



THE EFFECT OF STAFF INCENTIVES AND SUPERVISION ON PRODUCTIVITY

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ABSTRACT

KEYWORDS:

*Staff Incentives, Staff
Supervision, and Productivity*

The effect of staff incentives and supervision on productivity was investigated in secondary schools in Obio/ Akpor Local Government Area of Rivers State. The research study used the stratified random sampling technique were a sample of 370 respondents was accessed out of a total population of 5200 from a total of 245 secondary schools in Obio/ Akpor Local Government Area of Rivers State. The data gathered were analysed using an instrument titled “Staff Incentives and Supervision on Productivity Questionnaire (SISPQ) on a 4-point modified Likert rating scale. The data were tested using a z-test statistics and analysed using Pearson’s Product Moment Correlation Coefficient. From the analysis, it was found that amongst secondary schools in Rivers State, there exist a significant relationship between staff incentives and staff supervision on productivity. Resulting from the research conducted, the following recommendations were revealed: secondary schools administrators should promote welfare packages for their staff, via proper incentives and bonuses which would enable staff inculcate those moral gestures that could boost their morale’s in their workplaces. Also, modern methods of staff supervision and monitoring in classrooms should be adopted by school proprietors to encourage employee’s productiveness in the organization.

1. INTRODUCTION

The success of an organization and its ability to surmount pressure in a highly competitive environment, depends on the quality of staff it has. Studies reveals that the skills and experiences possessed by employee at every workplace is key to the optimum productivity and success story of today’s modern organization i.e., school administrative system. In our modern and industrialized society, the teaching crew has to brace up with the new wave of technological advancement that is usually employed in the day to day administrating and executing of teaching and learning. Teachers need to be motivated through regular salary payments, in-service training, awards of excellence, promotions, bonuses, staff developments such as seminars, workshops, conferences, symposium, etc., aimed at equipping and enhancing the academic growth and prosperity of the organization. Such training will empower the staff with new skills and re-equip the teachers with skills, recovering their latent talents and energies, inculcating moral, social and cultural values towards realizing the overall goals of the organization. This kind of training will avail the teacher opportunity to be abreast with

the current trend of development in the profession of education and fit perfectly in their field of profession and can compete with their counterpart in the educational system. Geared with these sought of training, the teachers can perform favourably and efficiently in the discharge of their job towards achieving the overall goal and objectives of the organization. Of course, the productiveness of any organization reflects the efficiency and effectiveness of its management staff and the attitude of the management of the organization towards the growth and development of the system. According to Ofoegbu & Ofoegbu (2017) for productivity in education system to be actualized, concerted effort by major stakeholders in the education sector must be involved in the administration and that school administrators should provide basic learner’s instructional aid and improve on the infrastructure, basic social amenities to make the classroom and workplace more environmental friendly. It is quite disheartening to say that most of our secondary schools are in a poor condition, in such an organization the administrative culture will definitely breed unprofessionalism, lassitude, lawlessness in the management staff and learners. This will yield low productivity “half-

baked students". In other to control this anomalies in the education system, emphasis should be highly placed on quality staffing, adequate remuneration: salaries and allowances, health care bonuses, transport and housing allowances, etc., this will boost the morale of the teaching staff to perform at their optimum level toward reaching the goals of the organization. The school structure is a progressive edifies, as the school is inhabited by students and staff. The idea of having a school structure without proper renovation nor revamping and re-equipping basic infrastructure. When this is done, the school structure leaves much to be desired as education involves proper serene environment which of course the infrastructure becomes paramount towards attaining academic excellence.

1.1 Purpose of the Study

In summative, the expectation of this study involves to investigate how staff management in the aspect of staff incentive and staff supervision in our secondary school system in Obio/ Akpor Local Government Area of Rivers State, affects the productivity of the school system. This study actually examined: The relationship between staff incentive on productivity in secondary schools in Obio/ Akpor Local Government Area of Rivers State. The correlation between staff supervision on productivity in secondary schools in Obio/ Akpor Local Government Area of Rivers State.

1.2 Research Questions and Hypotheses

Research Questions

1. Examine the relationship between staff incentive and productivity of staff in secondary schools in Obio/ Akpor Local Government Area, Rivers State?
2. What is the relationship between staff supervision and productivity of staff in secondary schools in Obio/ Akpor Local Government Area, Rivers State?

Hypotheses

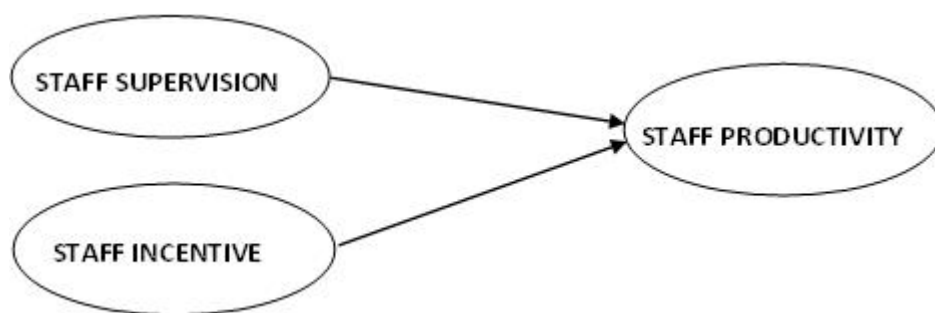
1. There is no significant relationship between staff incentives and productivity in secondary schools in Obio/ Akpor Local Government Area, Rivers State.
2. There is no significant relationship between methods of staff supervision and productivity in secondary schools in Obio/ Akpor Local Government Area, Rivers State.

2.0 LITERATURE REVIEW

2.1 Theoretical framework

The theoretical framework of the research work was based exclusively on McGregor’s assumptions of Theory X and Theory Y (1960). These Theories connotes the views or perception that managers in an establishment have towards their employees. Traditionally, the Theory X which is a rather pessimistic and rigid theorem, assumes that the average worker has an inherent disdain for his work and would prefer to avoid working. In this light, many people would like to be forced, monitored, controlled and coerced to work because they prefer to avoid responsibility, have little passion for work and desires job security. Theory Y which is an optimistic and flexible theorem, sees human effort in an organization where physical and mental efforts is as natural as play or rest. This theory envisages that threat of punishment and exertion of external influences are not the only options for producing effort toward attaining organizational goals. This theory Y also stipulates that an average human being learn under a normal environment, and seeks out for responsibility. Furthermore, we can preferably state that the magnitude of reward is directly proportional to the degree of achievement of the organizational goals. Finally, it is very important to emphasize that both theorems are based on assumptions, which are linked with deductive ideologies and not the outcome of a research. Koonntz et al. (2010).

2.2 Conceptual Framework



2.2.1 Effects of Incentives on Productivity

The power of incentive for employee in an organization should not be underemphasized most especially for school administrators and potential investors in the education system. An average employee hope for the best in his/her work place, and a commensurate recommendation most especially at celebration or festive seasons. In this regard, there should not exist a discontinuity in this perceived prospect by their prospective employers. According to Otuya, (2003) who asserted that employees can hardly be expected to be happy and productive in an environment which offers no opportunity for advancement, development, growth, and robust compensation for effective and efficient workers. A good administrator and manger must consciously strive to retain and maintain the best and experienced staff in the teaching

profession. Thus this can be achieved through regular and prompt payment of incentives and salaries which are positive motivation towards keeping them on the job. Adeyemi (2008) is of the opinion that through the provision of good housing, health care scheme, rural allowances, transport allowances, good promotional prospects, etc. Furthermore, Okorie (2000) views morale as intangible substance, and an enthusiasm or willingness of workers or group of members to work cordially towards a common goal. It is the driving tendency or capacity for a people or group of people to pull together relentlessly and consistently in the quest for a common goal. According to Okorie (2000) cited in Babalola (2009), as have been observed, the school management system seems to have little or nothing to offer to the staff in terms of extrinsic incentives such as money, and other benefits. This singular act by the

management would not only endanger teaching and learning by also the academic growth of the organization, because the employees will have to boycott effective teaching at the required pace, bearing in mind that their services will not be appreciated. Ghosh (2005) is of the opinion that effective monetary packages, benefits for services when made available to employees is appropriate to influence their level of motivation or inducement towards attaining of the organizations goals.

2.2.2 Effect of Staff Supervision and Productivity

Staff supervision is a one-on-one investigation of the processes and procedures that an individual have fared in his/her place of duty, in compliance with the ethics and norms of the profession he/she is confronted with, and the outcome or objective that had been actualized in the cause of he/she executing that task. Education encompass both social investment and cultural integration of the right values (norms), attitude and well-being of an individual or group of individual, aimed at imparting the right consciousness and also to enlighten the learners. The role of education to the development of a nation cannot be overemphasized because it is the bedrock for growth, prosperity (advancement) and stability of the nation. It synergizes uniformity of purpose via creating a uniform perspectives towards the growth and development of the society. To a large extent, staff supervision is geared towards the rapid and effective attainment of the goals of a productive nation in line with the National Policy on Education. For these to be achieved, the teacher needs to be effectively supervised by a supervisor or a superior officer. According to Otuya and Ubulom (2006) supervision involves:

1. Close association and monitoring of intermediate and lower officials.
2. Limiting some types of administrative procedures, particularly the process of keeping abreast with "what has been achieved or should be achieved".

According to Nte (2005), school administrations and educationist has a lot to achieve towards an effective school supervision as the process embraces activities and aspects which are intended to maintain and promote effectiveness in teaching and learning through close mentoring and monitoring of teachers. According to Peretomode (2009), modern Supervision should not be autocratically executed, but democratically conducted, enabling the principles and methods of bringing in ideas in a friendly atmosphere, so that the teacher is actively involved in participation and identifying key areas of improvisation and the use of modern teaching aids as basis of improving teaching strategies. Effective supervision should therefore involve the following exercises: Firstly, supervision should be routinely conducted to keep the teachers abreast with the basic rules or norms as pertains teaching for optimal growth. Secondly, the supervisor should ensure that he/she promotes the ethics of his/her profession by not cutting corners (greasing of palms) or jeopardizing her work via horseplay. Thirdly, the supervisor should identify the weakness of the teacher and proffer palliative or adjustable measure that the teacher can overcome such challenges. Fourthly the structure of the teaching process must follow academic curriculum as stipulated by the Ministry of Education and should be effectively monitored by the supervisor. Lastly, follow-up should be regularly conducted towards effective monitor of the progress made by the identified anodyne teachers.

2.2.3 The Chains of Productivity

As known, the growth of any nation is dependent on her Educational system. Therefore, in order to salvaging the misconceptions and backwardness in the education system in a bit to enhancing productivity and achieving the educational system goal and objectives, the following key issues must be addressed. They include: Objectives of teaching; Conducive working condition and environment; Efficient and effective supervision; Incentives packages; Subject allocation; Staff training and retraining; Staff welfare, Staff security; and the Appraisal of teacher's performance.

2.3 Review of Related Empirical Studies

The term educational management refers to the integration of administrative, personnel and resource management to harness the development of human and capacity building of an organization towards attaining the desired goals of the organization. Personnel management in education does not only involve the utilization of persons as the case might imply, but the harnessing of the skills, latent potential (talents), belief and customs, to achieve educational goals of the organization. It is involved with sequences and chains of related activities carried out in an effective and efficient manner to achieve desired goals in relation to the growth of the society. According to Ogundele (2010) the shortfalls in staff management in the educational system is attributed to social and economic criterion. Human resources involves the people, employee, individual, and humanity with a goal of advancing the society, its aspirations, and capacities. It involves planning, coordinating, organizing, commanding, leading, communicating and control geared towards the management of the workforce in the organization. However, several research have been conducted in related areas of educational management and productivity in secondary schools, with variable results and recommendations. Poor remuneration scheme, development and training according to Nwabueze (2010) can result to dismal growth in school system. According to Ofoegbu & Ofoegbu (2017), inconsistencies and anomalies created in some secondary school system in areas of service delivery, staff management, facilities and infrastructural development, has led to the dwindling state of schools' productivity. This seemly act creates loop-holes in quality education in the state. Hence, there is need to foster the development programme in education, aimed at boosting human resource capacity building in an efficiency and effective manner to achieve high excellence and encourage rapid growth in productivity of the organization. Most often, staff management has been grossly undermined by "man- know-man", community solidarity or even by promoting friendship or relative's consideration, thereby negating the true process of getting the right person for the right job in order to advance productivity in the school. To a larger extent, the academic growth, infrastructural development, welfare of staff, security of the workforce in any school, rest solely on the shoulders of the policy maker's i.e. management board of the college which encompasses all major stakeholders in education system.

2.4 Summary of Literature Review

In conclusion, the review of related literature based on the research questions, it is imperative to summarize the reviewed literature. As is observed in most organization, staffing have been compromised by selfish ambitions, the desire to accumulate wealth to the detriment of the perceived learner.

The sanctity of school managers are gradually eroding, whom often pay lip services to godfathers without conducting strict monitoring and proper staff evaluation. It had been revealed that for academic growth to exist, education policy be addressed by involving major stakeholders in the education system with a common vision: planning, forecasting, organizing, coordinating, communicating and controlling of the processes towards achieving the objective of educational goals. It was also revealed that better staff incentive package and proper monitoring programme for workers remains a life wire in keeping any organization afloat mainly in this computer age as revealed in the literatures. Also, the literature revealed the importance of proper supervision, staff management, incentives and bonuses, as agents of attraction and retention of staff in every organization.

3.0 METHODOLOGY AND INSTRUMENTATION

The study adopted the cross sectional survey research design, a type of Quasi-experimental Research Design which aims at determining study units that are dispersed and beyond the control of the researcher. Two hundred and forty five (245) secondary schools in Obio/Akpor Local Government Area of Rivers State constituted our population with a total respondent of five thousand two hundred (5,200) teachers in these secondary schools as at the time of the study (Ministry of Education Statistics and Planning Unit, 2014). The stratified random sampling technique was adopted and sample

size of 370 respondents were selected due to ease of accessibility and proper management from the three thousand nine hundred (3,900) teachers that were selected.

3.1 Instrumentation

A self-designed questionnaire titled “Staff Incentives and Supervision on Productivity Questionnaire (SISPQ)” was used for data generation. The questionnaire had two sections, A and B. The former section, contains the demographic information of the respondents, while later section comprises questions that would elicit useful information from respondents to guide this research study. The instrument was structured along a 4-point modified Likert scale ranging from strongly Agree (SA)-5 to Disagree (D)-1. The instrument was validated on its face value and content validity by the researcher’s supervisor and experts in the field of test and measurement from which their critical comments were incorporated into the final version of the questionnaire. The test re-test method was used to establish the instrument’s reliability as the same instrument previously administered to 15 respondents, were re-administered to same respondents. Data collected were analyzed using the Pearson’s Product Moment Correlation coefficient statistical tool while the z-test was used in testing the hypotheses at 0.05 level of significance.

4.0 DATA ANALYSIS PRESENTATION AND ANALYSIS OF DATA

Table 4.1: Distribution and retrieval of instruments

Instrument	NUMBER	PERCENTAGE (%)
Number Retrieved	358	96.76
Number not Retrieved	12	3.24
Number Distributed	370	100

From the result in table 4.1, a total 370 sets of questionnaire were distributed, 12 were not returned while 358 were returned which accounted for 96.76% of the total sets of questionnaire distributed.

4.1 Research Questions

Research Question 1

What is the degree of relationship between staff incentives and productivity?

Table 4.2: Respondents' opinion on the relationship between staff incentives and productivity

Variables	N	$\sum x^2$	$\sum y^2$	$\sum xy$	r-value
Staff incentives (x)	358	113,032	49,824	50,286	0.67
Productivity (y)					

Table 4.2 showed a correlation coefficient (i.e., r-value) of 0.67 between staff recruitment and productivity in secondary schools in Rivers State. This reveals that there is a high and positive relationship between staff incentives and productivity.

Research Question 2

What is the nature of relationship between methods of supervision and productivity?

Table 4.3: Respondents' opinion on the relationship between methods of supervision and productivity

Variables	N	$\sum x^2$	$\sum y^2$	$\sum xy$	r-value
Methods of supervision (x)	358	173,904	53,184	60,588	0.63
Productivity (y)					

Table 4.3 showed a correlation coefficient (i.e., r-value) of 0.63 between staff development programmes and productivity in secondary schools in Rivers State. This implies a high and positive relationship between methods of supervision and productivity.

4.3 Hypotheses Testing

HO₁: There is no significant relationship between staff incentives and productivity in secondary schools in Rivers State.

Table 4.4: Relationship between staff incentives and productivity

Variables	N	$\sum x^2$	$\sum y^2$	$\sum xy$	r-value	z-cal	z-crit	Result
Staff incentives (x)	358	113,032	49,824	50,286	0.67	12.66	1.96	Significant
Productivity (y)								

Table 4.4 shows a calculated z-value of 12.66 while critical z-value at 0.05 is 1.96. Since the z-calculated of 12.66 is greater than the z-critical of 1.96, we fail to accept the null hypothesis for the alternate. This reveals that there is a strong, positive and statistically significant relationship between staff incentive and productivity in secondary schools in Rivers State.

HO₂: There is no significant relationship between methods of staff supervision and productivity in secondary schools in Rivers State.

Table 4.5: Z- analysis of the relationship between methods of supervision and productivity

Variables	N	$\sum x^2$	$\sum y^2$	$\sum xy$	r-value	z-cal	z-crit	Result
Methods of supervision (x)	358	173,904	53,184	60,588	0.63	11.90	1.96	significant
Productivity (y)								

The result in table 4.5 shows a z- calculated of 11.90 with a z-critical of 1.96 at 0.05 level of significance. Since the z-calculated of 11.90 is greater than the z-critical of 1.96, we reject the null hypothesis and accept the alternative. This reveals that there is a strong, positive and statistically significant relationship between methods of staff supervision and productivity in secondary schools in Rivers State.

allowances, good working climate, prompt and regular promotions, health care services, fair treatment at retirement influence employees or staff level of motivation or inducement towards the realization of organizational goals (productivity).

4.4 DISCUSSION OF FINDINGS

Relationship between the staff incentives and productivity

The result shows that there is a positive relationship between staff incentives and staff productivity in secondary schools in Rivers State. The measure of relationship is 0.67 (Table 4.2). On the application of z-test, a calculated z-value of 2.16 and critical z-value 1.96 at 0.05 significant level were obtained. This implies that the relationship between staff incentives and staff productivity was significant. This means that as scores on staff incentives increases, there is a corresponding increase in scores on staff productivity.

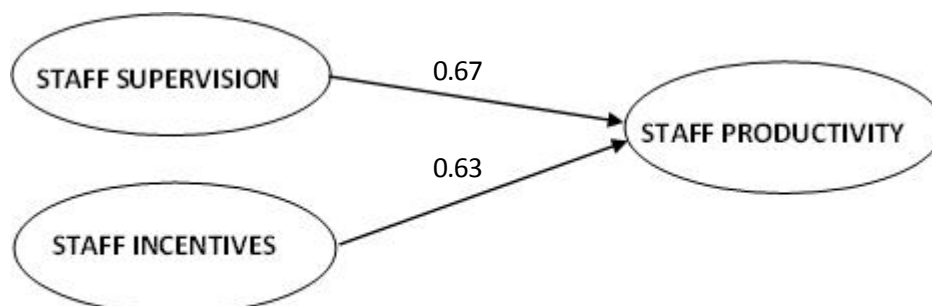
Relationship between method of staff supervision and productivity

The degree of relationship between staff incentives and staff productivity in secondary schools in Rivers State is 0.67 while the degree of lack of association ($\sqrt{1 - r^2}$) between the variables was found to be 0.74 the percentage of association ($r^2 \times 100$) was found to be 44.89% which represents the magnitude of the relationship between staff incentives and staff productivity in secondary schools in Obio/Akpor Local Government Area, Rivers State.

The result shows that there is a positive relationship between methods of staff supervision and their productivity in secondary schools in Obio/ Akpor Local Government Area, Rivers State. The measure of relationship is 0.63 (Table 4.5). On the application of z-test, a calculated z-value of 2.12 and the critical z-value of 1.96 at 0.05 level of significance were obtained. This implies that the relationship between methods of staff supervision and staff productivity in secondary schools in Obio/ Akpor Local Government Area, Rivers State is statistically significant. This means that as scores on methods of staff supervision increases, there is a corresponding increase in the scores on staff productivity. The degree of association between the two variables in the study was found to be 0.63, while the degree of lack of association ($\sqrt{1 - r^2}$) between the variables was found to be 0.78, the percentage of association ($r^2 \times 100$) was found to be 39.69% which represents the magnitude of the relationship between methods of staff supervision and productivity in secondary schools in Rivers State. The findings is that there is a significant relationship between methods of staff supervision and staff productivity in secondary schools in Rivers State. This is due to the application of modern technique of supervision which involves demonstration lessons, observational visits, and the use of constructive feedback which help to bring out the best in the staff as well as enhancing their productivity. This finding is in agreement with Adeyemi (2008) that proper methods of staff supervision help to boost productivity in an organization.

The finding revealed that incentive schemes such as allowances, health benefits and educational plans for staff children, good working environment, prompt and regular promotions and good retirement plans will boost staff productivity in secondary schools in Obio/Akpor Local Government Area, Rivers State. The findings is in agreement with Tabotndip (2000) and Ghosh (2005) that salaries,

Summary of Results



Summary of Findings

1. There is a strong, positive and statistically significant relationship between staff incentives and productivity in secondary schools in Obio/Akpor Local Government Area, Rivers State. (Table 4.4).
2. There is a strong, positive and statistically significant relationship between methods of staff supervision and productivity in secondary schools in Obio/Akpor Local Government Area, Rivers State. (Table 4.5).

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Educational management is a progressive stride and must involve major stakeholders towards achieving the aims and objectives of education as enshrined in the bye-laws of National Policy on Education. The role of education to the development of a nation cannot be overemphasized because it is the bedrock for growth, prosperity (advancement) and stability of the nation. It synergizes uniformity of purpose via creating a positive perspectives towards the growth and development of the society. From this research findings, appropriate incentive schemes and proper supervision should be conducted on a regular basis in secondary schools in Obio/Akpor Local Government Area of Rivers State to promote staff productivity. Although this effort could be hampered by challenging environmental, social and political factors that are also surmountable.

5.2 Recommendations

In the light of the findings and conclusion of the research study, the following recommendations are to be offered:

1. Secondary school administrators should not overlook the power of rewards and incentives in personnel management by providing staff with gestures that could boost their morale's at work.

2. Secondary school administrators should continuously encourage the use of modern methods of staff supervision which may give rise to better employees, efficient and productive organization.

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