

Employees Motivation and Organizational Effectiveness with Respect to Diversification of Nigeria's Economy & Contemporary Challenges

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Abstract

The purpose of this paper is to identify the factors that affect employee motivation and examining the relationship between employee motivation and organizational effectiveness and by extension the diversification of the Nigerian economy. The need to diversify the economy of Nigeria today has become more pronounce as a result of the recession being experienced. For this to come through, the effective performance of organizations driven by motivated employees cannot be overemphasized. This paper adopted a survey design by using structured questionnaires, modified 4 point linker scale at obtaining primary data from randomly selected sample of 60 respondents comprising of 12 principals and 48 teachers from 12 secondary schools of 3 local government areas within Kaduna metropolis. The sample was purposely selected to meet the goal of this paper. Conclusion; It is therefore concluded that increasing pay, promotion, recognition, open communication, freedom to take decision, praise given to employees can to a great extent motivate them to work extra hard in ensuring goals are achieved. Recommendation follows the findings thus: the need for diversification in the midst of present challenges could be tackled if teachers that are imparting directly on the younger ones could be motivated adequately and fairly through orientations such as the present slogan of government "change begins with me".

Keywords: Basic Salary, Recognition, Motivation, Organizational Effectiveness, Contemporary Challenges.

Introduction

The desire of every organization is to be successful and to have constant progress. This desire is being challenged by so many problems especially frequent employees' turnover. It has become a serious task to retain employees by organizations as a result of fierce competition regardless of their size, market focus and technology. In order to guide against the desire to leave by employees, there is need to build a strong relationship between employees and the organizations they serve. Employees or what we call human resource of any organization are the most central part so they need to be influenced and persuaded towards tasks fulfilment.

For achieving prosperity, organizations design different strategies to compete with the competitors and for increasing the performance of the organizations. A very few organizations believe that the human personnel and employees of any organization are its main assets which can lead them to success. It remains almost an impossible goal to achieve progress, success, or effectiveness in an organisation if the employees of such organization are not satisfied, are not motivated for the tasks to perform and goals to achieve. This study therefore is focused on

enlightening how an organization through its employees can achieve success and effectiveness. It's also aimed at examining the impact of employees' motivation on organizational effectiveness.

Statement of the Problem

The performance of organizations and employee motivation has been the focus of intensive research effort in recent times. How well an organization motivates its workers (Intrinsic or Extrinsic) in order to achieve their mission and vision is of paramount concern. Employers in both private and public organizations are becoming increasingly aware that motivations increases productivity. From the foregoing, and looking at today's economic trend, it is evident that the pace of change in our business environment presents fresh challenges daily. Inasmuch as there are various research works on the influence of extrinsic and intrinsic motivation on employees' performance in Nigeria, no research work has been targeted at employees of educational institutions especially in Kaduna. Existing studies in Nigeria, aimed at the effect of motivators and hygiene on job performance by Jibowo (2007). Related studies on this study was on influence of monetary incentives and its removal on performance (see Bergum & Lehr's, 2004). Of these studies in Nigeria, very few assessed the influence of Extrinsic and intrinsic motivation on employees' performance on educational sub-sector of the economy. Moreover, scanty studies have been done on motivation in Africa (e.g., Centres & Bugental, 2007), Daniel and Caryl (1998 in Kenya, Akerele (2001) did not cover indeed, the areas that the objectives of this work covers. This study therefore attempts to empirically analyze how extrinsic and intrinsic motivational tools can be used by secondary schools in Kaduna metropolis to effectively obtain possible diversification plans in the face of the current economic challenges in Nigeria today.

Objectives of the study

The general objective of the study is to investigate the place of motivation in increasing organizational productivity among secondary schools in Kaduna metropolis.

The specific objectives are to:

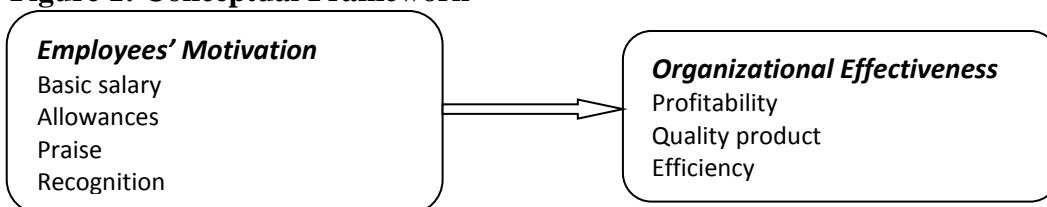
1. Examine how secondary schools can achieve their performance through their teachers.
2. Evaluate the relationship between extrinsic and intrinsic rewards, and employee's performance.

Research Questions

1. Could the achievement of secondary schools performance be attributed to teachers?
2. Could extrinsic and intrinsic rewards given to teachers of secondary schools in Kaduna metropolis influence secondary schools' performance?

Literature Review

Figure 1: Conceptual Framework



Motivation

Motivation in the view of (Wehrich, Cannice, & Koontz, 2008) is "a general term applying to the entire class of drives, needs, wishes, and similar forces". According to Butkus and Green

(1999), motivation is derived from the word “motivate”, means to move, push or influence to proceed for fulfilling a want (Manzoor, 2011). Bartol and Martin (1998) describe motivation as a power that strengthens behaviour, gives route to behaviour, and triggers the tendency to continue (Manzoor, 2011). This explanation identifies that in order to attain assured targets; individuals must be satisfactorily energetic and be clear about their destinations. In view of Bedeian, (1993) it is an internal drives to satisfy an unsatisfied need and the will to accomplish. Motivation is a procedure that initiates through a physiological or psychological want that stimulates a performance that is intended at an objective. It is the concluding product of interface among personality behaviour and organizational distinctiveness (IRCO). It symbolizes those psychological procedures that foundations the stimulation, route, and determination of deliberate actions that are target oriented (Manzoor, 2011). Also motivation is a progression of moving and supporting goal-directed behaviour (Chowdhury, 2007). It is an internal strength that drives individuals to pull off personal and organizational goals (Manzoor, 2011). Motivation as a working definition of this study could be described as a total sum of both physical benefits and intangible rewards which can increase the morale of workers to put in their best ability in ensuring achievement of targeted goal.

Employee Motivation

Employee motivation is one of the policies of managers to increase effectual job management amongst employees in organizations (Reena & Ahmed, 2009). A motivated employee is responsive of the definite goals and objectives he/she must achieve, therefore he/she directs its efforts in that direction. Rutherford (1990) reported that motivation formulates an organization more successful because provoked employees are constantly looking for improved practices to do a work, so it is essential for organizations to persuade motivation of their employees (Kalimullah, 2010). Employees being human as they are need to do their best work even in strenuous circumstances, which could be considered as one of their most stable and greasy challenges and this can be made possible through motivating them.

Organizational Effectiveness

Composition of people which formulate independent business identity for some specific purpose is commonly known as organization and getting desired outcome within defined resources is treated as effectiveness (Manzoor, 2011). Organizational effectiveness is the notion of how effectual an organization is in accomplishing the results the organization aims to generate (Muhammad, 2011). It plays an important role in accelerating organizational development (Bulent, 2009). It is the net satisfaction of all constituents in the process of gathering and transforming inputs into output in an efficient manner (Matthew, 2005).

Organizational effectiveness is defined as the extent to which an organization, by the use of certain resources, fulfils its objectives without depleting its resources and without placing undue strain on its members and/or society (Manzoor, 2011). It is the maximum combined utility of the primary constituents (Matthew, 2005).

The goal model describes organizational effectiveness in terms of the extent to which an organization attains its objectives. The legitimacy model regards organizational effectiveness in terms of a background evaluation “of component preferences for performance and natural limitations on performance from an external environmental perspective” (Zammuto, 1982).

The constituency model considers organizational effectiveness “as a set of several statements, each reflecting the evaluative criteria applied by the various constituencies” involved with the organization being evaluated with an emphasis on means criteria (Connolly, 1980).

The systems resource model defines organizational effectiveness “in terms of its (the organization’s) bargaining position, as reflected in the ability of the organization, in either absolute or relative terms, to exploit its environment in the acquisition of scarce and valued resources” and how they utilize these resources (Yuchtman, & Seashore 1987).

Factors affecting Employees’ Motivation

No one works for free, nor should they. Employees want to earn reasonable salary and payment, and employees (sic) desire their workers to feel that is what they are getting. Money is the fundamental inducement; no other incentive or motivational technique comes even close to it with respect to its influential value (Manzoor, 2011). It has the supremacy to magnetize, maintain and motivate individuals towards higher performance.

Frederick Taylor and his scientific management associate described money as the most fundamental factor in motivating the industrial workers to attain greater productivity (Adeyinka, 2007).

Research has suggested that reward now cause satisfaction of the employee which directly influences performance of the employee (Kalimullah, 2010). Rewards are management tools that hopefully contribute to firm’s effectiveness by influencing individual or group behaviour. All businesses use pay, promotion, bonuses or other types of rewards to motivate and encourage high level performances of employees (Reena, 2009).

To use salaries as a motivator effectively, managers must consider salary structures which should include importance organization attach to each job, payment according to performance, personal or special allowances, fringe benefits, pensions and so on (Adeyinka, 2007). Leadership is about getting things done the right way, to do that you need people to follow you, you need to have them trust you. And if you want them to trust you and do things for you and the organization, they need to be motivated (Baldoni, 2005). Theories imply that leader and followers raise one another to higher levels of morality and motivation (Rukhmani, Ramesh & Jayakrishnan 2010). Motivation is purely and simply a leadership behaviour. It stems from wanting to do what is right for people as well as for the organization. Leadership and motivation are active processes (Baldoni, 2005). Empowerment provides benefits to organizations and makes sense of belonging and pride in the workforce. In fact, it builds a Win - Win connection among organizations and employees; which is considered an ideal environment in numerous organizations and their employees. Empowering can flourish virtual human capacities. Empowered employees focus their job and work-life with additional importance and this leads to constant progress in coordination and work procedures. Employees execute their finest novelties and thoughts with the sense of belonging, enthusiasm, and delight, in empowered organizations. Adding up, they work with a sense of responsibility and prefer benefits of the organization to theirs (Manzoor, 2011). Trust is defined as the perception of one about others, decision to act based on speech, behaviour and their decision (Hassan, 2010). If an organization wants to improve and be successful, trust plays a significant role so it should always be preserved to ensure an organizations existence and to enhance employees’ motivation (Annamalai, 2010). It can make intrapersonal and interpersonal effects and influence on the relations inside and out the organization (Hassan, 2010). No matter how automated an organization may be, high productivity depends on the level of motivation and the effectiveness of the workforce so staff training is an indispensable strategy for motivating workers. One way managers can instigate motivation is to give appropriate information on the sentences of their actions on others (Adeyinka, 2007).

Empirical Review

An empirical study of employee motivation and organizational performance was carried out by (Oluyinka, Noor, Mehdi, & Ajagbe, 2012) showed that a survey of 87 personnel of Cadbury Nigeria Plc, using self administered questionnaires and simple percentages and Pearson product moment correlation indicated a significant relationship between the independent variable (motivation) and the dependent variable (employee productivity).

Also, an empirical study was conducted in Pakistan to measure the impact of reward and recognition on job satisfaction and motivation. 220 questionnaires were distributed and filled by employees of different sectors. The results showed that there exists a significant ($r=0.13$, $p<0.05$) relationship between recognition and employee work motivation (Manzoor, 2011).

Furthermore, an empirical study was conducted by Reena Ali to examine the impact of reward and recognition programs on employee motivation and satisfaction. A questionnaire was distributed to 80 employees of Unilever and data was analyzed through SPSS version 16. The results showed that there is a statistically significant ($r=0.92$, $p<0.01$) direct and positive relation between recognition and employee work motivation (Manzoor, 2011).

In another empirical study of workers of 21 manufacturing firms in Anambra State of Nigeria by (Muogbo, 2013) using descriptive statistics (frequencies, and percentages) to answer research question and the Pearson product moment correlation coefficient to test the research hypotheses showed that there exist relationship between extrinsic motivation and the performance of employees while no relationship existed between intrinsic motivation and employees' performance.

Theoretical Framework

Motivational theories are numerous but the ones included in this study are linked to intrinsic and extrinsic motivation to find out what their possible influence could be on organizational performance. The motivational theories that are relevant for this study are the *Equity theory* (Adams, 1963; in Harder, 1991; in Robbins, 2003; in Kinicki & Kreitner, 2003), *Expectancy theory* (Vroom, 1964 in Harder, 1991; in Robbins, 2003; in Muogbo, 2013), *Goal setting theory* (Locke, 1968 in Austin & Bobko, 1985; in Locke & Latham, 2002; in Robbins, 2003; in Muogbo, 2013).

One thing that is common for humans is to compare themselves to others. One theory that comes forth from this evaluating of one's -self and each other is Equity Theory. Robbins (2003) & Adams (1963; 1965, in Harder, 1991) explain that the equity theory is a theory that centres on perceived fairness of an individual. An employee reflects on how much effort he has expended and compares this to what he has got from it. After this individual evaluation of his input-output ratio, he will compare his ratio to the input-output ratios of others, especially the direct peers. If the employee considers his input-output ratio to be equal to ratios of other relevant employees, a state of equity exists. In this situation of equity, the person is seemingly content and will not act to imbalance the condition (Cosier & Dalton, 2003). Naturally, when an employee perceives unequal ratios between him and his counterparts, there will be a state of inequity. The equity theory is concluded for the study because it is interesting to see how employees compare themselves to each other. Important is that equity theory shows that beliefs, perceptions, and attitudes influence motivation. Employees are motivated powerfully to correct situations when there is a perception of inequity present. On the other hand, Expectancy theory refers to a set of decision theories of work motivation and performance (Vroom, 1964; in Ferris, 2007).

Perception plays a central role in expectancy theory because it emphasizes cognitive ability to anticipate likely consequences of behaviour (Muogbo, 2013). As said by Vroom (1964; in Kopfi, 2008), the expectancy theory has two major assumptions. The first assumption is that individual persons have perception about the consequences that result from their behavioural actions, and the causal relationship among those outcomes. These perceptions, or beliefs, are referred to as expectancies. The second assumption is that individual persons have effective reactions to certain outcomes. Affective reactions reflects the valence (Positive or negative value individuals place) of outcomes (Muogbo, 2013).

According to the expectancy theory, individual will be motivated to perform by two expectancies (Ferris 2007; Muogbo, 2013). The first expectancy is the probability that the effort put forth will lead to the desired performance. The second expectancy (also referred to as instrumentality) is the probability that a particular performance will lead to certain preferred outcomes. When the probability of some effort will not be rewarded, the employee will not be highly motivated to perform a certain task. External rewards are viewed as inducing motivational states that fuels behaviours, as opposed to intrinsic motivators, where behaviours are derived from internal forces such as enjoyment of the work itself because it is challenging, interesting (Muogbo, 2013).

In Goal-setting theory, Locke, Shaw, Sarri & Latham (2008) defined a goal as what an individual attempts to accomplish; it is the object or aim of certain action. The basic assumption of goal-setting is that goals are immediate regulators of human action (Muogbo, 2013). Evidence from the goal-setting research indicates that specific goals leads to increased performance and that difficult goal, when individuals have accepted them, result in higher performance than easy goals (Locke 1968 in Austin & Bobko, 1985; in Locke, 2004). Regarding the impact of goal-setting on intrinsic motivation, Elliot & Harackiewicz (1994) show some interesting evidence in their article. They explain, by means of regression analysis that the effect of performance or mastery-focused goals on intrinsic motivation depends on the degree of achievement orientation of an individual. Therefore, Goals serve as the inflection point or reference standard for satisfaction versus dissatisfaction (Mento, Locke & Klein, 2002).

Methodology

Research Design: The survey research design method was used in this study. It involves using a self-designed questionnaire in collecting data from the respondents. It was chosen in order to make references to phenomena as they exist in real life and it is relatively economical in terms of time and resources.

Sample Size

The stratified random sampling technique was adopted in order to sample opinions of secondary school teachers from 12 secondary schools from the three LGAs of Kaduna Metropolis (Kaduna North, Kaduna South and Chikun). A sample of 60 teachers was adopted following a purposively self administered questionnaires distributed and collected.

Research instrument: The instrument used in this study is a close-ended questionnaire that was designed by the researcher. The questionnaire comprises three parts; with section A comprising six items seeking demographic data such as gender, age, designation, job type, level of education and years in service. Section B contains five items on workers perception of intrinsic reward and its relationship to their performance. Section C consists of five items, which sought to collect information about the contribution of workers to the schools' performance.

Instrument for data collection: The data collection instrument used was structured questionnaire because questionnaires are extremely flexible and could be used to gather information concerning almost any topic, from a large or small number of people (Moore, 1987 cited in Olatokun & Gbinedion, 2009). The questionnaire was specifically designed to accomplish the objectives of the study. The questionnaire was divided into three sections. Section A collected basic demographic information regarding the respondents such as gender, age, designation, job type, level of education and years in service; Section B sought to examine the extent to which performance of secondary schools are attributed to teachers; Section C captured information on types of motivation and motivational tools. Section A consisted of closed-ended questions. Sections B and C used a structured 4 points modified Likert scale battery of strongly agree (4), agree (3), disagree (2) and strongly disagree (1) in line with Atiku, Genty & Akinlabi (2011). The respondents were asked to indicate the extent to which they agree/disagree with various statements.

Methods of data analysis: The descriptive statistics such as frequencies, percentages using SPSS (Statistical Package for Social Sciences) computer software was adopted to run the analysis.

Interpretation of Results: Sixty copies of questionnaires were administered to teachers of 12 selected secondary schools within Kaduna metropolis. Five copies were administered to each secondary school of which 20 copies went to each of the three LGAs used in this study.

Presentation and analysis of data

Table 1: Sample Population of the study

LGAs	Respondents	Percentage %
Kaduna North	20	33.33
Kaduna South	20	33.33
Chikun	20	33.33

Table 1 shows the number of questionnaires distributed and returned for use in this study. It means a total of 20 respondents from each Local Government Area; comprising of four secondary school each and five respondents from each secondary school.

Table 2: Demographic Characteristics of Respondents

Variables	Frequency	Percentage	Valid percent	Cumulative percent
1. Gender				
Male	39	65	65	65
Female	21	35	35	100
Total	60	100	100	
2. Age				
18-30 years	14	23.3	23.3	23.3
31-40	26	43.3	43.3	66.7
41-50	18	30	30	96.7
51 & above	2	3.3	3.3	100
Total	60	100	100	
3. Designation				
Principal	12	20	20	20
Class Teacher	48	80	80	100
Total	60	100	100	

4. Job Type				
Part-Time	5	8.3	8.3	8.3
Full-Time	55	91.7	91.7	100
Total	60	100	100	
5. Level of Education				
Secondary	2	3.3	3.3	23.3
ND/NCE	13	21.7	21.7	66.7
First Degree	35	58.3	58.3	83.3
Post-Graduate	10	16.7	16.7	100
Total	60	100	100	
6. Years in Service				
Less than 5 years	14	23.3	23.3	23.3
5-10 years	26	43.3	43.3	66.7
11-20	10	16.7	16.7	83.3
Above 20 years	10	16.7	16.7	100
Total	60	100	100	

Table 2 above came as a result of the analysis of the demographic characteristics of the respondents which indicated that 65% of them were males; 73.3% of them fell within the age bracket of 31 to 50 years; 80% class teachers; 91.7 full-time; 75% graduates and above, and 66.6% spent between 0 to 10 years. This implies that a large number of the teachers at secondary schools were male teachers and these are within the best energetic working population of Nigerians impacting knowledge to the younger ones and educationally advanced.

Research Question 1: Could the achievement of secondary schools goal be attributed to teachers?

S/N	Variable	SA	A	DA	SD	Remark
11	My job requires a lot of communication with the management	8 (13.3)	49 (81.7)	3 (5)	0	Agree
12	Achievement of organisational goals are sometimes attributed to efforts of workers	4 (6.7)	47 (78.3)	9 (15)	0	Agree
13	Criticism on the job greatly discourage me	23 (38.3)	29 (48.3)	8 (13.3)	0	Agree
15	Fair treatment according to qualification and duration on the job satisfies me	13 (21.7)	47 (78.3)	0	0	Agree
16	For the efforts I put into the school, I get much in return	33 (55)	27 (45)	0	0	Strongly agree

Source: SPSS 17.0 Computation

Research question 1 using statements 11, 12, 13, 15 and 16 was analyzed to find out if the achievement of goals in the secondary schools in Kaduna metropolis could be attributed to teachers. The responses were in the affirmative with the majority agreeing to that and some even strongly agreeing to it. It implies that teachers and even some of the principals agreed to that.

This could be inferred that the teachers are motivated in order to have greatly contributed the success of their schools.

Research Question 2: Could extrinsic and intrinsic rewards given to teachers of secondary schools in Kaduna metropolis influence secondary schools' performance?

S/N	Variable	SA	A	DA	SD	Remark
7	Pay increase enhances my zeal to achieve goal	51 (85)	9 (15)	0	0	Strongly agree
8	Promotion on the job encourages me to put in more efforts at achieving goals	49 (81.7)	11 (18.3)	0	0	Strongly agree
9	Recognition for work well done spurs me stay on the job and do more	13 (21.7)	47 (78.3)	0	0	Agree
10	Praise or commendation has largely been a source of strength to me	6 (10)	54 (90)	0	0	Agree
14	Freedom to take decision boost my morale to function	34 56.7	26 43.3	0	0	Strongly agree

Source: SPSS 17.0 Computation

From the analysis of question 2 using statements: 7, 8, 9, 10 and 14, it can be seen that the secondary schools within Kaduna metropolis applied both extrinsic motivation tools such as (pay increase, promotion, free hand in taking decision; intrinsic motivation tools like recognition of teachers for work well done, praise and commendation) to motivate teachers in secondary schools within Kaduna metropolis.

Discussion of findings

1. It has been discovered that employees (in this case teachers) of secondary schools within Kaduna metropolis contributed largely to the achievement of their schools through their committed efforts to work, open communication with management and fair treatment.
2. Also, the teachers have been discovered to be motivated by pay increase, promotion, recognition, praise and freedom to take decision, and such have led to greater effectiveness of the schools.

Conclusion

Pay increase, recognition of employees, promotion that goes with other benefits, commendation, open and free participation in decision making motivate employees (teachers) of secondary schools to put in their best ability and efforts towards seeing the achievement of organisations (schools) such as quality, fast and effective service delivery. This has proven the positive relationship exhibited between employees' motivation and organizational effectiveness in the empirical studies conducted by Kalimullah (2010) (0.65), Rizwan (2010) ($r=0.13$, $p<0.05$), Reena (2009) ($r=0.92$, $p<0.01$), Salman (2010) (0.251) & Muogbo (2013) ($0.42 > 0.197$). It is therefore concluded that increasing pay, promotion, recognition, open communication, freedom to take decision, praise given to employees can to a great extent motivate them to work extra hard in ensuring goals are achieved.

Recommendations

1. This paper appreciates the efforts of school owners at motivating their teachers but more could be achieved if more training and collaboration with government agencies such as ministries of information and education through programmes like N-power to ensure better employees, better services and better country.
2. The need for diversification in the midst of contemporary challenges could be tackled if teachers that are imparting directly on the younger ones could be motivated adequately and fairly through orientations such as the present slogan of government “change begins with me”.

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