

## **Influence of Staff Motivation on Organizational Productivity in Secondary Schools in Enugu State, Nigeria.**

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### **ABSTRACT**

A motivated and staff is crucial to increase productivity and the quality of the organizational services in order to achieve organizational objectives. The study examined Influence of Staff Motivation on Organizational Productivity in Secondary Schools in Enugu State, Nigeria. It specifically sought to examine the extent male and female staff financial incentives influence organizational productivity of in secondary schools in Enugu State. The study adopted the descriptive survey research design. The population for the study was 8862 tutorial staff comprising of 1906 males and 6933 females teachers in Enugu state. 5% of the population (8862) was drawn. Thus, giving the sample size of tutorial staff of 443. Out of 443 instruments distributed, 337 were returned indicating 76% returned rate. Then in respect to gender distribution, 211 filled instruments was returned for the females representing 63% return rate whereas 126 filled instrument was returned for males representing 37% return rate. The instrument was validated by three experts. Cronbach Alpha reliability estimate was used to ascertain the internal consistency of the instrument. The data collected were analyzed using mean and standard deviation to answer the research question. The hypothesis was tested using t-test statistic. The result found out that financial incentives influences organizational productivity of male and female staff in secondary schools in Enugu State to a great extent. Based on the findings, recommendations were made.

**Keywords: In-service training, Staff, Motivation and Organizational Productivity**

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### **INTRODUCTION**

Education is the foundation of all progress. Staff motivation at educational institutions is an important aspect of Human Resource Management that contributes to an organization's long-term success. Motivation is the natural passion and driving energy that motivates employees to give their all in order to achieve a common objective. It's also utilized to guide employees' behavior and actions toward a positive outcome. Staff motivation may turn a disgruntled employee into a devoted asset that boosts productivity [1]. This is to demonstrate that in any educational institution, if staff are sufficiently motivated, organizational productivity will be high, as opposed to a setting where their contributions are not recognized, let alone rewarded financially, through praise and recognition from the institution's manager, and provision of housing. In a secondary school (institution), the principal, as the organization's manager, must be proactive in bringing out the best in his or her staff, even as their influence

is visible in their students' performance on the West African Examination Council, the National Examination Council, and their equivalents. This demonstrates the importance of staff motivation in the Nigerian educational system in ensuring and assisting staff or instructors' instructional success. Staff who are highly motivated and given enough attention provide value to the educational system by enhancing the quality of the teaching-learning process and students' academic standards to the optimum productivity required by society. High motivation among secondary school personnel, remarkable skill, solid organizational climate and infrastructure, excellent leadership that can sustain rapport and productivity, and good relationships among employees are only a few of the benefits of high productivity. All signs suggest that employee motivation is critical to organizational productivity.

In an educational setting, motivation would result in an energetic teacher. This

refers to the positive quality of providing high-quality products, in this case, excellent student performance. Staff who are highly motivated are more likely to be conscientious in their work and more responsible. Achievement motivation, according to [2], becomes the driving factor for future understanding and can be characterized as a proclivity to strive for success. It is critical to remember that a motivated staff will do everything possible to help the school system meet its objectives [2].

Principals, teachers, and students are constantly on the lookout for opportunities to obtain notoriety, acclaim, empowerment, promotion, or even material rewards from their bosses, parents, guardians, and teachers. In terms of the impact on organizational productivity, the opposite may signify low productivity. As a result, the value of education in a nation's progress, as well as the relevance of motivation, cannot be overstated. Motivation is defined as a desire to achieve a goal combined with the energy to do it. Motivation is derived from the word 'movere,' which means motivation, and refers to the inner condition that energizes, directs, and channels behavior toward stated goals [3]. In secondary schools as an organization, it is also a force that dictates the direction of a person's behavior, degree of effort, and productivity [4]. Staff motivation is also a means of empowering and motivating employees to do better in their jobs [5]. The motivational process involves the perception variables, strategies and activities that are used by the organization for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the staff such as security needs which involves protection against dismissal and undue transfer, need for protection against threat from students and parents, need for safety in the classroom and school environment and need for fair treatment by school authority, economic needs such as prompt payment of salary and entitlement motivates teachers to work hard and make them to be more dedicated and enthusiastic in carrying out

their duty; social needs such as staff salaries, arrears and pension are regularly paid, and health needs such as free medical checkups and health care schemes such as National Health Insurance Scheme (NHIS) so that they may become satisfied, dedicated and effective in performing their tasks. This will invariably influence the quality of organizational productivity in the school system.

Staff motivation is significant for organizational productivity because it is a necessary tool that influences staff's actions and behaviours towards the intended, desired goals of an organization. It determines the efforts that is exerted at a particular time, situation and needs of the staff [6]. Organizations like secondary schools cannot effectively achieve their mission without motivating their staff to work together for the attainment of the set goals [7], and they have a lot to do with their staff motivational level, staff behaviours, staff style, the structure of the course and informal interactions with learners all have a large influence. Staff likewise needs to be motivated in monetary and other incentives so as to be productive in their duty to enhance productivity. Staff are the key resources in sustaining any organization long term competitive advantage and the ability to attract, maintain, retain and motivate its workforce. Staffs are the key influence in sustaining a constant success in schools as an organization [8]. Therefore, researcher feels that understanding staff's motivational behaviours and their productive influence at work place is very pertinent in any organization in attaining significance productivity. It deals with the drive and effort of staff to satisfy the needs, desire and wishes of organizational goals [9]. [10], remarked that incentives are the direct and indirect benefits offered to staff as intrinsic motivators. Staff should be granted direct monetary incentives as well as all other financial resources, according to him. Professional assistance, such as early and continuous training programs, staff, guides, fringe benefits, free or subsidized

accommodation, food, and transportation, are examples of these. Professional position in the society, promotion, recognition, and approval by parents, the general public, and the ministry of education are all non-monetary benefits. It is thought that when secondary school teachers are provided such motivation, their production is at its peak. Therefore, the researcher's study on the influence of staff motivation on organizational productivity in secondary schools focuses on fringe benefit and nature of working condition, which will be adopted from [11, 12], who incorporated motivation as a force that determines an organizational productivity. However, from the researcher's perception, it is a force within individuals that produces an optimum productivity through a good a behaviour. Motivation arises as a result of interaction of the individuals and situation.

In an organization, staff motivation refers to the coordinated efforts and actions aimed at making employees happy, healthy, and duty-conscious in order to inspire, help, and motivate them to perform at their highest level [13]. Staff motivation and welfare are important in any organization since they serve to keep employees together and motivated to fulfill the school's defined goals while also considering organizational performance. It is hygiene at work place that motivates staff to bring out their best but where hygiene which include pay, fringe benefits, working condition is lacking it leads to staff dissatisfaction. However motivational factors which are called satisfiers such recognition, sense of achievements, promotional and growth opportunities enhances staff performance.

Teachers' academic performance in secondary schools is mostly focused on teaching and marking, as well as creating report forms, doing school tasks, attending staff meetings, and developing schemes of work and lesson plans. [14], defined performance as the behavioral factor that dictates how businesses, teams, and individuals accomplish their goals. According to [15], performance is a

function of motivation, ability to cope with the work in a particular environment, and performance as a function of motivation entails meeting business objectives and duties from the standpoint of the judging party [16]. Performance can be excellent or subpar. Being prompt at work, cooperating with coworkers, management in problem-solving, emotional control, commitment, and regularity at work are all examples of good performance. If skillfully channeled, those single acts can boost productivity in any firm. Poor performance includes, among other things, late appearances at work, early departures, a lack of commitment, absenteeism, excessive complaints, refusal to accept delegated duties, and a lack of emotional control, all of which lead to industrial action [15]. As a result, if employee motivation is high and rewards are given promptly, employee engagement and commitment are high, resulting in optimal performance productivity. There is a link between motivation and employee performance that requires attention in order to be motivated. Motivation is a global concept that deals with a culturally bound practice that dates back to the industrial revolution in European and American countries such as Japan, Greece, Mexico, Denmark, Norway, Sweden, and the Netherlands, where social needs were recognized as a foundation for good performance and worker benefits were more sensitive to equality, resulting in equal treatment of workers [12].

Unfortunately, in most countries, Nigeria inclusive teachers' salaries are relatively low paying occupation in comparison to others like lawyers, accountants, engineers requiring a similar standard of education in its practitioners. It is widely believed that recruitment to the teaching profession is adversely affected by low motivation; hence, qualified staff who would otherwise be motivated towards teaching are demotivated because of low salaries rate, lack of allowances, and lack of fringe benefits. All these makes the teaching profession not to be attracted. The theories of motivation can be traced far back in the revolution in countries like

Japan and Britain where a few capitalist who controlled production used it as a comparative advantage for increasing production [4]. However, its practical and theoretical development was pioneered by Taylor in the 20 century, with his scientific study on the use of economic incentives as a means of achieving of high levels of performance and was valued more important than the nature of the work or job [6]. In this regard, researcher feels that staff motivational influence such as incentives have been in existence and are still pertinent in accelerating actual influence of staff in most institutions or organization. In the past, most schools experienced industrial action which results to poor organizational productivity emanating from poor relationship and poor motivation by principals, teachers, whether administrative and non-administrative staff. Generally, the staff motivational influence on organizational productivity in secondary schools has been a question of concern among the scholars since the industrial revolution and this intense debate has become a reflection of complicity to most organizations or institutions of learning. Much of the administrative thinking still emphasizes on what motivates staff rather than the extent are motivated. However, it is important to note that in the secondary schools in Enugu State, most staff who work or join institutions or organizations have varied reasons which are already shaped and reshaped by their agents at school, families, peer groups and other religious organizations [9]. Therefore, what motivates staff differs from staff to staff, from time to time and according to situations and the success of each motivational influence; it also depends upon the individual personality, occupation and cultural background which considers the job security impact of the staff, economic impact of the staff, social and health impact of staff on organizational productivity in secondary schools. Fundamentally, lack of security affects organizational productivity in secondary schools such as lack of protection against

dismissal and undue transfer, need for protection against threat from principals and parents, need for safety in the classroom and school environment and need for fair treatment by school authority calls for serious attention. Economically, staff' salaries are generally low and irregularly paid. Remunerations and incentives provided for secondary school staff are very poor. A low numeration seem to be a de-motivating factor. Non-receipt of salaries on time and in particular, the inability of the administration to release timely travel reimbursements and other payments were cited as reasons for poor motivation in organizational set ups [17]. Organizational set ups must have dwindled because staff are not motivated. For instance, their salaries, arrears and pension are generally low and irregularly paid and this makes staff to have low level of economic power [18]. Due to their low level of economic power in the society, secondary school staff are not given due respect in the society. Same apply to medical checkups and health care schemes which seems to be a contributing factors since staff are not provided for since staff productivity measure the efficiency of production and performance deals with the way in which staff functions to accomplish something successfully. Meanwhile, the ideas shows that to increase the organizational productivity, performance must be improved in the right direction with the aim of producing highly motivated staff. Yet, the Federal Government of Nigeria made it clear in National Policy of Education [19]that the purpose of teachers (staff) education should be to produce highly motivated, conscientious, and efficient students/staff as the oil that lubricates factors of academic performance and educational enterprise as a whole. Staff as human beings needs some level of motivation (material and non-material) to elicit good and expected work behaviour from them which is obtainable in all secondary schools. In secondary schools in Enugu state, motivation is an indispensable factor in all institutions as a basis for good

performance. When staff are motivated, the organization productivity becomes optimum because they will put in all their best for a maximum productivity in secondary schools. This is in line with the survey conducted by [9] on the teaching staff, in 3 universities and schools where external incentives like yearly salary increments and allowances is used to induced staff to improve on performance [9]. Therefore, the researcher feels that motivation as an aspect of every organization, lies within individuals and when properly manipulated, produces desirable behaviours as good performances in the organization.

In most secondary schools in Enugu state to be precise, staff are not adequately motivated and even the working conditions are still appealing, fringe benefits like allowances, recognitions, promotions and praises rarely exist despite the commitment exhibited by the staff. Most of the staff still work under strict supervisions and work over loaded without appointment letters (job security), hence, affecting their productivity. In most of the schools, the school administrators and board of governors are the chief determinants of the staff survival. The methods of rewarding staff differ from organization to organization, for various reasons and at particular situations. Motivation depends on adequacy of funds, perception by the management and the culture of the organization. In organization, the success of each practice is determined by the efforts exerted by the management in relation to the reward and outputs received. Therefore, equity of rewards and inputs drive attraction, motivation and retention of staff, a primary source of job satisfaction and good performance in schools. Staff motivation is vital and makes staff positive about their own learning, creating a drive in them to acquire their targets. By realizing their improvement and achievement, staff always gains the feeling of success.

The questions are: Are staff motivated to exert high level of influence on the organizational goals? How can staff that

are the pillars of academic development ensure that all students, regardless of their social, economic, and intellectual status, learn and become useful and productive members of society if they are not motivated? Are all staff motivated to pursue and achieve students academic goals on their own? How can staff enhance students' motivation to learn if they are not motivated? Are there monetary incentives for staff? Are there set benchmarks for bonus pay or any other kind of incentive that any staff could reach with hard work? How can staff bring out their best where there is a huge lack of financial incentives? Imagine a situation where teachers' staff salaries are generally low and irregularly paid leading to lack of financial incentives. Remunerations and incentives provided for secondary school teachers/staff are very poor. Teachers' salaries are generally low and irregularly paid. Remunerations and incentives provided for secondary school teachers are very poor. . Lack of suitable financial incentive derail the morale of teachers. This by implication affects students performance. All this are considered because of the seemingly efficacious gesture of performance exhibited by male and female staff especially when they receive financial incentives. Money is the principal inducement and no other incentive comes close to it with respect to its influential value. Money has the dominancy to magnetize, retain and motivate staff towards higher performance that enhances productivity. Staff do not work for free. Staff want to be compensated for the work that they do. Staff must be motivated through adequate incentives plans and reward systems and this will invariably encourage them to be proactive and have right attitude to work, thereby promote organizational productivity [16]. [20], posits that financial incentives mean any inducement involving the payment of money and reduction in price paid for goods or services or any award of credit. Financial incentives and rewards positively affect staff commitment or loyalty. Staff stays in an organization because the benefits of being part of an

organization far outweigh the cost of leaving the organization [21]. The fact that staff fear losing their job makes money an extremely effective motivator because it is indispensable for survival in an economy [15]. The major objective of a manager is to ensure that business and corporate objectives are realized. This is only possible if employees, who are the key assets of an organization, have a positive attitude towards their organizations [23]. To keep the pace of achieving goals organizations try to hire competent human resource. Employing competent human resource, organizations have to offer better working environment, market based salaries, job security, empowerment etc [24]. While there are a variety of ways to compensate a sales force, most companies use three main methods: straight salary, straight commissions and a combination of salary and commissions [26]. Besides salary and commission, financial compensation could also include reimbursement of sales expenses and transportation [26]. Fredrick Taylor has described money as the most fundamental factor in motivating the industrial workers' to attain greater productivity [26]. It is therefore imperative that organizations think critically about the remuneration packages that they offer to their employees. Financial incentives enhance the employment relationship because it creates the basis for high levels of commitment and therefore, firms must develop strategies that include financial incentives and rewards for example promotion, bonus, profit sharing or gain sharing and employees stock ownership etc [27]. In fact, some authors assert that the primary aim of incentives is to enhance extrinsic motivation by satisfying an individual employee's needs indirectly through means of pay and bonuses. A natural way to motivate workers at any level is to offer them financial incentives; linking pay to performance improves the motivation value of money [28]. Many jobs require financial rewards to motivate employees and many people primarily work to make

money or attain the recognition denoted by financial rewards [29]. Using financial incentives to motivate people fits principles of positive reinforcement and punishment [30]. A useful principle of using financial incentives to motivate workers at all levels is to investigate which incentives are most appealing to groups and individuals [31]. Many workers are extrinsically motivated by salaries and benefits while others are intrinsically motivated by recognition and rewards or better health benefits [29]. [32], remarked that financial incentives are more effective when they are linked to (or contingent upon) good performance. A key principle is for managers to explain clearly to employees how performance is linked to pay, including the fact that unethical behaviour will not be tolerated as a way of attaining a performance goal [26]. An increasing effort of managers and compensation specialists to link pay to performance supports many business strategies- workers receive financial incentives for performing in ways consistent with the business strategy [30]. Literature has shown that remuneration issues play a critical role in organizations; however, there has been little advice that companies could use in terms of when certain incentive system designs have been more (or less) appropriate [34]. The use of pay-for-performance plans is growing [35] and there is a trend to increasing variable pay as a percentage of total remuneration [20]. Compensation is one of the physical needs that influence motivation which in turn will affect the employee performance [24]. Compensation has a big influence in the recruitment of employees, motivation, productivity and employee turnover [26]. Financial incentives are largely regarded as an adequate means to motivate staff and to improve their performance [35]. By implication, when speaking about financial motivators, it means that the employer spends money a lot on the reward directly, or the employee receives some kind of monetary reward. Financial rewards are short-term motivators to employees and are forgotten about later

in the employee's careers. This method may not take as long for management, but it also does not have as long as a lasting effect on employees. The most common financial reward is either a cash bonus or a salary raise. More than half the employees surveyed by the Society for Human Resources Management in 2009 said that benefits and compensation are important [6]. With the recent economy, compensation may be more important, but it may not serve as a strong motivator for all. A cash bonus is extra payment on top of the regular salary to encourage employees to work harder and meet company goals. A bonus motivates the employee to understand exactly what the organizational goals are as well as to be a productive employee and make sure the goals are met.

There are certain deadlines for bonuses which are usually around Christmas time or in the summer. Bonuses benefit the employee as well as the employer. The employee receives money that they would have not had and the employer gets the best work possible from the employee. An increase in the employee's salary is called a raise. Raises are usually done once or twice a year. Another way to motivate employees with regards to pay is commission. Pay can be based purely on commission or can be an addition to a salary. This type of pay is usually used for people in sales and is a percentage of the amount of sales that are completed. Commission pay encourages the employees to make as many sales as possible so they can increase their income. Consequent upon the above fact, gender is a variable to be considered in the topic under investigation. Gender in this context means the range of characteristics pertaining to, and differentiating between, masculinity and femininity [37]. Depending on the context, these characteristics may include biological sex, sex-based social structures, or gender identity. In this context, we refer to male and female staff in secondary schools. On the issue of staff gender on house accommodation as

it impact on organizational productivity in secondary schools becomes vital since it has been noted that two of the differences between men and women are sex and gender. Sex is the physical, biological difference between women and men. It refers to whether people are born female or male. Gender, is not physical like sex. Gender refers to the expectations people have from someone or a community because they are female or male. Gender attitudes and behaviours are learned and the concept can change over time. Sex is biologically determined while gender is socially determined in terms of the roles and responsibilities that society or family assigns to women and men. [38], opted that there are more female staff in most organization a such they show more impact than male counterpart on organization productivity whenever they are remunerated. Conversely, [39] also remarked that there were more men than women in many organization but they have no impact on organizational productivity because of lack of motivation in the organizations. In most cases, when staff are motivated, they generally perform well than when they are not. Thus what motivates female staff may not necessary motivate their male counterpart. Notwithstanding, women have more positive attitude towards impacting on organizational productivity than their male colleagues. [40], stated that, a well motivated and flexible work force can be achieved by a coherent approach to developing strategies in the areas of raising staff salaries without streamlining the payment system. Yet, it is glaring as remarked by [41] that an average Nigerian staff suffers from lack of motivation to enhance the productivity of an organization; the failure of the staff is the failure of the school and the students therein, while the effectiveness of staff is the effectiveness of the school and the students also. The researcher therefore, examined the influence of staff motivation on organizational productivity in secondary schools in Enugu State

### Statement of the Problem

The general problem inherent in the organizational set up is low salaries, irregular promotional structure and lack of recognition of staff achievements. All these tend to dampen staff morale and consequently affect their productivity if they are not motivated. In general, staff are given strict policies and standards to deliver within the school system whereas their conditions as staff are not re-addressed so as to provide a win-win ground both for the education system and staff. This brings about the question as to how effective and willing are staff to influence on organizational productivity of secondary school since their motivational needs seem to be inadequate. To crown it all, some staff salaries are not paid on time at the end of each month. From observation they are paid within the second or third week of the next month. Even at that when they are due for promotion, their promotion is delayed. Even when they are promoted, their promotion which involves financial benefits is not implemented. Even when it is implemented the financial involvement is not paid from the time the promotion took place. Another perceived problem emanating from lack of motivation of staff is the strict policies and standard given to staff to deliver within the goal of education system whereas their conditions as staff are not addressed with fringe benefits so as to provide a win-win ground both for the education system and staff. If staff are not motivated they will not be willing to implement the school Curriculum which will likely account for them not been motivated to be effective in their performance thereby failing to actualize the institutional goals. Worst still, to improve staff living standards most of them engage in other business ventures during the school period. The time and energy devoted to the business affect commitment to duty as a staff and

consequently hinders the productivity of the organization as a result of staff lack of motivation. This portrays that when staff is not adequately taken care of especially with regards to regular and prompt payment of their salaries and other entitlements, their attitude to work automatically changes. [42] in his studies found that staff refuses to obey laid down rules in their work places because of lack of motivation. They come to work, but no meaningful work will be done, no effective teaching and learning, instead of teaching, many of them resort to discussing their personal woes in their staff rooms and offices when their needs are not well taken care of by government. The implication of all these problem within the secondary school administrative system could lead to wide spread and high rate of malpractices to poor learning achievement, high rate of staff indiscipline, low teacher's morale and student's poor attitude to studies to mention but a few. This problematic situation is alarming since staff seem not to be adequately motivated because if staff is adequately motivated, the organizational productivity will be high, but if the staff are not adequately motivated productivity of the organization will be affected. As such, this study sought to examine the influence of staff motivation on organizational productivity in secondary schools in Enugu State bearing in mind gender and location as variables. This study will examine to what extent the financial incentives, housing accommodation, recognition and praise and in-training services of staff motivational influence employed to raise the morale of the staff for high productivity. The study identifies elements that promote human dignity and thus raise the morale of the staff for higher productivity.

### Objective of the study

The objective of this study sought to examine the influence of staff motivation on organizational productivity in secondary schools in Enugu State. Specifically the study sought to:

1. examine the extent to which male and female staff financial incentives influence organizational productivity of in secondary schools in Enugu State.



### Research Questions

The following research questions guided the study.

1. To what extent does a male and female staff financial incentive

influence organizational productivity in secondary schools in Enugu State?

### Statement of Hypotheses

The following research hypotheses are formulated to guide the study and will be tested at .05 level of significance.

H01: There is no significant difference between the mean rating of male

and female staff on the extent financial incentives influence organizational productivity in secondary schools in Enugu State.

### Methodology

The study adopted a descriptive survey design. The area of the study was Enugu State, Nigeria. The population for the study consisted of 8862 tutorial staff comprising of 1906 males and 6933 females teachers in Enugu state. 5% of the population (8862) was drawn. Thus, giving the sample size of tutorial staff of 443. The instrument used for data collection was a 10 items questionnaire called, 'Influence of Staff motivation in Organizational Productivity Scale (ISM-OPS). The instrument had a 4-point response scale with response category of very great extent (VGE 4Points), great extent (GE-3 points), little extent (LE-2) and very little extent (VLE-1 Point).The instrument was validated by three experts; one (1) in Measurement and Evaluation and two (2) in educational management all from the Faculty of Education, Enugu State University of Science and Technology, (ESUT), Enugu. The internal consistency of the

3.50	-	4.00	VGE
2.50	-	3.49	GE
1.50	-	2.49	LE
0.00	-	1.49	VLE

For all the null research hypotheses, the decision rule was that if the critical t-value was greater or equal to t-table value at a given degree of freedom ( $n_1 + n_2 - 2$ ) the null hypotheses of no significant

instrument was determined using Cronbach Alpha reliability estimate and it yielded a reliability coefficient of .91 for the only cluster. Out of 443 instruments distributed, 337 were returned indicating 76% returned rate. Then in respect to gender distribution, 211 filled instruments was returned for the females representing 63% return rate whereas 126 filled instrument was returned for males representing 37% return rate. Data collected were analyzed using mean, standard deviation and grand mean. The hypothesis was analyzed using the t-test. Nominal values were assigned to different scaling options as follows;

Very great extent (VGE)----4 points  
Great extent (GE)-----3 points  
Little Extent (LE)-----2 points  
Very little extent (VLE)---1 point

The decision rule for answering the research questions was based on the real limit of numbers, thus:

different was rejected, if on the other hand the calculated t-value was less than the value of the t-critical from the table, then the null hypothesis was not rejected.

### Presentation of Results

This section presents the results of the study according to the research question that guided the study.

### Analysis of Data

The data analyzed was presented in Tables 1

**Research Hypothesis**

**Research Question 1:** To what extent does male and female staff financial incentives influence organizational productivity in secondary schools in Enugu State?

**Table1: Mean ( $\bar{x}$ ) Rating with Standard Deviation of the Extent to which Male and Female Staff Financial Incentives Influence Organizational Productivity in Secondary Schools in Enugu State**

Overall S/N	Items	Male Staff N=126		Female Staff N=211			
		$\bar{X}_1$	$SD_1$	$\bar{X}_2$	$SD_2$	$\bar{X}_3$	$SD_3$
<b>Decision</b>							
1.	School maintains a competitive pay benefits package for staff VGE	3.39	0.90	3.88	0.54	3.64	0.74
2.	Teachers use money as a crucial incentive to motivate their productivity VGE	3.50	0.92	3.91	0.36	3.71	0.64
3.	Teachers are satisfied with the level of pay receive as tutorial staff GE	2.60	0.80	2.67	0.47	2.64	0.64
4.	Financial incentives positively enhances staff commitment duties GE	3.79	0.61	3.10	1.21	3.45	0.91
5.	School use profit sharing to enhance staff productivity VGE	3.84	0.54	3.72	0.79	3.78	0.67
6.	Low salary incentives have led to staff dissatisfaction VGE	3.94	0.32	3..22	1.16	3.58	0.74
7.	Financial rewards positively influence staff loyalty GE	3.76	0.65	2..72	1.12	3.24	0.89
8.	School use commission to create high level of commitment among staff GE	3.88	0.54	2.10	0.99	2.99	0.77
9.	School use health allowances to motivate teachers GE	3.78	0.68	2.95	0.21	3.36	0.45
10.	School use promotion to enhance staff productivity VGE	3.11	1.07	3..91	0.46	3.51	0.77
<b>Grand Mean</b>		<b>3.56</b>	<b>0.70</b>	<b>3.22</b>	<b>0.73</b>	<b>3.39</b>	<b>0.72</b>
						<b>GE</b>	

Data in Table 1 indicates that of the 10 items on the extent to which male and female staff financial incentives influence organizational productivity of in secondary schools in Enugu State, the respondents agreed with 5 of the items (1, 2, 5, 6 and 10) as they recorded mean scores of (3.64, 3.71, 3.78, 3.58 and 3.51) to a very great extent, 5 of the items (3, 4, 7, 8 and 9) to a great extent with mean scores of (2.64, 3.45, 3.24, 2.99 and 3.36). The standard deviation for all the items raised is 0.72 which is small signifying

that the responses are closely clustered around the mean. The Table also shows that the respondents grand mean score for the overall items raised is (3.39). Following the guideline for the interpretation of the respondents data, the answers to research question one is that male and female staff financial incentives influence organizational productivity in secondary schools in Enugu to a great extent. The following null hypotheses were formulated and were tested at .05 level of significance.

**Hypothesis 1**

There is no significant difference between the mean rating of male and female staff on the extent financial incentives

influence organizational productivity in secondary schools in Enugu State.

**Table 2: t-test Result of the Mean Rating of Male Staff and Female Staff on the Extent Financial Incentives Influence Organizational Productivity in Secondary Schools in Enugu State.**

Principals Decision	N	$\bar{x}$	SD	df	t-cal	t-crit
<b>Gender</b>						
<b>Male</b>						
Principals	126	3.56	0.70	337	0.43	±1.96
						NS
						Do not reject
<b>Female</b>						
Principals	211	3.22	0.73			

Significant at  $P < .05$ ,  $df = 335$ , critical t-value =  $\pm 1.96$

The t-test analysis of the data in Table 2 revealed that the t-calculated value (0.43) is less than the critical t-value of  $\pm 1.96$  at degree of freedom (df) 335 and at 0.5 level of confidence. This implies that the calculated t-value is less than the critical t-value. Thus, the null hypothesis is not

rejected as there is no significant difference between the mean rating of male and female staff on the extent financial incentives influence organizational productivity in secondary schools in Enugu State.

**Discussion of Findings**

For the discussion of the findings inherent in this study, research question and hypothesis that is related was treated together. The first research question sought to examine the extent to which male and female staff financial incentives influence organizational productivity of in secondary schools in Enugu State. The result in Table 1 showed that male and female staff financial incentives influence organizational productivity of in secondary schools in Enugu State to a great extent. The first research hypothesis

examined if there is no significant difference in the mean rating of male and female staff on the extent financial incentives influence organizational productivity in secondary schools in Enugu State. The analysis of the t-test comparison according to Table 2 showed that there is no significant difference in the mean rating of male and female staff on the extent financial incentives influence organizational productivity in secondary schools in Enugu State. The finding is in consonance with [43] who

stated that money has the dominancy to magnetize, retain and motivate staff towards higher performance that enhances productivity. The finding corroborates with [14] who held that Staff must be motivated through adequate incentives plans and reward systems and this will invariably encourage them to be proactive and have right attitude to work, thereby promote organizational productivity. In line with the above, [21] stated that financial incentives mean any inducement involving the payment of money and reduction in price paid for goods or services or any award of credit. The findings is in support with [26], who stated that besides salary and commission, financial compensation

could also include reimbursement of sales expenses and transportation. In the light of the following, [28], remarked that financial incentives enhance the employment relationship because it creates the basis for high levels of commitment and therefore, firms must develop strategies that include financial incentives and rewards for example promotion, bonus, profit sharing or gain sharing and employees stock ownership etc In line with Gender based , [40], stated that, a well motivated and flexible work force can be achieved by a coherent approach to developing strategies in the areas of raising staff salaries without streamlining the payment system.

### CONCLUSION

Conclusively from the above analysis and interpretations done and the information from related literature, the finding in this undertaking

reveals that financial incentives influences organizational productivity in secondary schools in Enugu to a great extent.

### Educational Implication of the Finding

The finding of this study holds implication for staff, Nigerian workers (teachers) in Enugu State. The finding of this study holds implication for staff, Nigerian workers (teachers) in Enugu state since the influence of financial incentive enhances staff productivity. In other words, the implication of using economic means (those incentives as used) as a motivator to staff is that performance may not increase more than the standard level of normal output for fear of losing jobs through downsizing of staff strength

by the management of organizations. In such wage increase situation, performance of staff can be enhanced if they are assured of job security. For instance, the approved new national minimum wage in Nigeria can motivate staff to increase their performance if the fear of losing their job through possible reduction in workforce, is allayed. In other words, staff' performance may eventually increase expectedly if they are assured of the safety of their jobs.

### Recommendations

At the end of the study, it was recommended that principals should recognize work done well by staff and

appreciate them using financial rewards to boost their ego to enhance their work productivity;

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