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## REWARD SYSTEM AND ACADEMIC STAFF JOB INVOLVEMENT IN OGUN STATE TERTIARY EDUCATIONAL INSTITUTIONS

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### Abstract

*This study investigated the relationship between reward system and job involvement of academic staff in Ogun State tertiary educational institutions. The study was guided by a research question and two null hypotheses. The descriptive survey design was adopted for the study. The population comprised all the 3,055 academic staff in all the eight Ogun state government owned tertiary educational institutions. The sample comprised 305 academic staff (10% of the population) selected from four tertiary educational institutions using multi-stage sampling technique. Two instruments were used for data collection, these were: a researcher designed, validated and reliable instrument ( $r=.86$ ) entitled "Reward System Questionnaire" (RSQ) and a standardised Job Involvement Scale (JIS) adapted from Kanungo (1982). Data obtained was analysed using Mean and Standard Deviation to answer the research question, while, Pearson Product Moment Correlation was used to test the hypotheses at 0.05 level of significance. Findings showed that the reward system for academic staff in the institutions was inadequate (weighted mean = 1.44); that a significant relationship existed between financial rewards and job involvement of academic staff ( $r=.503; P<.05; df=303$ ) and that there was a significant relationship between non-financial rewards and job involvement of academic staff ( $r=.712; P<.05; df=303$ ). It was recommended among others that the state government should increase financial allocations to its higher educational institutions and ensure that subventions are released on time to the institutions.*

**Keywords:** Reward system, Job involvement, Academic Staff

**DOI:** <https://doi.org/10.35386/ser.v18i1.10>

### Introduction and Background to the Study

The academic staff of any educational institution play great facilitative role in the teaching learning process. Despite the advancement in science and technology, the academic staff is not yet displaced in the classroom nor has his/her important role in education diminished. Therefore, in order to bring about effective service delivery, adequate reward system must be put in place by management of educational institutions. Reward system refers to all the employer's available tools that may be used to attract, retain, motivate and satisfy employees (Armstrong, 2013). It is the material and psychological pay-off for performance and satisfaction can be improved by a properly administered reward. It must be noted that all workers who devote their time to worthy causes expect to be rewarded in some way or the other for their efforts or contributions. Bratton and Gold (as cited in Diankenda, 2015), described reward as all forms of financial and tangible services and benefits received by employees as part of an employment relationship. This implies that reward could be in cash or in kind given to employees as a form of appreciation for their extra contributions to the organization.

Reward system has the potency of stimulating and directing employees along the path of goal accomplishment (Ejumudo, 2014). It is instructive to assert that well rewarded employees are much likely to feel valued and cherished by their organizations.

Employee reward can, therefore, be financial or non-financial or both. The reward system is central to the hiring and retention of employees in an organization. Obicci (as cited in Mabaso and Dlamini, 2018) observed that for any employer to be able to attract and retain committed employees, there is the need to put in place appropriate total reward, due to its vital role in enhancing employees' commitment to the organization.

According to Anku-Tsede and Kutin (2013), reward system is a means by which employees are actively engaged towards the accomplishment of the mission and vision of the organisation. Therefore, the system of reward that is effectively administered can result in quality workmanship and performance. Likewise, a poorly administered reward system can lead to unproductive performance, low morale and in some cases high level of employees' turnover. Rewards provided by organisations for employees could come in form of wages, salaries, promotion, long service awards, end of the year bonus and other fringe benefits. These rewards are expected to motivate behaviour that can contribute to the realisation of the desired organisational goals.

A study by Kida, Mahmed, and Nahu (2015) showed that employees perform better when they were motivated or expected to be rewarded later either intrinsically or extrinsically. In a similar vein, Abu-Abdissamad (2013) found that monetization policy of the government in public service had adversely affected the morale of public servants negatively as they felt that they were buying and maintaining official vehicles for their organizations. The study also showed that workers were not happy that most of the fringe benefits which used to be a source of encouragement and motivation to them had all disappeared.

The study by Suleiman (2013) showed that inadequate opportunities for training and development and job insecurity among others were the major causes of employees' poor attitude to work. Thus, the employees were not happy with the prevailing situation in their workplaces, hence, the poor performance arising from negative attitude to work. In the same vein, Azar and Shafighi (2013) submitted that when the reward system in an organisation is inadequate, the employees tend to be less motivated, and thus, put in fewer efforts in the discharge of their responsibilities.

According to Ryan and Deci (2012), the term, "extrinsic reward" is the attainment of a separate outcome from the performance of an activity. Extrinsic reward encourages staff to complete their task in order to receive the reward. In other words, reward motivates people to get rewards. They opined that the overall strategic aim of reward system management is to develop and implement the reward policies, processes and practices required to support the achievement of organizational goals by helping to ensure that it has the skilled, competent, well-motivated and committed people it needs. On the other hand, intrinsic rewards are also called *job satisfiers* for they tend to motivate employees and thus lead to job satisfaction. These factors include recognition, appreciation, responsibility, autonomy recognition, status, and respect.

Ologun (as cited in Adekunle, 2012) found out that inadequacy of remuneration to academic and administrative staff of higher educational institutions has had effects of directing attention to the pursuit of objectives of material survival and to the devotion of less time to the pursuit of the central goal of the institutions, the economic

uncertainties and the deprivations endangered by inadequate remuneration leads to the unhealthy rivalry and the jettisoning of the major goals of the university education.

In another study, Bayissa and Zewdie (2011) carried out a study on academic staff reward system and found out that inefficient administration, lack of recognition and appreciation, absence of participation in decision making, unsatisfactory financial rewards and poor performance evaluation ranked as the major staff reward related problems, while job security, opportunity for further education and promotion were ranked less. Similarly, Omokorede (2017) found out that a significant relationship existed between rewards variables and employees' service delivery in the sampled area. The positive relationship has led to increased job satisfaction of the employees, thus, bringing about the feeling of achievement on the job, happiness, enthusiasm and fulfillment.

Yisa (as cited in Adekunle, 2012) identified poor salary, poor housing conditions, irregular or non-payment of fringe benefits, and promotion, inability to own a car or house, inadequacy of income and low prestige in the society as some of the major factors for abandoning teaching for other jobs. This then implies that teachers, like employees in other fields of life want to see a change for the better in their places of work. An assistant lecturer for instance would like to become a professor or chief lecturer, just as a clerk in an office would like to rise to a post of a senior clerk. Promotion, therefore, brings along with it more money and a mark of recognition of the individual's performance which could then lead to greater productivity.

A study on the difference among levels of employees in terms of rewards was researched by Maicibi (2003), and the finding showed that rewards such as sickness payment, contributory pension schemes, free life insurance and subsidized canteens are fairly evenly spread across all levels of employees, and that salary was a job satisfier for junior staff in universities in Uganda, while not a strong satisfier for senior non-teaching and academic staff. Therefore, all teachers in schools need the desire to be satisfied at work and once all teachers are motivated, their performance will definitely increase, and they will see a point in what they are doing, which improves the work morale of teachers.

As observed by Mbah, Mgbemena and Ejike (2015), rewards are among the most important factors which influence the strength of a person's attachment to an organization, and that if a person discovers that he/she cannot obtain the rewards they originally desired, they either leave the organization or join another. If either of these outcomes is not feasible, the person may accept those rewards on offer and, at the same time, feel less committed to that organization.

From the foregoing, it is evident that better salaries and allowances, teaching and learning materials, sabbatical appointments, promotion of staff as and when due, housing loans, vehicle advances or vehicle refurbishing loans, furniture advance, conducive offices and classrooms, training and re-training and other motivational factors can stimulate productivity and input of the academic staff and therefore enhance their job involvement. The primary effect of staff reward system is to retain the staff in the organization on a long-term basis. For the staff, these benefits represent extra income, additional security and more desirable working conditions that require no additional efforts. Such rewards often satisfy employee needs and thus, have considerable values in promoting their job involvement.

Job involvement refers to how people perceive their jobs in relation to the working environment, the job itself, and how their work and life are integrated. Sethi and Mittal (2016) views job involvement as the degree to which employees get immersed with their jobs, devote time and energy in them, and consider work as a central part of their overall lives. Monzan, Nawaz, Khan, Shaukat, and Aslam (2011) argued that job involvement is a major source of an organisation's commitment, motivation and job satisfaction that has a great influence on employees' job performance. This implies that when an employee is involved in the job, the motivational process is enhanced. Involved employees attach and connect their full selves in the job, sharing their behavioural, cognitive and emotional efforts. In the same vein, Aleinein (2016) has described job involvement as the extent at which an employee devotes his efforts, time, energy and total self to his job. It is the secret of the success and otherwise of any organisation. This can be achieved among others, through empowering and training of employees as well as considering them as part of the organisation. This goes a long way in making them to be satisfied, committed and engaged.

There are two approaches to job involvement. The first approach is viewed as an individual difference variable in which job involvement is believed to occur when the possession of certain needs, values or personal characteristics predispose individuals to become involved in their jobs. The second approach views job involvement as a response to specific work situation characteristics. In other words, certain types of jobs or characteristics of the work situation influence the degree to which an individual becomes involved in his/her job (Chungtai, 2008). Job involvement is the degree to which the total job situation is a "central life interest", that is, the degree to which it is perceived to be a major source for the satisfaction of important needs (Dubin as cited in Khan, Jam, Akbar, Khan, & Hijazi, 2011). Therefore, job involvement has to do with the extent at which a person perceives his total work situation to be an important part of his/her life and to be central to them and their identity because of the opportunity it affords them to satisfy their important needs. It reflects the extent of psychological and emotional attachment of an individual employee to the work, as well as showing the degree of which an employee shows enthusiasm about how he/she perform their work.

This study is anchored on the Vroom's (1964) valency instrumental expectancy theory. The theory explains why people work and behave in the way they do in terms of efforts and direction they take. It also describes what organisations do to encourage people to apply their efforts and abilities to achieve desired goals as well as satisfying individual needs. Vroom's theory suggests that the individual will consider the outcomes associated with various levels of performance and choose to pursue the level that generates the greatest reward for him/her.

Instrumentality has to do with the probability that if an employee does a good job, that there will be kind of outcomes which may be gratifying, then the employee will place a high value on performing well. The term valence refers to the emotional orientations people hold with respect to outcomes (rewards). An outcome is positively valent if an employee would prefer having it to not having it. An outcome that the employee would rather avoid (fatigue, stress, noise, layouts) is negatively valence. Valences therefore have to do with the level of satisfaction people expect to get from the outcome (as opposed to the actual satisfaction they get once they have attained the

reward). People choose to pursue levels of job involvement that they believe will maximise their overall best interest.

The theory has found wide application in explaining the complex issues of employee reward system and job involvement in educational institutions. The theory, therefore, assumes that academic staff will be motivated to produce only if they expect that their job involvement will lead to the goal they value, as increased effort will lead to increased performance. It is against this background that the study examines the reward system in Ogun State tertiary educational institutions with a view to determining its relationship with academic staff job involvement.

### **Statement of the Problem**

There is no gainsaying the fact that the academic staff are the pivot upon which the accomplishment of the mission and vision of tertiary educational institutions is hinged. It is also incontrovertible that the reward system is an important factor in promoting employees' job involvement in any organization. It has however, been observed by the researcher that lecturers in tertiary educational institutions, most especially, the state-owned have continuously agitated for better reward system. Some of their grievances include delay in the payment of salaries and allowances arising from non-release of subventions by the government, inability of government to pay fringe benefits, irregular promotion etc., and this has resulted into strike actions, in order to press home their demands for better conditions of service. This appears to be responsible for the general apathy, disinterest and various forms of offensive and adjustment mechanisms like absenteeism, truancy, aggression, withdrawal, rationalization and marginalization observed among some members of the academic staff in relation to the way they discharge their duties. Corroborating this observation, Ogundipe, Osawe, and Oshiyande (2016) reported that in state-owned universities, there had been irregular release of subventions by the state governments which had resulted in the delay in payment of salaries, unfair payment system, inadequate financial support to staff going on conferences and seminar, unstable promotion exercise and unfriendly work environment, leading to a number of challenges among lecturers, some of which are industrial actions, delay in marking examination scripts and submission of grades as well as the instructional approach dominated by the sale of textbook syndrome. This situation seems to continue without a remarkable improvement; hence, the need to investigate the extent of adequacy of reward system in relation to job involvement of academic staff in Ogun state owned tertiary educational institutions.

### **Purpose of the Study**

The study sought to:

1. investigate the extent of adequacy of the reward system for academic staff in Ogun state tertiary educational institutions.
2. assess the relationship between financial rewards and job involvement among academic staff in Ogun State tertiary educational institutions.
3. examine the relationship between non- financial rewards and job involvement among academic staff in Ogun State tertiary educational institutions.

## **Research Question**

The study provided answer to the question:

How adequate is the reward system for academic staff in Ogun State tertiary educational institutions?

## **Research Hypotheses**

The following hypotheses were tested in the study:

H<sub>01</sub>: There is no significant relationship between financial reward and job involvement of academic staff in Ogun State tertiary educational institutions.

H<sub>02</sub>: There is no significant relationship between non-financial reward and job involvement of academic staff in Ogun State tertiary educational institutions.

## **Methodology**

The study adopted a descriptive survey research design. The population comprised all the 3,055 academic staff in all the eight Ogun state government owned tertiary educational institutions. The sample comprised 305 academic staff (10% of the population) selected from four tertiary educational institutions (Olubisi Onabanjo University, Ago-Iwoye (120), Tai Solarin College of Education, Omu-Ijebu (35), MashoodAbiola Polytechnic, Abeokuta (105) and Ogun State College of Technology, Igbesa (45) using multi-stage sampling technique. Multi-stage sampling technique was used because of the different stages involved in the selection of the sample. The first stage was the division of the institutions into three, based on the type (university, polytechnic/college of technology and college of education) using stratified sampling technique. The second stage involved the selection of two universities, one college of education, one conventional polytechnic and one college of technology using stratified sampling technique, while academic staff in each of the institutions were selected using convenient and simple random sampling techniques. Two instruments were used for data collection, these were: a researcher constructed instrument entitled "Reward System Questionnaire" (RSQ) and a standardised Job Involvement Scale (JIS) adapted from Kanungo (1982). The RSQ was divided into two sections, Section A and Section B. Section A sought information on the bio-data of the participants, while Section B is made up of three sub-scales. The first sub-scale is made up of 20 items that sought information on the adequacy or otherwise of the reward system. The second and third sub-scales consisted of items structured in a modified Rensis Likert four-point rating scale with the response options being Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The second sub-scale comprised eight items that elicited responses on monetary rewards, while the third sub-scale made up of 10 items sought information on non-monetary rewards. The JIS comprised 12 items measuring employees' Job Involvement. The RSQ was validated by lecturers in Educational Management in University of Lagos, while the reliability of the instrument was determined using Crombach Alpha method and a coefficient of 0.86 was obtained and this was adjudged to be reliable. The administration of the instruments was done using three trained research assistants. Data obtained was analysed using Mean and Standard Deviation to answer the research question, while the Pearson Product Moment Correlation was used to test the two hypotheses at 0.05

level of significance with the aid of the Statistical Packages for the Social Sciences (SPSS), Version 20.

## Results

Research Question 1: How adequate is the reward system for academic staff?

Descriptive statistics of mean and standard Deviation were used in answering the question. The result is presented in table 1.

**Table 1: Mean Rating of Adequacy of Reward System in Tertiary Institutions**

Items	Adequate		Inadequate		SD	
	N	%	N	%		
1. Monthly salary	102	33.44	203	66.56	1.93	.05
2. Rent/housing allowance	98		207		1.58	.88
		32.13		67.87		
3. Transport allowance	93		212		1.46	.71
		30.49		69.51		
4. Hazard allowance	64		241		1.17	.76
		20.98		79.02		
5. Leave allowance	85		220		1.50	.84
		27.87		72.13		
6. SIWES/Teaching practice supervision allowance	68		237	77.70	1.15	.73
		22.30				
7. Examination invigilation allowance	42		263		1.02	.99
		13.77		86.23		
8. Car refurbishment loan	18	5.90	287		1.35	.62
				94.10		
9. Subsidized school fees for children in staff school	28	9.18	277		1.65	.01
				90.82		
10. Sponsorship for local conferences	73		227		1.57	.28
		25.57		74.43		
11. Sponsorship for international conferences	26	8.52	279		1.53	.52
				91.48		
12. Free medical care	69		236		1.83	.36
		22.62		77.38		
13. Subsidized medical care	47		258		1.66	.53
		15.41		85.59		
14. Institutions' loan scheme	56		249		1.09	.03
		18.36		81.64		
15. Gratuity and pension entitlements	27	8.85	278		1.62	.13
				91.15		
16. Research grants	83		222		1.28	.28
		27.21		72.79		
17. Grants for publications	51		254		1.59	.49
		16.72		83.28		

18. Excess work load allowance	24	7.87	281	1.33	.33
19. Project/research supervision allowance	54	17.70	251	1.47	.56
20. Insurance scheme	32	10.49	273	1.06	.38
			89.51		
Weighted Mean				1.44	

Table 1 shows the mean rating of adequacy of reward system in Ogun state tertiary educational institutions with all the 20 items yielding low mean values ranging from 1.02 to 1.93 and weighted mean of 1.44. These show that the reward system for academic staff in Ogun state tertiary educational institutions was inadequate.

### Test of Hypotheses

H<sub>01</sub>: There is no significant relationship between financial reward and job involvement of academic staff in Ogun State tertiary educational institutions.

The hypothesis was tested using Pearson Product Moment Correlation statistical tool to determine the relationship between financial reward and job involvement of academic staff in Ogun State tertiary educational institutions. The result is presented in table 2.

**Table 2: Financial Reward and Academic Staff Job Involvement**

Variable	$\bar{X}$	SD	N	DF	r	P	Remarks
Financial Rewards	49.85	8.15	305	303	0.503	0.003	H <sub>01</sub> rejected
Job Involvement	27.62	4.97					

P<0.05

Table 2 shows a positive, moderate and significant relationship between financial reward and job involvement of academic staff in Ogun State tertiary educational institutions. (r=.503; P<.05; df =303). Therefore, the null hypothesis is rejected. It then means that a significant relationship existed between financial reward and job involvement of academic staff in Ogun State tertiary educational institutions.

H<sub>02</sub>: There is no significant relationship between non-financial reward and job involvement of academic staff in Ogun State tertiary educational institutions.

Pearson Product Moment Correlation statistical tool was used to determine the relationship between non-financial reward and job involvement of academic staff in Ogun State tertiary educational institutions. The result is presented in table 3.



**Table 3: Non-Financial Reward and Academic Staff Job Involvement**

Variable	$\bar{X}$	SD	N	DF	R	P	Remarks
Non-Financial Reward	36.06	7.53	305	303	0.712	0.012	Ho <sub>2</sub> rejected
Job Involvement	27.62	4.97					

P<0.05

Table 2 shows a positive, strong and significant relationship between non-financial reward and job involvement of academic staff ( $r=.712$ ;  $P<.05$ ;  $df = 303$ ). Therefore, the null hypothesis is rejected; it then means that there was a significant relationship between non-financial reward and job involvement of academic staff.

### Summary of Findings

The reward system for academic staff in Ogun state tertiary educational institutions was inadequate.

A significant relationship existed between financial reward and job involvement of academic staff in Ogun State tertiary educational institutions.

There was a significant relationship between non-financial reward and job involvement of academic staff.

### Discussion of Findings

The first result showed that the reward system for academic staff in Ogun state tertiary educational institutions was inadequate (weighted mean = 1.44). This means that the system of remuneration (monetary and non-monetary) for faculty members in the Ogun state government-owned higher educational institutions is not adequate and not meeting their expectations. This finding corroborates Yisa (as cited in Adekunle, 2012) who identified poor salary, poor housing conditions, irregular or non-payment of fringe benefits, and promotion, inability to own a car or house, inadequacy of income and low prestige in the society as some of the major factors for abandoning teaching for other jobs. This then implies that teachers, like employees in other fields of life want to see a change for the better in their places of work. An assistant lecturer would like to become a professor just as a clerk in an office would like to rise to a post of a senior clerk. Promotion, therefore, brings along with it more money and a mark of recognition of the individual's performance which could then lead to greater productivity.

The second result showed that a significant relationship existed between financial reward and job involvement of academic staff in Ogun State tertiary educational institutions. This implies that the adequacy or otherwise of salary and other allowances for employees will go a long way in enhancing the extent at which academic staff get involved in their job. This finding confirms Ologun's (as cited in Adekunle, 2012) that inadequacy of remuneration to academic and administrative staff of higher educational institutions has had the effect of directing attention to the pursuit of objectives of material survival and to the devotion of less time to the pursuit of the central goal of the institutions, the economic uncertainties and the deprivations endangered by inadequate remuneration leads to the unhealthy rivalry and the jettisoning of the major goals of the university education.

The third result indicated that there was a significant relationship between non-financial reward and job involvement of academic staff. This is an indication that factors such as job security, working conditions, institutional policies and culture as well interpersonal relationship is determinants of how academic staff get involved in their job. This finding is not surprising as it is in line with the earlier one by Mbah, Mgbemena and Ejike (2015) who found that rewards are among the most important factors which influence the strength of a person's attachment to an organization, and that if a Person discovers that he cannot obtain the rewards he originally desired, he either leaves the organization or joins another, or if it is not feasible, he accepts those rewards which he can obtain and at the same time feels less committed to that organization.

### **Conclusion**

This study has been able to establish the extent of adequacy of financial and nonfinancial rewards with a view to determining their relationship with academic staff job involvement in Ogun state tertiary educational institutions The findings of the study have revealed that the reward system in these institutions were inappropriate arising from inadequacy of remuneration .Similarly, the financial and non-financial rewards have been found to have direct relationship with how much academic staff get involved and attached to their jobs.

### **Recommendations**

Based on the findings of the study and the conclusions drawn from it, the following recommendations were made:

There is the need for the state government to increase financial allocations to its tertiary educational institutions, and as a matter of necessity, subventions to these institutions should be released as and when due. This is to enable the institutions fulfil its financial and non-financial obligations to the staff and develop administrative policies aimed at encouraging employees to perform their jobs to the maximum so that the goals of establishing the institutions could be achieved.

Financial rewards have been found to be very potent in motivating employees to put up better performance at their duty posts. Government should endeavour to academic staff with adequate pay reward to facilitate the achievement of desired high productivity. Therefore, payment of salaries and allowances should be regular and in line with what is applicable in sister institutions owned by the federal government and private initiative. This is to reduce the attrition rate of academic staff in these institutions.

Institutional administrators should endeavour to provide non-monetary rewards that equally enhance job involvement of academic staff. Therefore, provision should be made for conducive work environment such as staff quarters, staff bus service, staff canteen at subsidized rate, free medical service, sponsorship for attendance of learned conference locally and internationally, promotion as and when due etc. It is the responsibility of government to ensure that work environment is made as conducive as possible.

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