further argue that "workman when liberally paid by the piece of work they perform, are very apt to overwork themselves and then ruin their health and constitution in a few years. The desire for greater gain

frequently prompted them to overwork themselves and to hurt their health by excessive work".[3]

It was in fact this doctrine that formed the basis of all forms of scientific management thinking from Charles Babbage (1835) to F.W Taylor (1911).

Taylor who appeared to pick the gunlet from Smith and Babbage who was an engineer by profession. He wrote several papers on Time and motion study and their relationship to piece rate wage system.

He published his "principles of scientific management" in 1911 where he prescribes some of his principles, which are meant to guide management to attain a high of productivity. He puts it thus:

a. Each worker should have a large, clearly defined daily task.
b. Standard conclusions are needed to ensure the task is more easily accomplished.
c. High rate to be made for successful completion of task. Workers should suffer lost when they fail to meet the standard laid down. Sharing the same view with Taylor, Fayol, Weber and others emphasized the role economic incentives or reward play in motivating workers.[4]

However, rapid industrial development accompanied by its complexities in the Western Europe and America continues to give management of organisations sleepless nights. Workers' demands were becoming rampant, strikes were increasing in leaps and bounds. Thus, the "Machine Model Theory which was once the toast of the time began to appear incapable of appraising the magnitude of the situation."[5]

However, some scholars have failed the assumption that after carefully designing each job, high efficiency and job productivity could be attained, which they say equate an individual with machine. They (classical) view individual as mere adjunct to machines.

According to Hodgett and Altman the genre of classical writers were serious errors because they considered money to be the prime motivator. The fact that their incentive (reward) plans were typically geared toward individuals rather than groups indicates that the theorists lacked a solid understanding of group behaviour.[6]

Gradually industrial psychologists began to appear on the scene. It was chiefly the inadequacy of classical theorists that led to the celebrated - Hawthorn experiment by Elton Mayo and his associates.

The Howthorn studies concluded at the Western Electricity plants in Chicago by Elton Mayo and his colleagues highlighted the inadequacy of the scientific management approach in treating the worker as an isolated individual and ignoring his relationship with his fellow work-mates. In a series of experiments, the physical condition and working environment were altered and the effect on productivity monitored. It was concluded that the social relations at work and in particular the influence of the intermediate workgroup, played a greater part in determining behaviour than the physical environment or the control system set up by management. In particular, the researcher agreed that workers gain meaningfully from their work through their relationship with others and derive their standard of behaviour from the work group, which exerts pressure on its members to conform.[7]

As a result of these studies came what is known as the Human Relation's Approach to the study of organisational behaviour, with their policies aimed at improving the lot of the workers. The proponents of this approach advocated the development in which inter-personal relationship could develop and provided meaningful social contracts to offset the detrimental effects of their work. Open communication and awareness of the workers feelings as people, should be encouraged among

supervisors and top management, whose main task should be to encourage rather than coerce their subordinates.

Brown equates the “problem worker” in the organisation with a mentally sick person in the society. He posits that if people core sick, the cause lies within the environment (society). If workers appear to have lower level of productivity, the fault lies within the organisation (management). In other words, productivity is a function of management techniques. He therefore, concluded that workers low productivity should be traced to the management style rather than on workers themselves.

This line of argument is also underlined by Douglas McGregor and Rensis Likert both industrial psychologists interested in how to boast the morale of workers in an organisation with a view of attaining high level of productivity.

After numerous researches McGregor wrote his book entitled “The Human Side of Enterprise”, where he came up with two propositions: That managers usually assume that employees are motivated by one or two ways:

The individual view, which he referred to a Theory ‘X’. This theory assume that employees must be coerced, controlled and threatened in order to motivate them to work viz:

1. The average man naturally dislikes work.
2. He dislikes responsibilities for decision-making.

3. He has little ambition and job security above all.

The second proposition is referred to as Theory ‘Y’.

1. Not lazy and want to do challenging work.
2. Interested under proper condition not only to accept but also to seek responsibility.
3. Interested in displaying ingenuity and stativity.

According to McGregor Theory ‘X’ provides managers and administrator with raison’dtre for authoritarian and dictatorial practices. While theory ‘Y’ is a reasonable alternative and will prove to be very positive in terms of boasting workers morale in organisations.

The principle underpinning Theory ‘Y’ is to create condition where workers can achieve their own goals best by directing their efforts towards the success of the enterprise. There has been a lot of controversy even here in Nigeria over McGregor’s proposition.

However, various scholars have it, that the explanation surrounding the controversy is not achieved. They point out that those who support the use of Theory ‘X’ are more or less disciples of Taylor while proponents of Behaviouralists. Whatever the case the approach adopted by management will have a significant impact on the behaviour displayed by employee. Some situation may warrant the application of some bits of Theory ‘X’: while others

may call for the use of theory 'Y': Thus, an amalgam of both Theory 'X' and 'Y' will be most fruitful.[8]

In another study Rensis Likert debunked the traditional management style and developed four models of management pattern. According to Professor Likert a modified Theory of management is essential for an effective employee motivation.

His model, which is referred to as Likerts four point scale has:

1. **Highly Autocratic and Coercive:** Here arrangement uses threats of punishment and fear to motivate workers.
2. **Less Autocratic and Coercive:** Here, rewards are used to motivate workers.
3. **Moderately Democratic:** Rewards or punishment are used to motivate workers.
4. **Highly Democratic and Team Work:** Here, arrangement allows complete participation and involvement of the group in obtaining high performance goals.

In the view of Likert, system 4 underlines the principles of supportive relationships. He argued that system 4 is the best.

As the research finding indicates, system 4 create good relationship and stable working relations which ultimately leads to higher productivity.[9] He further argues that support management gives favourable experience to subordinates thereby increasing

their sense of self-importance and productivity. Hence, if the management of Demonstration Secondary School adopts the system 4 approach, productivity would be realised on both the part of the Teachers and student's.

Yemelukwe has similar views as he opined that the management of any organisation should make themselves approachable though not over familiar. Thus, top official should have occasional informal charts, probably along the corridor, with the junior official and may be on non-work matters. This according to Onyelelekwe could in turn help the management to get a kind of feedback on their policies. He is thus advocating a kind of organisation structure that reflects a situation in which the officials will have frequent 'personalised conflicts' with the junior. One may not be wrong to say that what Onyemelwkwe advocated could affect the employee's level of intrinsic satisfaction and hence their motivation.

Carey in the same line argues that the belief of human relationists that the goal of formal (organisation) and informal group in the organisation are mutually exclusive and therefore irreconciliable has not been fully substantiated. More importantly the human relationists have been criticized of empiricism and over generalization.[10]

Despite the criticism it appears that attaining a high level of productivity depends to some large extent on a high level of cooperation between management and workers. This can only be done through identifying and solving some of the pressing needs of the work force.

In a study conducted by La'ah Paius Agsweng, workers of REB Kaduna, La'ah found that where employee perceive that their salaries and wages are paid adequately to reward their efforts, they are more likely to be motivated to improve on their performance. According to him, this is easily determined by employees through considering input and output of comparable workers either: within or in similar organisation where employees feel they are not adequately rewarded, this affects their morale to work and consequently their performance.[11]

The study further reveals that salary is very important, that among six variables:

(1). Safety

(2). Fringe benefits

(3). Training opportunities

(4). Salaries

(5). Leadership style

(6). Others (specify),

35% of the workers choose salary as the most important that needs improvement.

He concludes that in Nigeria where extended family is the order of the day, salaries and wages assume a great importance. That the importance of good pay is that it helps the worker meet his lower level needs. Dis-satisfaction of this need does not make for the building of high morale among the employees, which consequently affects his motivation for high performance. Therefore, if the morale of the teachers in Demonstration Secondary School ABU Zaria would be boosted, then salaries and wages should be given greater importance in motivating the teachers.

2.3 Objectives of Reward Management

According to Ivancerich, et al (1977), the ultimate goal of reward is to enhance productivity. The primary aim of employing employees in an organisation cannot be accomplished if workers do not get rewards. It is the existence of such reward that makes work interesting to the workers. Therefore reward must meet the following objectives:

(1). **Reward must satisfy Individual Needs:** Whether it is a pay raise or a pat on back, there is no motivational impact unless the reward satisfies an operative need. Not all people

need the same thing, and individual may need different things at different times. Money is a powerful motivator for those who seek security through material wealth. But the promise of more money may mean little to a financially secure person who seeks ego stimulation from challenging work.

(2). **One must Believe that the Effort will Lead to Reward**

According to the expectancy theory of motivation, an employee will not try to attain attractive rewards unless it is perceived as attainable.

(3). **Rewards must be Equitable:** Something is equitable if people perceive it to be fair and just. Each of us carries a pair of equity balance and imbalances.

(4). **Personal Equity:** The personal equity scale tests the relationship between effort expended and rewards received. The social equity scale, in contrast, compares our own effort-reward ratio with that of someone else in the same situation. We are motivated to seek personal and social equity and avoid inequity as perceived by those who are overpaid as well as those who are underpaid. Since inequity is associated with feelings of dissatisfaction and anger, jealousy or guild, inequitable reward schemes tend to counterproductive.

(5). **Reward must be linked with Performance:** Ideally, according to learning theorist, there should be an if-then relationship work and extrinsic rewards. If the work is accomplished satisfactorily, then the reward should be granted.[12]

Therefore, management has to constantly restructure its rewards techniques and renew them; otherwise, once they become obsolete, they cease to motivate workers and results in low productivity.

Hence, Von Kass and Linderman (1971) noted:

> "*Far too many top management people are anxious to accept any new wage incentive plan or new method of measurement as the situation to their wage incentive problems or as the means of correcting an outmoded plan. Unfortunately, they are often extremely reluctant to take the action necessary to eliminate the causes for the deterioration of their present plan"*[13]

Some administrators often apply the same reward technique to various circumstances. This is not supposed to be. One reward structure that works for one organisation might not be suitable in

another organisation. Managers can equally apply more than one technique in the circumstance.

Incentive is a strategic action in human development. To accomplish this therefore, incentive schemes should be provided to the workers based on the importance of their job.

Cunning says, “Incentives are anything which entices, attracts and motivates a person to work harder, urging him to some forms of actions and at the same time satisfying his objective desires.”[14] Reward or incentives therefore includes: compensation, benefits, wages, salary, good wring conditions such as vacations with pay, sick leave and other incentives.

Reward practices therefore according to Ivancerich (1979), constitute a major area of policy influencing management’s success in motivating job performance, retaining qualified employees, reducing absenteeism and attracting qualified job applicants to the organisation.

He further asserted that for an individual, rewards are important because they fulfill work-related needs.

2.4 Types of Rewards Management

Some of the reward managements are as follows:

(1). Standard –hour plan

(2). The piece-work

(3). Plant-wide

(a). Scanlon Plan

(b). Rucker Plan

Whatever name it goes by, all reward systems aim at merit and results. However, Von Kass (1971), stated that “The suitability of the various incentive plans will be related to the basic type of work being performed.”[15]

(1). **Standard-Hour or Straight Line Plan**

Here, payment is made in proportion to output. Due to its simplicity, it is acceptable to employee. The disadvantage is the fact that it is widely used hence sometimes it is applied in unsuitable conditions.

(2). **Piece-Work**

It is a direct payment for production in terms of monetary units. It is the oldest form of incentive plan. It is determined by rating expected output to some level of employee earning. The advantage is that reward is proportional to effort. Its simplicity is the main advantage.

(3). **Plant-Wide Incentive**

According to Hackett (1979), it is an incentive that enables employers reward all employees, not just engaged in

direct production. Because of this, some organisations have adopted its arrangement. Its advantage is the ability to focus attention not on output but on the cost of output.[16]

The disadvantages is that due to the fact that such bonuses are usually paid out at fairly lengthy intervals, that is quarterly or annually, their incentive value is probably incorporated in the pay system direct. It may equally be difficult for the employee to see the relationship between his effort and the reward he receives at the end of the period.

Hackett added that plant-wide is divided into traditional forms: the Scanlon and Rucker Plan and went ahead to outline the steps involved:

(A). **The Scanlon Plan:** It is pioneer in management productivity plan. That is, it is one of the few mainly used plans by arrangement. It aims at establishing relationship between management and employees so that they become a single team working towards better performance. It requires mutual understanding of the two parties and is suitable for small and medium-sized companies.

The basic steps involved are:

(i). Determining current ratio of labour costs to sales revenue.

(ii). Using this ratio to draw up an allowed payroll. That is, what the employer thinks it should cost to make the number of items he intends to sell in order to make the year revenue.

(iii). At the end of the year, he calculates the actual payroll.

That is what he actually spent in labour cost.

(iv). He works out the participating payroll to reflect the amount of time worked by individual.

(B). **The Rucker Plan:** It is an American invention which has an underlying basis for the value added y the workforce to the raw materials or the materials or the products that the Company buys, produces or sells. It is therefore based on team effort.

The steps are:

(1). Calculate production value by deducting the cost of incoming materials and services from sales revenue.

(2). Calculate the total employment costs.

(3). Work out the relationship between employment cost and production value, if possible comparing the ratio over several years.

(4). Determining the appropriate ratio for your company by comparing it, if possible, with other companies in the same industry. If the ratio falls so that employees costs constitute a smaller part of production value, a bonus will be payable

in that period. If the ratio increases beyond the acceptable level, no bonus will be due.

(C). **Executive Bonus:** This is for individuals whose contribution is perceived as being worthwhile. It is difficult to operate where the achievement of objectives depend very much on group effort.

Indirect plans conform to Mcgregor's theory 'Y', hence for it to work out, there must be proper supervision, mutual respect between management and employees.

The advantage is that it can lead to group dynamics, co-operative effort, and development of individual contributions to organisation's success.

Susceptibility to failure due to external conditions like changes in market or in economic climate can be a disadvantage.

(D). **Share Option Scheme:** This is the process of paying a bonus in form of company share instead of cash. The practice is actually increasing.

Many organisations provide a wide range of benefits. In first Aluminium Company Plc. For example, the following benefits are offered to employees: transport allowance, housing subsidy, electricity bill subsidy, kilometre base, meal subsidy, overseas travel allowance, car loan, health

services, personal loan/rent advance, professional organisation membership sponsored by the company and others. Other types of incentives available to employees while on the job include:

(1). **Payment For Time Not Worked:** Historically, organisations did pay employees for time that they actually spent on the job. However, over the years, payment of a certain amount of time away from duty has become increasingly common. The two types of benefits are paid vacations and payment for such specific days as holidays and days to perform civic or personal activities.

(2). **Insurance Benefits**

(a). **Health Insurance:** Health services are provided by many organisations to their employees. In addition, health insurance is provided. In Britain, nearly three-fourth (3/4) of employees in the private sector, some 43 million are covered by health insurance plans. It is also recorded that about 80 percent of public employees are covered.

When health insurance was first introduced as a benefit, employees often contributed a portion of the insurance premium.

(b). **Life Insurance:** Life insurance, which provides benefits to employee's survivors in the event of death before retirement,

is now broadly applicable to both private and public employees. The size of benefits is usually directly proportional to the employee's direct pay, typically two times an employee's year's salary.

(3). **Retirement Benefits**

This is becoming widely used by different organisations in recent times with the gradual extension of life expectancy. Pensions are the known major methods used to provide retirement benefits for employees. Pension guarantees income after retirement until death, based on the employee's participation in a pension programme mandated by the Social Security Act of 1935. Many are equally covered by non-mandatory plans.

(4). **Car Loans**

Car loans may be granted through bankers with the school guarantee. Other forms of modalities of providing car loan to employees are also applied in several organisation. What is important is the extent or degree of motivation that the employee is enjoying when he/she is provided with the loan, which may be determined by the conditions set down on the loan.

Many companies provide personal loans to their employees. The employees are required to apply preferably in

writing stating the amount they need, the use to which they will put the loan and the modalities of it's repayment.

(5). **Employee Benefit and Allowances**

According to Hackett (1979), a recent survey of large organisation revealed that employee benefits now constitute 30 percent of payroll costs compared with 20 percent in the mid 1970s.

These are additions to pay and payment in kind which may or may not form part of a company's conditions of employment. They are sometimes referred to as fringe benefits. Sometimes, it is equally referred to as 'pecks'.

Furthermore, promotion and advancement can be used as a means of rewarding an employee. Therefore, the more employees are promoted, the more they are satisfied and the greater the chances that they will be motivated towards increase in performance.

2.5. Motivation

Managers and management scholars alike have long been intrigued by the fact that some employees consistently work harder than others who are equally talented and qualified. The study of motivation helps mangers understand this kind of variance in performance. More importantly, a working knowledge of what

motivates people enables mangers to take constructive steps to improve their employees' job performance.

The term motivations were derived from Latin words 'movere', meaning "to move". It is virtually impossible to determine a person's motivation until that person behaves or literally moves. By observing what someone says or does in a given situation, one can draw reasonable inferences about his or her underlying motivation.

As it is used here, the term motivation refers to the psychological process; mangers attempt to get individuals to willingly pursue organisational objectives.

According to Koontz et al (1987), motivation refers to the drive and effort to satisfy a want or goal. He also describes motivation as the 'why' of human behaviour. They key to an organisation's success is ability to get the employees to work harmoniously for the attainment of the organisational goals. It is therefore the duty of the management to help the organisation to success by motivating its workers.

As Trevatha and Newport asserted:

> *"Mangers must know and understand the behaviours, values and attitudes of people within their organisation since the relationship between job performance and personality cannot be considered apart from such factors."*[17]

From the foregoing, it is clear that motivation is not unconnected to personality. For management to be able to understand its workers' need and solve them, it should first of all understand their individual behaviours, values and attitudes. That is the first step towards solving of their needs and motivating them.

As human needs are varied and as organisations become more complex, so will the reward technique vary for suitability and productivity enhancement.

Motivating employees is fairly a complex issue. This is as a result of individual differences.

Heckett Penny (1979) postulated that:

> *"The fact that there are many different points of view demonstrate that it is fairly complex subject. But perhaps, the real problem lies in the attempt to find one specific law of behaviour, which will hold good in all circumstances and for all men. It may well be that we are not all motivated by the same needs, or that at different times in our lives, different needs may be paramount. This is not because we are higher or lower than other human beings, but simply because we are different."*[18]

Anything ranging from a pat on the back to a Christmas party can serve as a motivator, depending on the need of an individual. It is therefore ideal to find out from the employees the things they see as important so that the organisation will not waste its efforts in trying to motivate them with what does not really interest them (the workers).

Motivation theories therefore are based on human needs, drives and it is assumed that an individual will engage in seeking behaviour to produce situation in which he is in a state of equilibrium or avoid that behaviour in which he s a state of tension.

2.6 Motivation Theories

It is miscalculation for the employer to feel that the filling of vacancies, staff development and compensation provide for adequate solutions to manpower problems in the organisation. It must not be forgotten that an individual comes into the organisation as a unique being with unique personality traits. Those traits are a sort of projection of psychological and social needs each of which the individual worker seeks satisfaction in order to complement the economic requirement that might be met through compensation or reward methods and processes.

Although some of the psychological and social needs of individual workers may be at variance with the organisational goals or objectives, management cannot dispense with the need to "strive to create the type that will permit the goals of the organisation to be attained and at the same time satisfy the psychological and social needs of its personnel" (Chruden and Sherman: 1976).

Effective management therefore is one that integrates the workers' needs with those of the organisation, a process Chruden and Sherman refer to as "organisational development" which is based on the assumption that human resources demand equal if not greater attention than the physical resources. One of the most

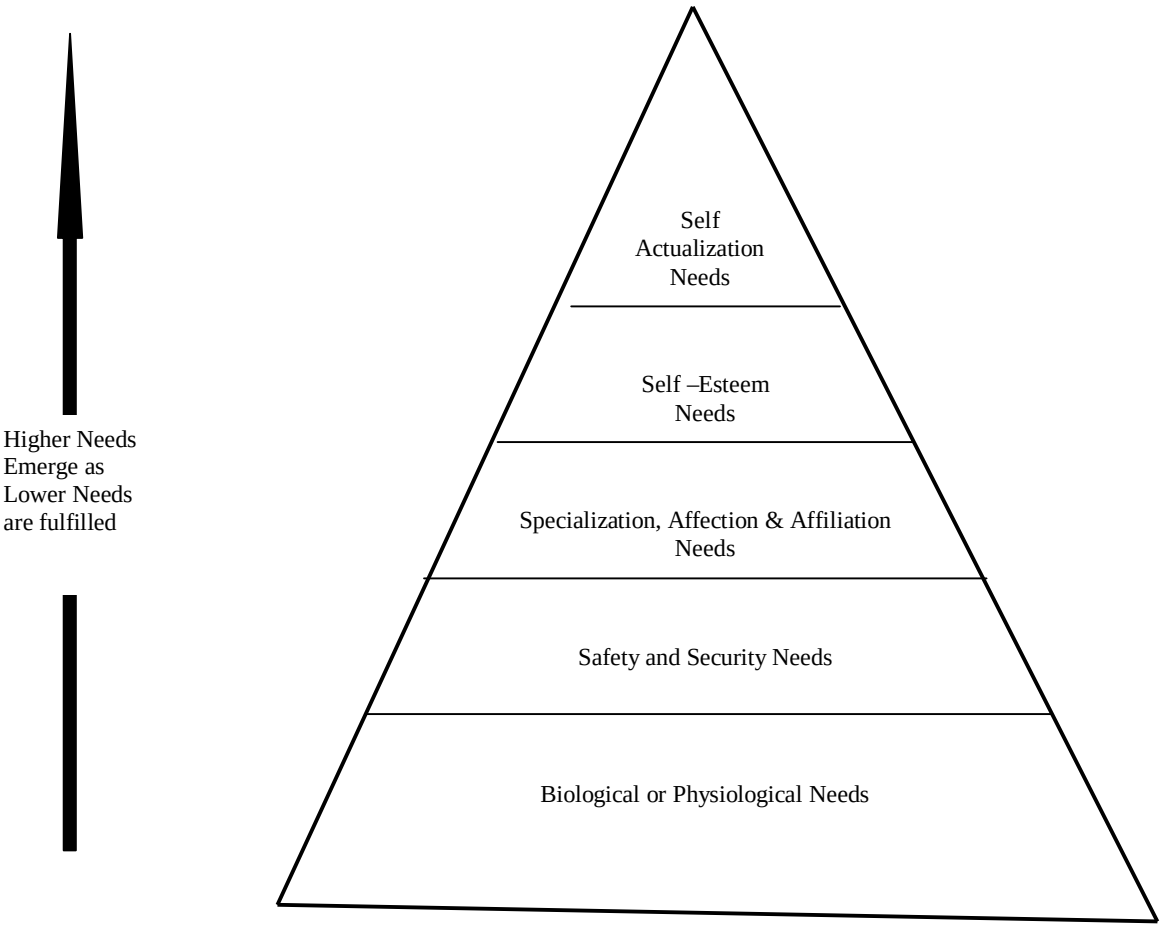
difficult aspects of management is the fact, how to pursue this deal interest.

Although there are dozens of different theories of motivation, three have emerged as the most popular. These are: Maslow's Need Hierarchy Theory, Herzberg's Two Factor Theory and Expectancy Theory. Each theory approaches the motivation process from a different angle, each has supporters and detractors and each reaches important lessons about the motivation to work.

In 1943, a psychologist by name Professor Abraham Maslow proposed that people are motivated by a predictable sequence to take its place.

From the bottom to top, Maslow's hierarchy of needs includes: Biological or psychological needs, safety and security needs, socialization needs, self-esteem needs and self-actualization needs. According to Abraham Maslow, most individuals are not consciously aware of these, yet we all supposedly precede up the hierarchy of needs one level at a time.

MASLOW'S HIERARCHY OF NEEDS



(1). **Biological or Psychological Needs**

At the base of the pyramid are the physiological or biological needs, which are considered of all human needs. They include the needs for food, water, air and shelter. An individual who lacks any of these physiological needs is disturbed in mind so that most of his thoughts, feelings, and behaviour are geared towards achieving them. To him, the other needs in the hierarchy are luxuries and he is not much bothered about them as he is on these basic needs.

(2). **Safety and security Needs**

It is only when the individual meets the physiological needs that he tries to focus his attention on the next set of needs in the hierarchy, in this case, the safety and security needs. At this level of the hierarchy, the individual is preoccupied with the safety of his life and property. He is also more concerned with stable situations and security of his job. The needs for his personal and property safety, instability and job security therefore have high influence on his perception, feelings and behaviour and becomes restless until he meets them before he focuses his attention on the next set of needs in the hierarchy.

(3). **Socialization Needs**

Having satisfied both physiological and safety needs, the individual then moves a greater part of his attention to the social needs which is the third set of needs as given in Abraham Maslow's hierarchy of needs. The social needs include belongingness, love, affection and affiliation. This is where the group theory comes into play. Here, the individual recognizes the importance of joining groups and linked or loved by all these groups which are usually known as informal groups. These groups range from primary to secondary groups and any case, the individual needs to be loved by the group members.

Nobody can disperse with group membership even a newly employed person doesn't waste much time in trying to associate himself with other members of the organisation. Group formation and group membership are not static but dynamic at the pleasure or displeasure of the individual members. These numerous groups usually evolve into a large group known as a trade union, so as to be able to achieve certain needs they would not otherwise do if they struggle as individuals in the organisation. Thus, the need to belong to groups and be loved by the group members and the management or supervisors/managers, is a very powerful

force in the individual worker. His feelings, perception and general behaviour are highly influenced by the desire to meet these needs.

(4). **Self-Esteem Needs**

It is only when the individual meets the physiological, safety and social needs that he moves much of his attention to the self-esteem need, which is the fourth in Maslow's hierarchy of needs. Self-esteem needs include desires for prestigious position or situations, and honourable and respectable positions, situations and titles. In any given community, the individual who is preoccupied with the desire to achieve the self-esteem needs tries to demonstrate that he has extraordinary talents or potentials to offer for community services.

In working environment, the individual feels the same way and it may lead to frustration and possibly conflict if he is not encouraged to develop and utilize these potentials.

In fact, at this stage, the individual wants to lead others and is preoccupied with how to achieve this. This leadership needs stem from his conviction that he has the ability or leadership potentials either on the job or on interpersonal relations or both. Both professional

experts/consultants and trade union leaders tend to emerge at this stage.

(5). **Self-Actualisation Needs**

This is the fifth and last set of needs as shown in Maslow's hierarchy of needs. At this level of the needs hierarchy, the individual wants his influence to be felt every. He is preoccupied with the desire to control the environment – both physical and social. At the organisational level, he may aspire to be the Chief Executive of the organisation. At community level, he may aspire to be the community leader or seek the traditional chieftaincy where it highly valued. At national level, the individual may aspire to be an Executive President, and even when he becomes the Executive President in hi Country, he wants to be a world leader and even seek to control the universe and all the planets. All these are self-actualisation tendencies, which in most cases don't materialize.

It must be noted that every individual has these sets of need hierarchically organised. All these sets of need influence his own pattern of behaviour which the primary ones commanding the greater influence at any given time.[19]

Herzberg's Two-Factor Theory

Fredrick Hezberg, the Professor of psychology at Western Reserve University Clevland, has also made tremendous contribution to the field of industrial Psychology or organisational behaviours. Some of his most important works include "*The Motivation to work*" (1959) and "*Work and the Nature of Man"* (1966). Herzberg termed this two factor are such as company policy and administration, supervision, working conditions, salary, status, interpersonal relationship with supervisors and peers etc. he was of the opinion that these factors do not, in themselves, positively motivate people but if they are unsatisfactory or inadequate, people become dissatisfied with their work.

He identified factors whose presence lead to satisfaction, as motivators and listed them as follows: achievements on the job, recognition, work itself, responsibility, advancement and growth on the job.

Herzberg stated that the absence of these motivators in the work situation does not bring dissatisfaction on the job per se but their presence brings about motivation and job satisfaction. He classified them as survival needs and related them to growth. He does not condemn hygiene factor in-toto, but rather, he feels that they should supplement the motivation factors.[20]

Expectancy Theory

Victor Vroom (1964) and a number of other scholars Keith Davis (1972) and Edward Lawler and Lyman Porter (1967) are known to have come out with another theoretical explanations of job satisfaction.

The expectancy theory is a motivation model based on the assumption that motivational strength is determined by perceived probabilities of success. Essential to this theory is the stipulation that a worker is motivated to work harder if he perceives that by so doing, he is likely to achieve the desired reward, and if be believes that the organisation is the type that will enable him to achieve his goals. Similarly, the worker relaxes his efforts if he feels that they will not lead to the achievement of his set goals or if he believes that the organisation is not the type that encourages him to achieve his objectives.

According to his theory, one's motivational strength increases as one's perceived effort-performance and performance reward probabilities increase.[21]

The relevance of expectancy theory is that managers can take constructive steps to foster favourable expectation among employers. People will work long and hard when they believe that they stand a good chance of successfully completing s the job and subsequently receiving personally valued reward.

In a nutshell, that Maslow, Fredrick Herzberg, Victor Vroom and other Scholars, believe is that although the individual is attracted by monetary incentives to pick up a job with the organisation, other sets of needs develop in orderly sequence as soon as the monetary incentives are met. Hence unless management continues to make concerted efforts to identify these sets of needs together with their variations with and space, the quest to motivate workers for higher productivity in the organisation.

2.7 Reward System And Employee's Performance

No prediction of individual behaviour and performance can be made until the match between individual needs profiles and organisational rewards on performance. He added that people have a number of outcomes or rewards they would like to achieve from performing their jobs.

According to Locke's theory, an employee is a conscious decision maker. The expectancy theory and integrative motivation model reveal to us that employees consider the values and likelihood of a number of events occurring before choosing a certain level of effort in job performance.[22]

If reward practices are such that rewards meet the anticipation of employees, this will certainly boost the employee's

morale and his performance. If, on the other hand, expectations are not met, then this will mean employee's withdrawal of some of his services.

It is therefore empirically clear that employees' experience with organisational reward will either confirm beliefs or expectations about the result of a given level of effort and performance or lead to change in behaviour.

The primary aim, of adopting the incentive reward scheme is to motivate employees to increase productivity. However, due to the fact that human responses and reactions are not predictable, the possibility that improved reward system would increase employee's performance cannot be guaranteed.

Since the success of reward technique is probable, it is then the duty of managers to handle the scheme in amore probabilistic –psychological way.

Ogunwonyi (1982) in supporting Trevatha and Newport, indicated that money rank lowly in worker's expectation. He stated that what motivates employees is the desire to do a good job. For individual to be motivated, he needs no outside stimulation, he simply wants to work. The organisation does not have to pay him more money for him to work. However, an average Nigerian worker has the belief that improvement of status is possible and easier

through the acquisition of certain money or certain monetary values.

The need to grow from 'grass to grace' has served as a strong motivating factor to 'riches.' In Nigeria, money can buy prestige and material things. This was supported by Olumorin when he stated that:

> *"The Nigeria worker, management inclusive, is said to have high aspiration for money and wealth that is not just to live on but more so for 'conspicuous leisure' – a situation which completely dislodges Professor Herzberg's postulation that money is not a motivator."*[23]

In considering the role of money as a reward on performance, we must consider the numerous roles money can have regarding behaviour and performance. Money (pay) has been given a number of different roles in influencing the behaviour of employees in organisations. First, money could be viewed as an incentive or reward that is capable of reducing need deficiencies. The need for money serves as an incentive for motivated behaviour and it's acquisition reduces the need deficiency.

Second, money serves as a potential dissatisfier when absent, but as satisfier when present in appropriate amounts.[24]

However, many managers believe that the more pay workers receive, the better they perform. Maslow's hierarchy of needs

makes us understand that monetary reward alone may not lead desired behaviour. If an employee has enough income to buy clothes, giving more money to him to buy clothes may not be an incentive to work hard. In the same vein, money may not motivate beyond satisfaction of basic needs.

This notwithstanding, there is still a strong desire for comfort, luxury and possessions which is not obtainable without money. Hence, for most people, there is still strong desire for money. Money equally serves as symbol of status and recognition. Every worker is concerned with how he can get money so as to face his family problems and responsibilities.

According to Saul Gellerman, money can motivate, yet, it is not the ultimate.[25] We can then say that individual responses to monetary reward or incentives differ based on their individual differences. To some people, money is important; to others, it is less important.

Although there is a theoretical controversy as to the role of money in motivation, the fact is that performance tends to be high when rewards are contingent upon performance as opposed to when reward is not based on performance.

2.8 How To Evaluate And Improve Employee's Performance

Eyime Enang et al suggested that in order to maintain high productivity, it is not enough to set objectives and output targets. There should be an-in build system of regular stock-taking evaluation. He added that actual output should regularly be compared with planned target.

Employees' performance can be easily evaluated by:

(1). Determining the relative works of each job

(2). Pricing each job in the structure to main reasonably competitive prevailing wage-rate in the labour market. This ensures that what a job is paid within the organisation is equal is equal to what it is paid outside the organisation.[26]

Job evaluations are jobs clustered into homogeneous groups for the sake of comparison. The groupings can be based on serving the same function, or some other basis for the rate established for the subordinates in the cluster.

Second, key jobs will be used to establish relative rates of pay across clusters within the organisation.

Finally, key jobs alone will be used to make pay comparisons outside the organisation to determine the various amounts to paid to the various jobs. In appraising the employees' performance, there is thereby a feedback state or mechanism that achieves improvements in staff performance as well as being a good

motivator. In improving an employees' performance, productivity would be improved by the offer of money alone, rather radical change of attitudes on the part of both management and workers is vital in achieving high productivity. Management should be based on well recognized, clearly defined and fixed principles instead of depending on hazy ideas.

Taylor opined that:

> *"The new way is to teach and help your man as you would a brother, try to teach him the best way and show him the easiest way to do his work. This is the new mental attitude of the management towards the men..."* [27]

It is a well known fact that grievance and disciplinary interviews are important in maintaining morale and performance; the employees' complaints or dissatisfactions about his job; conditions of work, mistreatment etc can be aired in private. Similarly, the organisation's displeasure with an employee (for disobedience or unacceptable behaviour, persistent lateness, recklessness etc) can be expressed without humiliating the individual in front of his peers.

It empirically clear that management should be able to apply both positive and negative re-enforcement in motivating its workers. In order words while management tries to reward its workers positively foe desired behaviour exhibits unfavourable

behaviour so as to mould and trickle the workers. In management training, mangers often seem to under estimate the workers' ability to master new techniques. The workers are being assigned for a whole month to routine work they can master in a week. The managers fail to realize the difference in learning speeds between workers. The workers hence are poorly motivated because they are bored and do not experience any challenge in their work.

The ICAN study textbook (1989) criticized most managerial systems of appraisal and feedback. The trainees are not told whether they are doing well or badly. It condemned these systems by saying that apart from being poor for morale, it is inefficient in that, the management will not be able to improve employee's performance if they (employees) are not told where improvements are needed.

As Trewatha and Newport rightly pointed out that if management continues to offer more money as reward to the employee without caring for their self-development training, self-actualization and other personal needs, at a time, money will cease to motivate the employee and this will end up affecting their performance negatively.

2.9 Theoretical Framework

Fredrick Herzberg and his associate formulated a theory on employee satisfaction and dissatisfaction commonly referred to as motivation – hygiene theory. According to this theory, factors that contribute to job dis-satisfaction are:

1. Organisation policy and administration
2. Supervision.
3. Job-security
4. Inter-personal relationship
5. Salary
6. Physical working condition

Herzberg refers to these as hygiene factors. It is important that management ensure satisfaction of these hygiene factors because the organisation will have trouble if these are unsatisfied. But satisfied hygiene factors do not motivate people. In a classic study of accountant, engineers and certain non-professional workers, Herzberg and his associate found that inadequate pay, bad supervision, bad relation with supervisors, bad working conditions, etc might generate dis-satisfaction. But that correcting these factors was not enough to produce a motivated employee. The actual motivators according to the study are:

a. Recognition of achievement

b. The work itself.

c. Opportunity for advancement.

d. Responsibility

e. Growth or advancement.

These produce both satisfaction and the kind of improvement and performance needed in industries. An important finding of Herzberg's study is that when employees (teachers) are highly motivated, they have a high tolerance for dissatisfaction arising from the absence of maintenance factors.[28]

The limitation of Herzberg's two factor theory is that it especially applies to management, professional and upper level while collar employees. The factors that the individuals used in the research were in such position and underline. The fact that they had the motivation to seek advanced education and they expected to be rewarded for it.[29]

In fact, some testing of Herzberg model on Blue Collar workers showed that some of Herzberg maintenance factors (pay, job security) are regulated as motivational factors by blue collar workers.[30]

In spite of the limitation, the model does provide a useful insight between factors that primarily help maintain employees that are ready to be motivated.[31] The model does indicate that some employee may have achieved a level of social and economic

progress such that the higher level needs of Maslow (esteem and self-actualisation) are the primary motivation. However, these employees must still satisfy their lower level needs in order to maintain their current state. Thus, we can see that money might still be motivator for Teachers (particularly those at a minimum wage level) and for some managerial employees. The power of money as a motivator is especially important in an economy with a high inflation rate like Nigeria and other Third world countries. This underscores why we choose to test financial rewards as motivating factor to high productivity.

According to LA'AH, fringe benefits take various forms either in cash or kind. The aim however, is to assist employees overcome some of their problems. According to him fringe benefits constitute hygiene factors which provide good working environment. They are therefore meant to raise employee morale in such a way that their organisation can make effective use of them. Where these are not adequately provided, LA'AH avers that commitment and enthusiasm on the part of workers wanes. The outcome of his research that support his hypothesis that lack of employee motivation through inadequate fringe benefits contributes to the poor performance of Rural Electrification Board (REB). Identifying and meeting all of workers need is not an enviable task, if we are to agree with A.H. Maslow's thesis on human motivation.[32]

When teachers are given the basic uniform salary with allowances as incentives, such motivational factors as recognition of achievement, work in itself, opportunity for advancement, responsibility, growth or advancement are in agreement as to what Herzberg call as Hygiene factors. The management will have trouble if these factors are unsatisfied hence performance dwindles.

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CHAPTER THREE

HISTORY, STRUCTURE AND FUNCTION OF AHMADU BELLO UNIVERSITY DEMONSTRATION SECONDARY SCHOOL ZARIA

3.1 Historical Background of the Study

Demonstration Secondary School, Ahmadu Bello University, Zaria is co-educational institution with no boarding facilities. It is located in the Main Campus of the University, behind Amina Hall (Female Hostel) situated in-between the main and the North Gates, facing directly the First Bank and Union Bank along Zaria-Sokoto highway. An entrance to the school from the Main Gate leads through Samaru Public Library (by the gate) via Suleiman Hall. The present site of the school, initially designated as a temporary site, has gradually become it's permanent.

As noted in the 10th Anniversary Magazine of the school (1992), the first indigenous Vice Chancellor of Ahmadu Bello University, Zaria, Professor Ishaya Audu, conceived the idea of a secondary school for the University. He then set up a Committee under the Chairmanship of Professor Adamu Bailie to conduct feasibility study on the establishment of the school. The school existed in its incubation stage until 1980 when Professor Ango Abdullahi set up a Steering Committee under the Chairmanship of Professor Jonathan O. Ndagi to work towards translating this

dream into reality. The Committee's untiring efforts culminated into birth of the school. On the April 28, 1982, the school commenced its official function when it opened its doors to the first intake of 85 students with Mr. Paul Turton; (a Briton) as the first Principal and five (5) Academic staff. Three (3) Non-academic staff – driver, a typist and a messenger were also appointed at the commencements of the school.

3.2. Aims and Objectives of Demonstration Secondary School, A.B.U. Zaria

The objectives for establishing the school as entrenched in Article 2a, b, c and d of the regulations governing the management of the school.

The school curriculum is designed in line with the National Policy on Education to cater for the differences in talents, opportunities and roles possessed by or open to students after their secondary school course. It is also structure to:

1. To provide opportunity for B.ed, B.A., B.Sc, PGDE and N.C.E students to carry out their teaching practice programmes which is part of the requirement for the completion of their courses and also an experimental school for research in Education in the University.

2. To establish a model secondary school and provide post primary secondary education for staff children especially those who finds it difficult to secure admission into the state's schools.
3. To admit non-ABU staff children in accordance with policy decision of the School Authority.
4. Afford a large number of opportunity of education of high quality, irrespective of the social background for the children.
5. Inculcate the spirit of self-reliance, industry and versatility in the students.
6. Equip the children to live effectively in this modern age of science and technology.
7. Impress on the students their privileges and responsibilities as citizens of Nigeria.
8. Develop and project our culture, arts and languages.
9. Develop a sense of spiritual and moral values, integrity and uprightness
10. Raise the generation of people who can think for themselves, have respect for the views and feelings of other people and respect the views and dignity of labour.
11. Foster the unity of Nigeria and emphasize the ties and common elements which unite us.

12. Inspire students with the desire for achievement and excellence and for continual self-education and self improvement both at school and in later life.

In order to give children an opportunity to develop their talents, the school's curriculum is diversified into Languages, Science, Mathematics, Technology, Social Studies, Arts are integrated into the curriculum in order to provide a wide scope for individual differences and to anticipate the future occupation of the students. It also include prevocational and technical education which provides the readiness to train for a vocation and ultimate usefulness to the society as stipulated in the policy.

To achieve these stated objectives; the school runs a two-tier secondary education for a duration of six years. This involves a Junior Secondary School stage and a Senior Secondary School stage. Each stage duration is for three (3) years.

3.3 Organisational Structure of Demonstration Secondary School A.B.U. Zaria.

At the helm of the hierarchy is the Principal who is the Chief Executive of the School. He is assisted by the Vice Principal and Head of Departments.

Departmentalization implies the creation of departments in an organisation. According to Lulsegged, et al (1985), the term

DEPARTMENT is used to indicate a particular level in the organisation at which specific activities are carried out. Departmentalization involves the division of activities and functions into groups for effective operation and the creation of definite hierarchy or structure.

In Demonstration School, the main objectives of departmentalization are to:

(i). Make full use of specialization;

(ii). Facilitate control and coordination;

(iii). Secure proper recognition or attentions for a particular activity;

(iv). Accommodate local conditions and demands; and

(v). Reduce unnecessary expenses arising from fragmentation or individualization of identical functions.

(1). **Business Education Department**

The Business Education Department comprises of:

(i). Economics Section

(ii). Accounting Section

(iii). Distributive Education Section (Commerce, Business-Studies)

(iv). Office Education Section (Typewriting, Shorthand)

(2). **Technical Education Department**

This department comprises of:

(i). Visual Arts Section

(ii). Technical Drawing Section

(3). **Mathematics Education Department**

Mathematics Department comprises of the following:

(i). Mathematics Section

(ii). Further Mathematics Section

(iii). Computer Science Section

(4). **Vocational Education Department**

The Vocational Education Department comprises of:

(i). Home Economics Section

(ii). Agricultural Science Section

(iii). Physical and Health Education Section

(5). **Science Education Department**

(i). Physics Section

(ii). Chemistry Section

(iii). Biology Section

(iv). Integrated Science Section

(6). **Language Arts Department**

(i). English Language Section

(ii). French Language Section

(iii). Hausa Language

(7). **Social and Religious Studies Department**

(i). History Section

(ii). Geography Section

(iii). Government Section

(iv). Social Studies Section

(v). C.R.S Section

(vi). I.R.S. Section

Duties of Departmental Functionaries

All the departments in the school are headed and assisted by the superior officers in the department. Sectional head help in overseeing the various sections and the subject teachers under them. Their duties are hereby spelt out.

Heads of Department

The responsibilities of a head of department may be summarized as follow:

(1). Heads of departments are responsible for the overall administration and smooth running of their departments.

(2). Cooperate with the principal in carrying out the general policies of the school.

(3). Interprets school policies to the members of his or her department.

(4). Assumes responsibilities for the planning and participation with leadership in area of curriculum improvement programmes.

(5). Keeps the Principal informed at all time, regarding the general conducts and moral within the department and makes recommendations to him for improvement.

(6). Coordinates teaching and learning activities in his or her department.

(7). They keep all staff and students in the departments and development in it.

(8). Heads of departments calls for regular departmental meetings, chairs all and submits minutes of meeting to the Vice Principal and subsequently to the Principal.

(9). Moderates examination questions in the department in collaboration with head of sections and subject teachers.

(10). Keeps syllabuses, materials, equipment, books and maintains an inventory of these items. He also keeps record of items issued to students and staff.

(11). They are responsible for the proper teaching of subject(s) in various classes, checking and supervision of the work of their staff time to time and guide them accordingly.

(12). Assign subject teachers to appropriate classes at the beginning of each academic session or term as deem fit.

(13). Arranges the modalities foe continues Assessment of students in the department.

(14). Heads of departments in collaboration with the staff of the department review textbooks and recommends as appropriate to the school authority.

(15). They are responsible for the supervision and grading of student teachers deployed to their department.

(16). Ensures the preparation of scheme of work and maintenance of record of work of the department.

(17). Keeps data of staff in his or her department

(18). In collaboration with the subject heads correct lesson-notes of teachers in the department.

(19). Prepares estimates for external examination in subject taught in his or her department.

(20). Analyses results of external examination of Continuous Assessment and examination results.

(21). Keeps copies of past internal and external of Continuous Assessment and examination results.

(22). In collaboration with examination officer prepare estimates for internal examination requirements.

(23). Heads of department guides teachers in their department on techniques of items generation and storage test items.

(24). Performs other delegated assigned by the Principal and Vice Principal.

Heads of Section

In Demonstration Secondary School, all departments consist of various subjects taught in the school, hence the appointment of sectional heads is base on qualification specialization, who coordinates and supervises both teaching and learning activities of these subjects and keeps the Head of Departments fully informed

of any issue or problem that may crop up in their sections from time to time. The following functions are performed by heads of section. They are:

(1). Heads of section are responsible for overall administration and smooth running of their section in collaboration with their heads of department.

(2). The Heads of Sections are responsible for the assessment carried out in his/her subject in the school.

(3). They supervises the course contents taught by teachers under their section.

(4). They draw up scheme of work in collaboration with the Heads of Departments and Subject Teacher.

(5). Checks that scheme are being implemented according to syllabus.

(6). They vet continuous assessment and examination question submitted by subject teachers before passing to the Head of Department for approval.

(7). Perform other duties delegated to them by the Head of Department.

Subject Teachers

The responsibilities of subject teachers are compatible with normal classroom assignment and must be met if the professional duties of the teachers are to be regarded as fulfilled.

Each subject teacher assumes responsibility and leadership position in the school programme. The major role of a subject teacher is to facilitate teaching and learning programme. The subject teacher:

(1). Stimulate thought and inquiry in classroom activities, as prime importance, plans learning experiences for students and guides their learning activities.

(2). Teach diligently and faithfully the subject(s) assigned to him.

(3). Prepares his/her scheme of work, lesson notes, complete his/her records and submit to the Head of Department through the Head of Section for checking.

(4). Cooperate with the sectional and departmental heads and curriculum committee in the development and improvement of the curriculum methods of instruction.

(5). Attends his lessons in accordance to the school time table.

(6). Sets, marks, records and submit to the Head of department through the Head of Section all Continuous Assessment and, examinations conducted according to schedule.

(7). Plan in advance with the assistance of the head of department and the sectional head to ensure availability of all supplies, textbooks, and classes assigned.

(8). Participates in extra curricular activities of the school like games, clubs, inspection etc.

(9). Keeps accurate records on attendance and grade and submit, on time, attendance reports, grades, and other records required by the various administrative officers, Head of Section and Head of Department.

(10). Organizes extra lessons for students in collaboration with the section head and Head of Department.

(11). Notify students of deficiencies according to procedures of the school, so that counsel may be given to students who fail to meet, subject standards.

(12). Provides parent or guardians with; information in writing on the students progress on approved report sheets for first, second and third terms.

(13). Secure authorization from Head of Department through the Head of Section for local trips or excursions.

(14). Share responsibility for maintaining a high standard of courtesy and conduct, including appropriate dress and language.

(15). Conduct all classes in accordance with the established courses of study and with the use of officially approved textbooks.

(16). Performs all duties with sincerity and conscientiousness involving administration and teaching.

(17). Performs other delegated duties by the Heads of Department through the head of section.

ENDNOTES

1. A.B.U. Zaria: A Handbook on the Administration and Management of Demonstration Secondary School, Zaria.

2. G.I. Ogunwayi (1982): Managing People for Desired Result. Journal of the Inst. Of Personnel Management in Nigeria. Vol. 9 No. 2.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter present the data gathered by the researcher. The data presented here are those collected from the primary and secondary sources of data through the questionnaire prepared and administered by the researcher. The chapter presents the report of the findings in order to relate it to hypotheses for verification.

It is of great importance to recall the hypotheses put forward at this juncture, since the intention of this researcher is to verify these hypotheses by the data presentation and analysis.

i. That productivity in A.B.U. Demonstration Secondary School is low because there is lack of uniformity in the rewards system of staff.

ii. That there is no uniformity in the exhibition of skills by the teachers due to lack of effective reward system.

iii. That lack of uniformity in financial reward system makes teachers' task more ineffective.

In order to test these hypotheses, one hundred and seventy (170) questionnaires were developed and administered at the school premises. One hundred and thirty-five (135) were completed and returned while thirty-five (35) were not returned. Each

questionnaire consist of four sections with section A being for the supply of bio-data from the respondents.

Section B, C and D each contain questions that are relevant to the first, second and third hypotheses respectively.

The analysis of responses is done through hypothesis by hypothesis. For each of the hypothesis the responses are cross-tabulated with the respondents.

4.2 Preliminary Analysis

The preliminary analysis, which serves as a preamble to the data analysis proper, will present an overview of the characteristics of the respondent. Their nature of appointment, either permanent, part-time or contract appointment.

The preliminary analysis also show that forty-five (45) of the entire respondents who supplied bio-data are permanent staff of the school, sixty-nine (69) are part-time and the remaining twenty-one (21) are on contract.

Table 4.1 presents the above information in tabular form.

Table 4.1: Preliminary Analysis of Nature of Appointment in DSS ABU, Zaria.

Category	**No. of Respondents**	**Percentage**
Permanent staff	45	33.3%
Part-time staff	69	51.1%
Contract staff	21	15.6%
Total	**135**	**100%**

***Source**: Researcher's Survey 2006.*

The above table 4.1 shows that forty-five (45) of the respondents representing 33.3% are permanent staff in Demonstration Secondary School in A.B.U. Sixty-nine (69) representing 51.1% of the respondents are part-time staff while the remaining twenty-one (21) of them representing 15.6% are contractual staff.

Section A: Bio-Data

4.2.1 **Sex**

The questionnaires revealed that 72% of the respondents are male while 28% are female.

4.2.2 **Age Distribution**

The age distribution of the respondents as revealed in the questionnaires indicates that age ranges 15 – 20, 21 – 25, 26 – 30, 31 – 35 and above 35 account for about 0%, 21.1%, 45%, 25.6% and 8.3% respectively. The age distribution shows that, the vast majority of the respondents fall within ranges 26 – 30.

4.2.3 **Educational Qualifications**

The questionnaires revealed that about 0%, 2.6%, 37.8%, 49.6% and 10% of the respondents held Primary School Certificate, Secondary School Certificate, NCE/HND, B.Ed/Post Graduate and Masters/P.hd degrees respectively. This manifestly shows that most of the respondents were adequately literate.

4.2.4 **Work Duration**

The responses from the respondents revealed how long each of them have been working with the school. It shows that 1 – 5 years; 6 – 10 years; 11 – 15 years; 16 – 20 years and above 21 account for about 9.5%, 41.3%, 28.1%, 15.4% and 5.7% respectively.

4.3 **Test of Hypothesis One**

The hypothesis which states that productivity in A.B.U. Demonstration Secondary School is low because there is lack of uniformity in the rewards system of staff was responded to as shown in table 4.3.

Table 4.3: Factors affecting productivity of teachers in Demonstration Secondary School, ABU Zaria.

Table 4.3A: When asked: "do you think that the productivity of the school is low due to lack of uniformity in the rewards system of staff?"

Responses	**No. of Respondents**	**Percentage**
Yes	88	65.2%
No	32	23.7%
Undecided	15	11.1&
Total	**135**	**100%**

Source: *Researcher's Survey 2006.*

The scenario on table 4.3A above depicts that eighty-eight (88) of the respondents, representing 65.2% were of the view that the productivity of the school is low due to lack of uniformity in the rewards system of staff. Thirty-two (32) of them representing 23.7%

believed that it is not so, those that were undecided constitute 11.1% of the respondents.

The pattern of reward system in Demonstration Secondary School ABU Zaria is that the part-time staff does not enjoy the same benefits with Permanent and Contract staff.

Table 4.3B: When asked, what makes you work with the school?

Responses	**No. of Respondents**	**Percentage**
Attractive Salary Structure	18	13.3%
Fringe Benefits and Allowances	26	19.3%
No Alternative	91	67.4%
Total	**135**	**100%**

***Source**: Researcher's Survey 2006.*

From the above table, 13.3% of the respondents were of the opinion that the reason why they are working with the school is because of the attractive salary structure. Those who voted for fringe benefits constitute 19.3% while the vast majorities were of the view that, they are working with the school because they do not have an alternative. They constitute 67.4% of the respondents. Their lack of alternative was based on the fact that, there is no any other job available for them for now.

Table4.3C: Why do you think the reward system is not uniform?

Responses	No. of Respondents	Percentage
Partiality	25	18.5
Differences in qualification	95	70.4
Undecided	15	11.1
Total	**135**	**100%**

***Source**: Researcher's Survey 2006.*

The above table shows that 18.5% of the respondents believe that the reward system is not uniform as a result of partiality by the school authority. 70.4% of them were of the view that it is due to differences in qualification while 11.1% were undecided.

Table 4.3D: Were you aware of the lack of uniformity in the reward system of the school before you joined?

Responses	No. of Respondents	Percentage
Yes	6	4
No	121	90
Undecided	8	6
Total	**135**	**100%**

***Source**: Researcher's Survey 2006.*

The respondents in the above table unanimously agree that they were not aware of the lack of uniformity in reward system of the school. Those who share this view constitute 90% of the respondents, 4% did not believe while the remaining 6% were on the fence.

Table 4.3E: What do you think can be done to make the reward system uniform?

Responses	No. of Respondents	Percentage
Treat all staff according to qualification	48	36
Treat all staff equally	76	56
Undecided	11	8
Total	**135**	**100%**

***Source**: Researcher's Survey 2006.*

The reward system of the school can be made uniform by treating all staff equally. 56% of the respondents voted for it. 36% of them were of the opinion that treating all staff according to their qualification will make the reward system uniform, 8% of them on the other hand were neither here nor there.

4.4 Test of Hypothesis Two

The hypothesis states "there is no uniformity in the exhibition of skills by the teachers due to lack of effective reward system."

Table 4.4A

Responses	No. of Respondents	Percentage
Yes	118	87.4%
No	17	12.6%
Total	**135**	**100%**

***Source**: Researcher's Survey 2006.*

The above table shows that while 87.4% opined that lack of uniformity in the exhibition of skills by the teachers is as a result of ineffective reward system, 12.6% of the respondents held contrary view.

Table 4.4B

Responses	**No. of Respondents**	**Percentage**
Less than one year	12	8.9%
Few years	38	28.1%
Until retirement	14	10.4%
Undecided	71	52.6%
Total	**135**	**100%**

***Source**: Researcher's Survey 2006.*

The table above specifically shows the views of the respondents on how long they wish to stay and work in the school. While 8.9% of the respondents were of the view that they wish to stay for few months that is less than a year, 28.1% wish to stay for few more years, 10.4% wish to stay until retirement, due to the fact that they are permanent staff and have also spent more than ten years on the job and the vast majority, representing 52.6% were undecided. This is because they believe, anytime they get a better offer else where, they are bound to leave.

Table 4.4C: Do you think there are enough teachers in your school?

Responses	No. of Respondents	Percentage
Yes	87	64.4
No	43	31.9
Undecided	5	3.7
Total	**135**	**100%**

***Source**: Researcher's Survey 2006.*

According to 64.4% of the respondents, the school has enough teachers to carry out the responsibilities of teaching the students, 31.9% of them differ, which means the school does not have enough personnel in their view. Just 3.7% respondents were undecided.

4.5 Test of Hypothesis Three

The third hypothesis states that; "Lack of uniformity in financial reward system makes teachers task more ineffective."

Table 4.5A: Does lack of uniformity in financial reward system makes teachers task more ineffective?

Responses	No. of Respondents	Percentage
Yes	21	15.5%
No	80	59.3%
Undecided	34	25.2%
Total	**135**	**100%**

***Source**: Researcher's Survey 2006.*

While twenty-one (21) respondents representing 15.5% were of the view that the none uniformity of financial reward system makes teachers task more ineffective, 25.2% were undecided. The vast majority of the respondents, representing 59.3% were all of the opinion that it is not true that teachers task is more ineffective as a result of none uniformity in financial reward system.

Table 4.5B: What category of staff do you think benefit most when it comes to salary structure, fringe benefits and other incentives?

Responses	**No. of Respondents**	**Percentage**
Permanent staff	135	100%
Part-time	-	-
Contractual staff	-	-
Total	**135**	**100%**

***Source**: Researcher's Survey 2006.*

It can be seen that the respondents in the above table were unanimous on the issue of the category of staff that benefit most in terms of incentives. The whole one hundred and thirty-five (135) respondents representing 100% were all of the view that the permanent staff of the school benefit the most when it comes to salary structure, fringe benefit and other incentives.

Table 4.5C: Is the school in your opinion, well funded?

Responses	No. of Respondents	Percentage
Yes	33	24.4
No	94	69.6
Undecided	8	6
Total	**135**	**100%**

***Source**: Researcher's Survey 2006.*

On the area of funding, the vast majority of the respondents, representing 69.6% were of the view that the school is not well funded by government. 24.4% of them think otherwise while 6% of them were on the fence.

Table 4.5D: How do you rate staff motivation in the school?

Responses	No. of Respondents	Percentage
Satisfactory	12	8.9
Average	88	65.2
Unsatisfactory	35	25.9
Total	**135**	**100%**

***Source**: Researcher's Survey 2006.*

From the above tabular representation, the vast majority of respondents were of the view that motivation plays a major role in making sure employees perform creditably well. Twelve (12) respondents, representing 8.9% believed the motivation of staff in the school is satisfactory. Eighty-eight (88) respondents, representing 65.2% who are in the majority, were of the opinion that motivation of staff is on the average while thirty-five (35)

respondents, representing 25.9% believes motivation of staff is unsatisfactory.

Table 4.5E: Do you think that lack of proper training or laziness can make teachers not to exhibit their skills?

Responses	**No. of Respondents**	**Percentage**
Yes	86	63.7
No	49	36.3
Undecided	-	-
Total	**135**	**100%**

***Source**: Researcher's Survey 2006.*

Table 4.4D above shows that 63.7% of the respondents were of the view that lack of proper training can make teachers not to exhibit their skills properly. 36.3% think otherwise.

Table 4.5F: Do you think there is room for teachers in the school to improve their skills academically and otherwise?

Responses	**No. of Respondents**	**Percentage**
Yes	63	46.7
No	48	35.5
Undecided	24	17.8
Total	**135**	**100%**

***Source**: Researcher's Survey 2006.*

From the responses of the respondents in table 4.4E shows that 46.7% were of the view that teachers in the school are given room to improve their skills academically and otherwise. 35.5% of

the respondents were of the opinion that teachers are not given enough chance to improve themselves. They believe the school gives chances for improvement but the chances according to them were undecided.

Table 4.5G: When asked, what factor would motivate your performance?

Responses	**No. of Respondents**	**Percentage**
Training programme	28	20.7
Increase salary	71	52.6
Sense of belonging scheme	14	10.4
Better housing scheme	22	16.3
Total	**135**	**100%**

Source: *Researcher's Survey 2006.*

The above table dwelt on factors that would motivate employees of Demonstration Secondary School most. 28 respondents, representing 20.7% voted for training programme. The majority, 71 respondents, representing 52.6% voted for increased in salary. 14 respondents, representing 10.4% voted for sense of belonging scheme while 22 respondents, representing 16.3% also caste their vote for better housing scheme.

4.5.1 Cumulative Percentage Analysis:

Hypothesis One, Two And Three

Cumulative percentage analysis which integrates the result on the various variables and their relative responses relating to the test of hypothesis one, two and three are calculated in the table below:

Table	**Hypothesis One Responses**				
4.3A	**Low level of product**	**Yes**	**No**	**Undecided**	**Total**
	Vity as a result of none uniformity in reward system of staff.	65.2	23.7	11.1	100%

Table	**Hypothesis Two Responses**				
4.4A		**Yes**	**No**	**Undecided**	**Total**
	That there is no uniformity in the exhibition of skills by the teachers due to lack of effective reward system.	87.4	12.6	-	100%

Table	Hypothesis Three				
4.5A		**Yes**	**No**	**Undecided**	**Total**
	Lack of uniformity in financial reward system makes teachers task more ineffective.	15.5	59.3	25.2	100%
	Sub total	168.1	95.6	36.3	300%
	Cumulative percentage	168.1 ÷ 300x100 = 56	95.6 ÷ 300 x 100 = 31.9	36.3÷ 300 x 100 = 12.1	100%

***Source**: Researcher's Survey 2006.*

The above table shows the various opinions of respondents as regards the variables that tested hypothesis one, two and three coalesced to cumulative percentage. While "Yes" had 56 percent, "No" had 31.9 percent, and undecided had 12.6 percent.

4.6 Opinions Of Respondents On Reward Incentives

Table 4.6A: How would you rate the reward system of the school?

Responses	No. of Respondents	Percentage
Adequate	27	20%
Inadequate	108	80%
Total	**135**	**100%**

***Source**: Researcher's Survey 2006.*

From the above table, it is obvious that the vast majority of respondents, representing 80% were of the view that the reward

system of the school is inadequate. The remaining 20 percent had a contrary stand.

Table 4.6B: Are you given incentives intervally apart from your salary?

Responses	No. of Respondents	Percentage
Yes	31	23%
No	78	57.8%
Undecided	26	19.2%
Total	**135**	**100%**

***Source**: Researcher's Survey 2006.*

Based on the responses in the above table, 23% believed that they receive incentive apart from their salary. 57.8% of the respondents were of the view that they do not get any incentive outside their salary. 19.2% of them could not decide either way.

Table 4.6C: What would you want to achieve in your job?

Responses	No. of Respondents	Percentage
Higher pay	32	23.7%
Security	14	10.4%
Responsibility	-	-
Promotion	25	18.5%
All of the above	64	47.4%
Total	**135**	**100%**

***Source**: Researcher's Survey 2006.*

Table 4.6C above revealed that 23.7% were of the view that what they intend to achieve is higher pay in their job. 10.4% of the respondents voted for security, 18.5% voted for promotion while 47.4% were of the view that they prefer to have all of the above, that is, higher pay, security, responsibility and promotion.

4.7 Opinions Of Respondents On Performance

Table 4.7A: What impact does incentives have on the level of your performance?

Responses	No. of Respondents	Percentage
Very high	41	30.4%
High	77	57%
Little	17	12.6%
Total	**135**	**100%**

***Source**: Researcher's Survey 2006.*

The scenario in the above table depicts that 30.4% of the respondents were of the view that incentives makes their level of performance very high. 57% believed it makes it high while 12.6% were of the opinion that incentives have little impact on their level of performance.

Table 4.7B: If you receive higher pay elsewhere, would you leave the school?

Responses	**No. of Respondents**	**Percentage**
Yes	110	81.5%
No	19	14.1%
Undecided	6	4.4
Total	**135**	**100%**

***Source**: Researcher's Survey 2006.*

The above table shows that 81.5% of the respondent would leave their job if they can get higher pay elsewhere. While 14.1% said they will not, 4.4% were undecided about leaving or not.

Table 4.7C: Will more pay make you work harder?

Responses	**No. of Respondents**	**Percentage**
Impossible	12	8.9%
Certainly	31	23%
Most certainly	92	68.1%
Total	**135**	**100%**

***Source**: Researcher's Survey 2006.*

Table 4.7C above shows that 8.9% were of the view that that they will not work harder even with more pay. It is certain that

23% will work harder with more pay while 68.1% will most certainly work hard with more pay.

Table 4.7D: Is it correct to say that more financial reward will make your task more efficient?

Responses	No. of Respondents	Percentage
True	126	93.3%
False	7	5.2%
Undecided	2	1.5%
Total	**135**	**100%**

***Source**: Researcher's Survey 2006.*

In this table, 126 respondents representing 93.3% were of the view that more financial reward will make their task more efficient. 5.2% think otherwise. 1.5% were undecided.

Table 4.7E: Do you think majority of teachers perform efficiently because of:

Responses	No. of Respondents	Percentage
Higher wages and salaries	78	57.8%
Fringe benefits and Allowances	22	16.3%
Other factors	35	25.9%
Total	**135**	**100%**

***Source**: Researcher's Survey 2006.*

It can be seen from the above table that the vast majority of respondents, representing 57.8% were of the view that most

teachers perform efficiently because of higher wages and salaries. 16.3% voted for fringe benefits and allowances while 25.9% were for other factors. Those who voted for other factors believed issues like personal interest and job satisfaction will also make teachers perform efficiently.

Table 4.7F: What in your view is the level of teacher's performance in the school?

Responses	**No. of Respondents**	**Percentage**
Satisfactory	118	87.4%
Fair	13	9.6%
Not satisfactory	4	3%
Total	**135**	**100%**

***Source**: Researcher's Survey 2006.*

The performance of teachers seems to be satisfactory, at least based on the opinion of 87.4% of the respondents. They are of the view that teachers in the school are naturally hardworking. Another thing is that if they do not do their job well, they will be shown the way out. 9.6% of the respondents believed teachers performance is fair while just 3% of them were of the opinion that their performance is unsatisfactory.

4.8 Discussion / Findings

In this section, the data presented so far would be discussed and the effect it has had on this study. Data collected through questionnaire show that productivity in A.B.U.

Demonstration Secondary School is low because there is lack of uniformity in the reward system of staff. 65.2% of the respondents held this view.

It can be seen here that hypothesis one was accepted that there is low productivity as a result of lack of uniformity in reward system of the school. The data gathered is a proof to this.

On the issue of why most of them are working in the school, 67.4% of the respondents were of the view that it was because they do not have an alternative.

It was also discovered that hypothesis two was accepted or that it was not disproved. 87.4% of the respondents accepted that there is no uniformity in the exhibition of skills by the teachers as a result of ineffective reward system.

Most of the respondents were undecided on how long they wish to continue working in the school. This is because they believe another opportunity could surface and most of them intend to leave their present employment whenever they get a better offer. These respondents constitute 52.6%.

Hypothesis three on the other hand was disproved. The hypothesis, which states that “lack of uniformity in financial reward system makes teachers task more ineffective. The respondents who constitute 59.3% believe it is not true. This is because the lack of uniformity in financial reward system does not

affect the effectiveness of teachers. This is because apart from the fact that any teacher that plays with his work will be shown the way out, teachers in the school themselves are hardworking.

On the category of staff that benefits most in terms of salary structure, fringe benefits and other incentives, it was discovered that the permanent staff benefit the most. It had 100% vote from the respondents. It was revealed from the research, the school pays findings that the permanent staff are directly paid by the government while the part time and contract staff. The part time staff are those that the school need their services but cannot afford to pay them. So they employ them indirectly and pay them from the school coffer. The contract staff on the other hand are sometimes foreigners or those who are already retired but their services are still needed.

The opinions of the respondents on reward incentives show that, the reward system in the school is inadequate. Even the permanent staff who benefit the most when it comes to incentives still believed it is inadequate. Those who share this view are 88% of the respondents.

On the issue of performance, 57% of the respondents were of the opinion that more incentive will have high impact on the level of their performance.

An overwhelming majority, representing 81.5% believed they would leave their present employment if they get higher pay elsewhere.

Most staff of the school, representing 87.4% believed the general performance of teachers in the school is satisfactory.

From the foregoing therefore, hypothesis one was accepted based on the research carried out. Hypothesis two was also accepted. Hypothesis three on the other hand was rejected based on the data gathered. The degree of acceptance however, varies because of the valuation in the level of acceptability put forward by the respondents.

Hypothesis one and two was accepted by 65.2% and 87.4% respectively. Hypothesis three was reject based on the vote of 59.3% of the respondents.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study has evaluated the effect of financial rewards as a motivating factor for higher productivity. The case study, which was Demonstration Secondary School, A.B.U., has been the parameter for the study.

The study, which opened with the statement of problems, provoked the researcher to work. The general view on motivation and the impact it has on workers productivity was looked into. It also looked into the part financial reward play in motivating staff of demonstration Secondary School. Looking at the background to the study, it was stated that the task of workers motivation is one that is vital to the smooth running of any organisation. The hypothesis upon which the researcher conducted the research was also put forward at this stage of the development of the work.

The study further reviewed existing literature and related tests. Some of the issues, which have been discussed in relation to the subject matter of this study, were explored and their views noted. This was to enable this study contribute its own quota to the body of research work available in the field.

The researcher adopted the questionnaire method of data collection as the source of primary data. For secondary data, textbooks, newspapers, articles and journals were the sources. One hundred and seventy (170) questionnaires were developed and were responded to by permanent, part time and contract staff of the school respectively.

From the analysis of the data collected, the researcher discovered that two of the three hypotheses were accepted while the third hypothesis was proved otherwise.

On the issue of lack of uniformity in reward system of the school in hypothesis one, 65.2% of the respondents were of the view that the lack of uniformity in reward system makes productivity low. This is contained in table 4.3A.

The second hypothesis vested to show that there is no uniformity in the exhibition of skills by teachers as a result ineffective reward system. This was supported by an overwhelming 87.4% of the respondents in table 4.4A.

The third and the last hypothesis tested for this research work show that lack of uniformity in financial reward system does not make teachers task more ineffective. Which means that reward system does not affect the effectiveness of teachers. This is according to 59.3% of the respondents in table 4.5A.

From the above analysis, hypothesis was accepted. Hypothesis two was also accepted while the third hypothesis was rejected.

5.2 **Conclusion**

In this study, an attempt has been made to find out the link between financial rewards and workers' productivity in an organisation using the staff of Demonstration Secondary School, ABU, Zaria.

The research also tries to find out the role of financial rewards in attracting and retaining workers in an organisation. Considering the condition of working class in Third World countries, the three hypotheses were arrived at because it is the assertion of the researcher that working class in the Less Developed Countries (LDCs) are living in a deplorable condition. A condition that could only be solved by financial reward.

However, arguments put forward by scholars in order part of the world tend to put or lump working class of the world together. This is done by ignoring the conditions of the Less Developed Countries (LDCs) and using Western Europe, U.S.A. and Japan working class condition as a yardstick in almost all facts of motivation to work. The researcher disagree with this view because there is a great deal of difference between the nature of developed

countries and those of underdeveloped countries. In the developed nations, most of what Maslow calls low order needs such as social and security needs, and what Herzberg calls Hygiene factors, such as, pay, good working environment, to mention a few, have been sufficiently provided. The concern shows for the improved quality of lives by government of developed nations is not exactly the case with developing nations. It is no wondered therefore, that a worker in American would be motivated differently to work. An employee in Nigeria for example might be motivated to work harder by pay and basic social security needs as exhibited in the responses of respondents in this study, while his counterpart in Britain is craving for higher order needs such as social affiliation and attaining status.

Our findings have not disproved the first two hypothesis that financial reward system as well as uniformity in the way it is being disbursed attract and retains employees into the school. If we are to agree with A.H. Maslow's theory of need, we would find out that majority of workers in Nigeria have not yet had their lower level needs satisfied. There are physiological and safety needs. The findings have revealed that the thought and behaviour of majority of workers are being influenced by the desire to satisfy their basic needs. For instance, table 4.7B depicts the view of the respondents

if they are to be given a job with a higher salary elsewhere, would they leave, 81.5% of the respondents replied in the affirmative.

The data available has shown a direct positive link between workers productivity and financial rewards. The data has also shown that most workers are attracted to an organisation because such organisation has an attractive and flamboyant salary structure and allowance.

5.3 **Recommendations**

The following suggestions would be made to guide management in trying to evolve an effective motivational policy for their workers.

Managements should see the general welfare of workers as an important factor to be considered in trying to motivate them to work harder.

Employees should be encouraged to see themselves as an integral part of the organisation. Where possible, they should take part in making decision where such decisions affect them.

The following suggestions should also be considered:

- Employees who are due for promotion should be considered.
- Pay package should be reviewed regularly.
- Initiate one standard for everyone equity.
- Rewards should be a function of actual performance.

- There should be uniformity in reward system of the school.
- Those part-time teachers who have spent five years and above should have their appointment made permanent.
- Emphasis should be placed on teamwork.
- Adequate job compensation either by pay and promotion should be done fairly and evenly.
- Management should be consistent with policies and should apply some policies to categories of staff irrespective of who is involved.

If the management of the school will adhere to some of the above recommendations, the employees will be in a better position to perform efficiently and effectively well and to dedicate themselves towards the realization of the organisational goals.

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APPENDIX I

DEPARTMENT OF PUBLIC ADMINISTRATION

FACULTY OF ADMINISTRATION

A.B.U. ZARIA.

QUESTIONNAIRE

Department of Public Admin.,

Ahmadu Bello University,

Kongo Campus.

Dear Sir / Madam,

Please kindly fill in this questionnaire. The information obtained is going to be used in a Thesis, which is part of the requirement for the award of Masters in Public Administration ABU Zaria.

Your very honest and candid answers would be highly appreciated.

The whole exercise is purely academic. Therefore, whatever information collected will not be used for purpose other than the stated.

Thanks for your cooperation.

SECTION 'A' BIO-DATA

1. **Sex:**
   - (a). Male [ ]
   - (b). Female [ ]
2. **Age:**
   - (a). 15-20 [ ]
   - (b). 21-25 [ ]
   - (c). 26-30 [ ]

(d). 31-35 [ ]

(e). Above 35 [ ]

3. **Educational Qualification:**

(a). Primary [ ]

(b). Secondary [ ]

(c). NCE/HND [ ]

(d). B.ed/Post graduate [ ]

(e). Masters/P.hd [ ]

4. **For how long have you been working with the school?**

(a). 1-5 [ ]

(b). 6-10 [ ]

(c). 11-15 [ ]

(d). 16-20 [ ]

(e). Above 21 [ ]

5. **What makes you work with the school?**

(a). Attractive salary structure [ ]

(b). Fringe benefits and allowances [ ]

(c). No alternative [ ]

6. **How long do you wish to continue working in the school?**

(a). Less than one year [ ]

(b). Few years [ ]

(c). Until retirement [ ]

(d). Undecided [ ]

7. **What would you want to achieve in your job?**

(a). Higher pay [ ]

(b). Security [ ]

(c). Responsibility [ ]

(d). Promotion [ ]

(e). All the above [ ]

SECTION B

REWARD INCENTIVES

8. **How would you rate the reward system of the school?**

   (a). Adequate [ ]

   (b). Inadequate [ ]

9. **What type of allowance and fringe benefits do you receive from Demonstration Secondary School, Zaria?**

   _____

   _____

   _____

10. **Are you given incentives interverly apart from your salary**?

    (a). Yes [ ]

    (c). No [ ]

11. **If yes, what are the incentives for?**

    _____

    _____

    _____

12. **If No, why?**

    _____

    _____

    _____

SECTION C

PERFORMANCE

13. **What impact do these incentives have on the level of your performance?**

    (a). Very High [ ]

    (b). High [ ]

    (c). Little [ ]

14. **Does this affect the Level of your performance?**

    (a). Yes [ ]

    (b). No [ ]

15. **If yes, how?**

    _____

    _____

    _____

16. **If you receive higher pay elsewhere, would you leave the school?**

    (a). Yes [ ]

    (b). No [ ]

17. **Will more pay make you work more harder?**

    (a). Impossible [ ]

    (b). Certainly not [ ]

    (c). Most certainly [ ]

18. **Is it correct to say that more financial reward will make your tasks more efficiently?**

    (a). True [ ]

    (b). False [ ]

19. **Do you think majority of Teachers perform efficiently because of :**

    (a). Higher Wages and Salaries?

    (b). Fringe Benefits and Allowances?

(c). Other factors?

20. **If other factors, what?**

_____

_____

21. **What in your view is the level of Teacher's performance in the school?**

(a). Satisfactory [ ]

(b). Fair [ ]

(c). Not Satisfactory [ ]

22. **What are the reasons for this?**

_____

_____

SECTION D

HYPOTHESIS

23. **That productivity in A.B.U. Demonstration Secondary School is low because there is lack of uniformity in the reward system of Staff.**

a. Yes [ ]

b. No [ ]

24. **That there is no uniformity in the exhibition of skills by the teachers due to lack of reward effective reward system.**

a. Yes [ ]

b. No [ ]

25. **That because there is no uniformity in financial reward system makes teachers task more ineffective.**

a. Yes [ ]

b. No [ ]