

REWARD SYSTEM AND EMPLOYEES PERFORMANCE IN LAGOS STATE (A STUDY OF SELECTED PUBLIC SECONDARY SCHOOLS).

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ABSTRACT

The art of teaching ordinarily brings satisfaction to the teachers and the pupils. Imparting knowledge gives psychological upliftment and inner joy to all parties involved. It has however been observed that this eternal joy of the teachers is being eroded over time: with incessant strikes, lockout, work to rule, non-payment of salary and allowances, compulsory and untimely retirement, non-promotion and stagnation; the yoke of teachers is manifold and burdensome. This study therefore examines the place of reward systems on employee's performance in Lagos state. The study empirically examines data collected from selected secondary schools in the state to draw a nexus between employee reward system and job performance. In an attempt to address the problems, descriptive research design was adopted through survey research. 200 questionnaires were randomly administered to ten (10) sampled public schools in the state. Three hypotheses were formulated and tested at 95 percent (%) confidence level using statistical package for social science (SPSS). The findings revealed that there is a significant relationship between employee's performance and salary package, employee job allowances and performance and in-service training and employee's performance. The study therefore, recommends that adequate salary, allowances in terms of housing, health, hazard, transfer, involvement of teachers in decision making, establishment of teachers salary scale in line with other profession so as to promote job security.

Key Terms: Reward system , employees, organization, performance, intrinsic reward, extrinsic reward

Introduction:

Organizations provide rewards to members in the form of wages and salaries, promotions, long service awards and certificates, end of the year bonus and other fringe benefits. These rewards are to motivate behaviour that will contribute to the achievement of the goals of organizations. The questions that readily come to mind are, what sort of behaviour does an organization want? How can reward process promote that behaviour? What motivates an organization to design reward packages for the employees? Nearly all organizations invest in the provision of rewards to motivate their employees in order to get the desired results. According to equity theory, the adequacy of such rewards will to a large extent depend on the value the employees place on the inputs they bring to the job in the form of education, experience, training, time, effort etc, with the outcomes (rewards) such as pay, promotions, praises and recognitions they receive as a result of performing the job (Fajana, 2002). Individuals who feel that they are being rewarded

inequitably are unlikely to be highly motivated to perform effectively and are much more prone to stay away from work (absenteeism) or to leave the organization altogether (turn over) (Maduabum, 2006). This could spell doom for the organization. If the rate at which people are leaving the organization or avoiding joining the organization is so high, the organization must investigate the underlying causes and may be a function of negative job attitudes, low job satisfaction and the state of the labour market (Perry et al, 2006).

The school needs teachers to work willingly towards achieving organizational goals. Willingness to work however depends on how well the school principals integrate the interest and needs of the teachers with the objectives of the school. How to motivate teachers in the school system is a very significant role of a good leadership. Absence of motivation would hamper performance, because stress, discomfort, frustration, all of which subsequently reduce students' quality output (Odden, 2000). According to behavioural scientists, people work because of the need to attain a number of goals or to satisfy certain needs or motives and teachers are no exception (Adelabu, 2003). The overall aim of reward system is to support the attainment of the organization's goals and objectives by helping the organization to ensure that it has the skilled, committed and well motivated work force it needs. In a school system, it is necessary for the administrators to develop the most suitable incentives and good reward system which could be financial and non-financial.

Statement of the Problem

Teachers motivation for efficient performance in our educational systems has not always received due attention despite the obvious leading roles they play in the classroom towards attaining educational objectives (Cole, 2002). This situation has remained a very serious problem. The International Labour Organization (ILO, 2003) lamented that the situation of teachers in the school system in the Sub-Saharan region is so bad that it had reached "an intolerable low point". The societal image of the teachers in terms of their purchasing power, social status, gender bias, etc, has made the profession unattractive. Its members had gone through harrowing experiences in the hands of the political office holders in the current political dispensation. For instance the primary school teachers went without salary for several months. They were compelled to seek for alternative means of livelihood to meet their basic needs. To secure their full attention back to school had not been very easy for subsequent administrations (Odden, 2000). The ill treatment and non-professionalization of teaching job breeds dissatisfaction and hamper classroom effectiveness and productivity. In the face of frustration, low morale, harassment, condemnation and job-dissatisfaction, teachers had been accused of being responsible for the poor performance of students in examinations, especially externally conducted types, their involvement in examination malpractice, cultism and other negative vices (Hayble, 2001). Furthermore, in-consistence in governmental policies such as non-payment of teachers' allowances, embezzlement of teachers pension fund, and non-inclusion of teachers in long service award programmes have been said to be responsible for the poor performance of teachers at work. The problem of this study therefore, is that of poor performance of teachers could be attributed to poor salary packages, non-availability of necessary allowances, inadequate in-service training and poor working conditions.

Objectives of the Study

The main objective of this study is to investigate the effects of reward system on employees performances in Lagos State public secondary schools with specific reference to some selected public secondary schools. Other specific objectives include:

- i. To examine the relationship between reward system and employees' performance.
- ii. To assess the effects of employees job allowance on their performance.
- iii. To evaluate the relationship between conditions (such as: Promotion, Long-service award, Retirement benefits, Pension and Gratuity, Employees' loan assistance, etc) and employees' performance.

Research Questions

This study answers the following research questions:

- i. Is there any significant relationship between reward system and employees' performance?
- ii. Does employees' job allowance affect their performance?
- iii. Is there any relationship between working conditions and employees' performance?

Research Hypotheses

- i. There is no significant relationship between reward system and employees' performance.
- ii. Employees' job allowance does not affect their performance.
- iii. There is no relationship between working conditions and employees' performance

Conceptual and Theoretical Orientations

The Concept of Reward System.

Reward system according to Armstrong (2001) consists of an organization's integrated policies, processes and practices for rewarding its employees in accordance with their contribution, skill and competence and their markets worth. The reward system is developed within the framework of the organization's reward philosophy, strategies and policies and contains arrangements in the form of processes, practices, structures and procedures which will provide and maintain appropriate types and levels of pay, benefits and other forms of reward. Reward system according to Obisi (2003) is a prize given to employees as an inducement towards their performance. Robert (2005) defines reward system as the process of developing and implementing strategies, policies and systems which help the organization to achieve its objectives by obtaining and keeping the people it needs and increasing their motivation and commitment.

Johnson & et al (2010) outlines the aims of reward system to include: attract, retain and motivate employee, to support the attainment of the organization's strategic and short term objectives by helping to ensure that it has the skilled, competent, committed and well motivated work force it needs, to meet the expectations of employees that they will be treated equitably, fairly and consistently in relation to the work they do and their contribution. Neckermann and Kosfeld (2008) draw a distinction between two basic types of rewards namely: Intrinsic rewards and extrinsic rewards.

Intrinsic Rewards: Intrinsic rewards often called non-financial rewards are inherent of an activity and their administration is not dependent upon the presence or actions of any other person or thing. Intrinsic is concerned about the feeling of being recognized, praised for a job well done and participation in whatever we do. Extrinsic rewards do not follow naturally or inherently from the performance of an activity but are administered to a person by some external agents. Extrinsic reward concerns such motivations like money, retirement benefits, health insurance scheme, compensation, salary, bonus, etc.

Features Of A Good Reward System

A good reward system must have the following features:

Competitiveness: The reward system must be attractive and competitive for the high caliber of people that are generally in short supply. These employees will know their worth, the actual or potential value of their contribution and expect to be rewarded accordingly (Hayble, 2001).

Rewards must satisfy employee needs: Reward is an important ingredient in an organization and it is not motivational unless the rewards satisfy their basic needs such as food, shelter, safety

and security. Not all employees need the same thing and one employee may need different things at different times (AJZEN, 2001). Money for example, is a powerful motivator for those who seek security through material wealth.

Equity: The distribution of rewards within the organization must be perceived to be done fairly and equitably. Rewards are equitable if employees perceive it as fair and just.

Flexibility: A good reward system should be capable of dealing with members of the organization as individuals. The reward system must take cognizance of difference in people's needs, desires, expectations, goals, and aspirations (Onyene, 2001).

Employee Performance

The term performance describes how an employee carries out the tasks that make up the job. Good performance results from efforts, ability and direction. Employee performance can therefore be defined as the totality of the financial and other non-financial rewards that an employee receives in return for his labour or services. It includes his basic pay and other numerous financial and non-financial benefits and incentives. The totality of which determines how well he lives in the society (Fagbamiye, 2000).

Types of Organizational Rewards Packages in Public Secondary Schools

Every organization has reward peculiar to it. The same reward can take different nomenclature from one organization to the other. However, the few commonly employed organizational pension schemes, official cars, loan for purchase of personal cars, subsidy for housing rent, education leave with pay, health benefits, vouchers scheme as an alternative to a direct cash bonus, promotion to the post of Director-general or tutors-general, special awards and certificates, leave of absence and stock optional commission (Adelabu, 2003). The Nigerian Employers Consultative Association (NECA) in July – September, 1996 Survey, listed well over forty most common benefits/rewards enjoyed by Nigerian workers generally which include leave allowance, transport allowance, housing/rent subsidy, end of year or festival bonus, paid annual leave, long service award, gratuity and pension payments, among others

Causes of Employees Low Performance in Lagos State Public Secondary Schools.

Carraher et al (2006) advocates various causes of employees' low performance in public sectors. Such as :

Lack of effective reward system: An effective reward system retains the high performers in the organization and such reward should relate to the employees productivity. Furthermore, efficient reward system can be a good motivator but an inefficient reward system can lead to demotivation of the employees. Reio and Callahon (2004) conclude that both intrinsic and extrinsic rewards motivate the employees towards actualization of organizational goals.

Lack of procedures and roles: Performance can also be affected by the organizational procedures, roles and directives. If a mission statement is lacking, employees may have difficulty performing their duties without correct information (Garland, 2002). A clear mission statement must consist of defined organizational principles, goals and practices.

Communication, feedback and recognition: A contributing factor to poor performance is lack of communication between employees and management or between subordinates and superiors. This creates barriers, an environment of staff distrust and the encouragement of rumours. If rumours are not addressed credibility may be given to the false information (Freeman, 1999).

Lack of staff adequate training and recognition of professionalism: Proper training of employees is one of the most important aspects affecting employee's performance (Hill, 2002). Training is essential for public sector employees due to the constant evolving methodology facing the assignment of duties in the public service. Performance will be low if superior officers

are without training and professional qualifications in order to achieve specific tasks (Watson, 2002).

Consequences of Employees low performance in Lagos State Public Secondary Schools.

Employee's low performances have many adverse consequences for the cohesion of the unit as a whole. Negative morale may lead to complacency and unattention to duties which is a dangerous problem facing public employees (Vellani, 2001). These results not only increase the amount of stress facing public sector employees, but create a multitude of personnel issues for supervision and administration. Negative morale reduces individual and group performance levels. Low morale tends to escalate throughout the ranks until ultimately, it poisons the entire institution (Garland, 2002). Negative morale can lead to high level of employees turn over. Ward (2005) points out that compensation is not the predominant reason why people leave their jobs for supposedly greener pastures. Fajana (2002) on his part argued that whenever an employee or groups of employees are dissatisfied with their pay one could expect a long series of misunderstanding event or incidents to take place such as poor job performance, strike, grievances, turnover, job dissatisfaction and mental disorder.

Relationship between Teachers' Rewards and their Performance

Onyene (2000) opines that "at all level and size, every educational institution would be in jeopardy if the workforce (teachers specifically) are haphazardly employed, poorly remunerated, not rewarded for incidental contributions, and not exposed or given other fringe benefit or incentive. The case she said may also not be different when a school (rural or urban) is staffed with unenthusiastic and burnt-out teachers. It therefore follows that matters of educational policies and principles will remain mere wishful thinking if teacher – related concerns like remunerations are not taken as a matter of compulsion for human resource management in our schools. The National Policy on Education (NPE, 1998) enumerated the need for "a highly motivated conscientious and effective" teaching staff at all levels of education. Olorunsola and Oyebanji, (2011) reported the presence of operational and managerial problems. These problems ranging from greatest monster of fund, un-availability to total absence of Herzberg motivator – hygiene incentive packages, especially the material and the monetary. The poor salary package and the irregular mode of payment adversely affect teacher's performance in the classroom. Peterson (2003) in his view says that the current school environments are a reward scarce setting for professional work and often seem to work against teachers best effort to grow professionally and improve students learning be referred to as those factors that operate within the school system which if not made available to the teachers would hamper performance, cause stress, dis content and frustration all of which subsequently reduce students quality output and enhance teachers decision to leave the job. This implies that teacher incentive include factor that cause, channel and sustain influence teachers' behaviour towards high academic achievement standards, job satisfaction and stability on the job (Ndu, 2004) Okoro (1998) lamented that in spite of the role teachers played in the education system, there was abundant evidence suggesting that teachers were neglected in terms of support and welfare. Teachers' welfare needs to be seen as a viable motivation factor for the survival of the teaching profession and the educational system.

Theoretical Orientations

There are various theories to the study of reward system and employees performance. They are equity theory, expectancy theory, cafeteria compensation theory, Lawler and porter's theory of motivation and work compensation, equal pay for equal work theory, etc. In this paper, equity theory shall be adopted as the frame work of analysis. This theory was first advocated by Adam (Ogundele, 2006). The concept of equity stipulates that justice and fairness should dominate, for example in reward system (Obisi, 2005). Fajana (2002) defines inequity as an injustice perceived by a person when he compares the ratio of his rewards to his inputs efforts with the

ratio of another comparable person's outcomes to his inputs and finds that they are not equal. According to equity theory, the motivation of individuals in organization is influenced by the extent to which they feel that they are being treated in a fair and equitable manner (Obisi, 2003). When people feel that they are being treated in an equitable and unfair fashion, the theory argues that they will be motivated to engage in activities aimed at restoring feelings of equitable treatment (Onabanjo, 2004). Ogundele identifies two major components to the theory. First, the theory specifies the factors which influence the extent to which people feel that they are being equitably treated. Second, the theory outlines the kind of activities which individuals might be motivated to engage in to restore feelings of equity when they are feeling inequitably of unfair treated. Equity theory predicts that people are constantly engaged in making two types of comparisons.

- a. The inputs they bring to the job in the form of Education, experience, training, time, effort etc. with the out comes (rewards) such as pay, promotions, praise, recognition, feelings of personal accomplishment they receive or obtain as a result of performing the job (Adeleke, 2001)
- b. The comparison by the person of his or her own ratio of out comes to inputs to the comparable ratio of outcomes to inputs of another person known as comparison other (Allen, 2002). The theory also presupposes that when a person perceives that his or her own ratio of out comes to inputs is approximately equal to the corresponding ratio of the comparison of others, a state of equity is said to exist. In such a situation the person will feel satisfied with the rewards that he or she is receiving, will feel that he or she is being fairly treated, and would be predicted to be motivated to continue doing the kinds of thing he or she had been doing at work up to that point (Ogundele, 2006). To achieve best results, organizations must analyze each job, know the requirements, and pay the same wage for work of the same inputs. Where differential wages must be paid, the basis must be very clear (Cole, 2002).

Implications of Equity Theory to the Reward System

From the above assumption, it's obvious that performance of an employee is being influenced by the expected reward and recognition from the organization. That recognition of individual talents, strengths, capabilities and competencies by the organization enhances the employee performance at work (Ogundele 2006). Equitable rewards among people of different professions have great impact on performance satisfaction relationship. The financial rewards in term of salary are not the only yard stick to ensure performance improvement and satisfaction among employees except if it is lacked, but other non-financial rewards do enhance employees' performance if it is given recognition. Therefore, as far as intrinsic and extrinsic rewards are concerned, manager in Nigerian environment would be well advised to reflect on the concept of equity and ethics. Akuoko and Donkor (2012) suggest at least seven practical implications of equity theory. It provides managers with another explanation as to how beliefs and attitudes affect performance. It emphasizes the need for managers to pay attention to employee's perceptions of what is fair and equitable. Managers benefit by allowing employees to participate in making decision about important work outcomes. Employees should be given the opportunity to appeal against decisions that affects their welfare. Employees are more likely to accept and support organizational change when they believe it is implemented fairly. Managers can promote co-operation and team work among group members by treating them equally. Employees denied justice at work is turning increasingly to arbitration and the courts. However, this theory is not without its draw backs such as inequity among staff can lead to tension and uneven staff inputs. The other major drawback of this theory is that it is only useful after managers have got to know their subordinates and their individual personalities, and this takes some time and effort.

Research Design and Methods

This study adopted descriptive survey research design. This involved collecting data in order to test the hypotheses and answer the research question raised. This type of design attempts to report things the way they are (Abiola, 2007). Descriptive research design clearly specifies who and what are to be measured (Adekoya and Adetoro, 2007).

Profile of the Study Area

District II is one out of the available six educational districts in Lagos state. In order to ensure an effective administration of education in the state, Lagos state government divided the state into six educational districts. Although district II is made up of (3) three zones which includes shomolu zone, Ikorodu zone and kosofo zone. Shomolu zone consists (9) nine junior secondary schools and (10) ten senior secondary schools, Kosofo zone comprises of (14) fourteen junior secondary schools and (13) thirteen senior secondary schools while Ikorodu zone is made up of (28) twenty-eight junior secondary schools and (28) twenty-eight senior secondary schools and the total of (102) one hundred and two schools in the districts. District II was chosen because it consists of many schools compared with other districts.

Population

The target population of this study consisted of all teachers in public secondary schools in District II office of Lagos State. There are 21 junior and senior public secondary schools in the chosen study area (District II office Maryland, 2013). Since it was not possible for the researcher to reach all the targeted population, a sample size was chosen.

Sample size and sampling procedure

From the existing public secondary schools in District II area of Lagos State, 10 public secondary schools comprising of four junior and six senior secondary schools were selected using simple random sampling technique. From each of the school chosen, twenty (20) staff, comprising teaching and non-teaching staff were selected. This implied that two hundred (200) staff comprising males and females teaching and non-teaching staff were selected as sample size. For sampling technique, cluster sampling technique was used to determine the number of respondents. Most of the respondents were selected randomly.

Research Instrument

Questionnaire was the main instrument used for the purpose of data collection for this study. The items generated on the questionnaire in line with the variables identified on the research questions and the hypotheses after the review of relevant concepts and other personal observations. The instrument has two sections. The first part sought the background information of the respondents. The second part had the items or statements constructed in line with the research questions and the hypothesis earlier stated.

Validity of the Instrument: The validity of the instrument (questionnaire) used for this study was done through a discussion with the researcher's supervisor regarding the content, format employed and its general suitability to the respondents as well as their appropriateness to the purpose of the research.

Reliability of the Instrument: In order to establish the degree of reliability, consistency, stability and accuracy of the instrument, a pilot study was conducted. It was to ensure consistency and reliability of the test scores. The pilot study was carried out in some selected secondary schools within the district area of Lagos State, whereby, (20) twenty teaching and

non-teaching staff randomly selected comprising of both males and females. The co-efficient of correlation for the test-retest analysis was 0.756.

Method of Data Administration: The study administered the questionnaire to the respondents. Likewise, the schools chosen from the selected secondary schools within district area were visited. The respondents were selected using simple random sampling technique. Each of them was given a copy of the questionnaire. All the questionnaires administered were properly responded to and returned.

Method of Data Analysis: The research questions and hypotheses formulated for the study guided the process of Data analysis. The options selected (i.e strongly Agree, agree, strongly disagree, and disagree) stated on the instrument were graded and the frequencies and the means calculated. For the (clarification of results four (4) points Likert scale ranging from Strongly Agree, Agree, Strongly disagree and Disagree, and Pearson Product Moment Correlation Coefficient (r-test) were used to test the level of relationship between the two variables at 0.05 level of significance. The respondents responses were rated in order from 4:3:2:1 or 1:2:3:4 depending on the nature of the items in question. This method is applicable to both analysis of the research questions and testing of hypotheses.

Data Analysis

Demographic characteristics of the respondents.

The profile of the personal and demographic characteristics of the respondents is presented here in order to provide a biographical sketch on which the study could be considered. It was revealed that most of these characteristics sometimes act as an intervening valuable in the individual respondents to the questions.

Schools

Table 1: Distribution of questions according to the schools

Variables	Frequency	Percentage (%)
Public schools		
Senior secondary schools	06	60
Junior secondary schools	04	40
Total	10	100

Source: Field Survey, March, 2013.

As revealed in the table, most of the respondents are from senior secondary schools representing 60 i.e (6) six schools out of ten (10) schools, while the remaining (4) four schools representing 40 are from junior secondary schools. Therefore majority of the schools are senior secondary schools.

Sex

Table 2: Sex distribution of the respondents

Sex	Frequency	Percentage (%)
Female	140	70
Male	60	30
Total	200	100

Source: Field Survey, March, 2013.

The data collected show that 140 of the total respondents representing 70 of the sample size are females, while the remaining 60 representing 30 are females. Therefore, majority of the

respondents are females, thereby supporting the belief that women are more in teaching services than men.

Educational Qualifications

Table 3: Qualification of the respondents

Qualification	Number of respondents	Percentage (%)
WASCE/SSCE/OND	12	6
NCE	60	30
HND/BSC/BA/BED	100	50
M.SC/MA/MED	24	12
OTHERS	4	2
TOTAL	200	100

Source: Field Survey, March, 2013.

As revealed in the above table, (12)twelve of the total number of respondents representing 6 of the sample size are non-teaching staff, while 60 respondents representing 30 of the sample size are N.C.E holders and they are teaching staff in junior secondary schools. 100 respondents representing 50 who are the majority have first degree/HND certificate. 24 respondents representing 12 are masters holders, while the remaining 4 respondents represent 2 are Phd holders. Therefore, majority of the respondent representing 64 percent (%) have first degree and above.

Length of Service

Table 4: Distribution according to length of service.

Years	Number of respondents	Percentage (%)
Less than 5	20	10
5 – 10	55	27.5
10 – 15	85	42.5
15 – 20	22	11
20 – above	18	9
TOTAL	200	100

Source: Field Survey, March, 2013.

From the above, 20 respondents representing 10 are relatively new employees, each having less than five (5) years of service. 55 respondents representing 27.5 have had between 5-10 years of services. On the other hand, 85 respondents representing 42.5 have had between 10-15 years of service, while 22 respondents represent 11 have had between 15-20years. The people at the top level who have spent between 20years and above with 9 are 18 in numbers. Conclusively, findings (as indicated above) reveals that majority of the respondents have more experience and functional skills in teaching.

Data Analysis

Reliability Test

Research Measure	Cronbach's Alpha
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Research Measure	Cronbach's Alpha
Reward system and employees performance in Lagos State	.723

Source: Field Survey, March, 2013.

The Reliability Statistics table reports the value of Cronbach's alpha. Cronbach-apha test of reliability is an approach used in determining the ability of a study to measure accurately and dependably a research construct "Reward system and employees performance in Lagos State". The Cronbach's alpha coefficient gave a value of 0.723 which is in line with the recommendation of Osuagwu (2002) that a coefficient of 0.70 and above is acceptable. The value was due to a relatively large sample size that has been used. Therefore this can be interpreted that the instrument used is reliable given that the highest coefficient of reliability is a maximum of one (1). In conclusion, the coefficient of 0.723 reported for these items is an estimate of the true alpha, which in turn is a lower bound for the true reliability.

Test of Research Hypotheses

Having given a careful analysis of the responses obtained from the respondents through questionnaire administered, the hypotheses formulated in this study would now be tested and the results are fully discussed below. The hypotheses were tested, and in doing so, SPSS version 17.0 specifically regression analysis is employed, with a value of 0.05 (level of significance) that corresponds to a 95% confidence level. Therefore, all tables presented are SPSS analysis outputs.

Hypothesis I

Model Summary of Relationship between Employees reward system and employees performance.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.569 ^a	.323	.318	5.234	.253

a. Predictors: (Constant), ER

b. Dependent Variable: EP

Source: field survey, March, 2013(SPSS)

The table shows the result from the analysis that relationship exists between the independent variable and the dependent variable. The model was significant by establishing a relationship between the variables of employees' performance and employees' salary package with a regression value of 0.569 which is seen in R column. The coefficient of determination (R^2) is 0.323, which indicate that 32.3 percent of the variations in employees' performance were explained by the independent variable. Therefore, it is concluded that for Hypothesis 1 (there is a relationship between employees performance and employees salary package).

Hypothesis II

Model Summary the effect of employees allowances on their job performance at work place.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.529 ^a	.279	.273	3.135	.217

a. Predictors: (Constant), PTP

b. Dependent Variable: EP

Source: Field Survey, March, 2013. (SPSS)

The table displays R, R squared, adjusted R squared and the standard error. R, which is the multiple correlation coefficients between the observed and the predicted values of the dependent variable (employees' performance: EP). A strong relationship existed among the variables because of the large value indicated by the multiple correlation coefficients. This gave a value of 0.529. The variation in the dependent variable (Employees' Performance: EP) is not really explained by the regression model as R Squared indicated a small value of 0.279 which indicates that the model does not fit the data well as provided by the employees of the selected public secondary schools in Lagos State. The sample R Squared also tends to optimistically estimate how well the model fits the population. Therefore, the model can correctly explain 27.9% of the total population and this approximately gives a total of 56 respondents. With this, to a certain level we can still accept our decision rule and the model provided by the population. This is based on the principles of sampling theory, which says that the larger the sample size, the more accurate your result will be and for a large sample. The Adjusted R Squared attempted to correct the R Squared to more closely reflect the goodness of fit of the regression model in the model. This gave a value of 0.273.

Hypothesis III**Model Summary relationship between working conditions and employee's performance.****Correlations**

		EI	EP
GAB	Pearson Correlation	1	.419
	Sig. (2-tailed)		.106
	N	200	200
EP	Pearson Correlation	.419	1
	Sig. (2-tailed)	.106	
	N	200	200

Source: Field Survey, March, 2013. (SPSS)

The table displays the Pearson correlation coefficients, significance values, and the numbers of cases. The Pearson correlation coefficient assumes that the data are normally distributed and is a measure of linear association between employee performance (EP) and employee's working condition. The correlation coefficient for employee performance and working conditions at work place is 0.419. Since 0.419 is relatively low to 1, this indicates that employee performance and working conditions at work place. are positively correlated but not strongly correlated. The correlation coefficients on the main diagonal are 1.0; this is so because each variable (employee performance or working conditions. at work place) has a perfect positive linear relationship with itself. The significance of each correlation coefficient is also depicted by the correlation table. The significance level (or p-value) is the probability of obtaining results as extreme as the one observed. From the table, the significance level or p-value is 0.106 which indicates that the

correlation has a very low significance and employee performance and working conditions. at work place are linearly correlated. Therefore, meaning that as working conditions. at work place increases, employee performance may increase or decrease, therefore meaning a relationship exists between the two variables.

Summary of major findings

Having subjected the data collected from the respondents to statistical package for social science (SPSS), the followings emerged as the summary of the study:

In hypothesis I, there was a significant relationship between reward system and employee performance. To buttress the argument, Akuoko and Donker (2012) identified free accommodation, car loans, car maintainers' allowance, best teachers award, best teachers award etc, as some of the incentives packages introduced by Ghana government in order to address the problem of reward system with Ghanaian teachers.

In hypothesis II, employees job allowance affect teachers performance. This was justified with the introduction of meal allowance, motivation allowance and other allowances by Ghanaian government in order to salvage the suffering of Ghanaian teachers. In hypothesis II, there was a significant relationship between peters allowances and employee performance. It means that non-regular payment of teacher's allowances and denial of necessary allowances entitled to their profession affects their performance at work place. In hypothesis III, there was a significant relationship between organization's working conditions and employee performance. It means that inconsistency or non-availability of good working conditions in terms of promotion, long service award, retirement benefits, pension and gratuity, employee loan assistance, etc, affects employee's performance at work place.

Conclusion

The importance of reward in the day-to-day performance of employees' duties cannot be over emphasized, especially when it comes to being rewarded for a job done. It is a well known fact that human performance of any sort is improved by increasing motivation (Qureshi & et al, 2010). From this study it can be easily inferred that workers reward package matters a lot and should be a concern of both the employers and employees. The results obtained from the hypotheses showed that worker's place great value on the different rewards given to them by their employers. Hence, when these rewards are not given, workers tend to express their displeasure through poor performance and non-commitment to their job. It is therefore imperative for the organization to consider the needs and feelings its employees and not just over look them in order to safe guard industrial harmony, because "a happy worker they say is a productive worker". Furthermore, reward is the driving force that energizes a worker to show more commitment to work and to improve his or her productivity. These is in form of incentives such as increased salary, transport and recreational facilities, free or subsidized medical services, regular and prompt payment of salaries, loan to buy car as well as insurance schemes (Adelabu, 2003). This is one of the paramount ways to ensure that members of staff are well motivated towards high performance. The present level of teacher's motivation in the area under study will continue to encourage job dissatisfaction, low morale and premature departure from the school system and reduce classroom effectiveness (Onyene, 2001). There is therefore the need to set a reward programme in motion to enhance employees (teachers) performance at work.

Recommendations

Findings that emanated from this study have serious implications for government policies on the provision of rewards and welfare services for teachers, if the lofty goals targeted for our secondary education are to be attained. The following recommendations emanated from the findings that:

- i. Relevant educational agencies need to be set up to harmonize all entitlements, fringe benefits or incentives to be enjoyed by teachers to be in line with their counter parts in other professions.

- ii. Since teaching is regarded as “mother of all profession”, the treatment of the goose that lay the golden eggs should be above average and seen to command social respect and recognition from all and sundry.
- iii. Professionalization of teaching as a career should be handled with utmost sincerity by the government and only registered professionals should be allowed to practice.
- iv. The conditions of service for teachers should be attractive to the extent that qualified people will be proud to disengage from other fields and take on teaching.
- v. Car loans, housing loans, health insurance schemes, and overseas traveling opportunities should be made available to teachers to make them have first hand knowledge of what obtains on other parts of the world and discharge their duties with utmost good faith.
- vi. Government should ensure that there is adequate provision of teaching materials and infrastructural facilities which would enhance teacher’s performance at work.

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