



Reward Systems and Employee Withdrawal Behavior of Government Approved Selected Private Secondary Schools in Port-Harcourt, Rivers State

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Abstract: This study examined the relationship between reward systems and employee withdrawal behavior in government approved elected private secondary schools in Port Harcourt, Rivers State. Cross-sectional survey which is a form of quasi-experimental research design was adopted for the study. The population of the study therefore comprised 348 employees from 20 government approved selected secondary schools in Port Harcourt, Rivers. The sample size of 186 respondents was determined using Taro Yamane's formula. A well-structured questionnaire was used as an instrument of data collection for the study. Spearman's rank order (ρ) correlation coefficient was utilized in testing the stated hypotheses with the aid of Statistical Package for Social Sciences (SPSS version 23.0). The study, therefore, concludes that intrinsic and extrinsic rewards significantly influence employees' withdrawal behavior in government approved secondary schools in Port Harcourt, Rivers State. Finally, the study recommends that the management of private secondary schools in Port Harcourt, Rivers State should focus keenly on the improvement of intrinsic and extrinsic reward systems as a way of promoting the survival of their organizations.

Keywords: Reward systems, Extrinsic and Intrinsic reward, Withdrawal behavior, Lateness, and Absenteeism

INTRODUCTION

The nature of withdrawal behavior among the staff of secondary schools in Port-Harcourt, Rivers state, and its effects on the population of interest is the focus of this study. The goal is to widen the scope of the organizational study by focusing solely on negative withdrawal behaviors among employees. This article also looks at several kinds of negative withdrawal

behaviors in the workplace, as well as some of the reasons why employees participate in such behaviors. Also, the reasons why organizations allow negative withdrawal behaviors to thrive while discouraging positive withdrawal behaviors are investigated. Lastly, possible solutions to overcome problems arising from negative withdrawal in the workplace will be examined, along with how organizations can encourage positive withdrawal behaviors that will help them reach their organizational goals.

Employee attitudes can have a direct impact on the mood and productivity of a company. To keep employees engaged, organizations must provide a professional and work-friendly environment. Employees will be more inclined to work hard and accomplish each assignment as planned if this environment is developed. Employee attitudes can have a direct impact on the atmosphere and productivity of an organization. An attitude is a psychological inclination that is manifested by a favorable or unfavorable evaluation of a specific entity (Eagly & Chaiken 2012). Attitude describes the way an employee feels inside. These are an employee's feelings toward his employer, his co-workers, and his position within the organization. All employees have attitudes toward their working environment. According to Simatwa (2011), deviant behavior is a function that is negatively related to the degree to which one's personal needs are negatively fulfilled within the organization. Kuria (2011) argues that employees are most satisfied and highly productive when their job offers them security from economic strain, recognition for their effort, clear policy on grievances, opportunity to contribute ideas and suggestions, participation in decision making and managing the affairs, clear definitions of duties and responsibilities and opportunities for promotion, fringe benefits. Job satisfaction means a pleasurable emotional state of feeling that results from the performance of work (Simatwa, 2011). Job satisfaction, employee engagement, organizational dedication, employee absenteeism, and employee lateness to work are all examples of employee behaviors that affect productivity in secondary schools. Employees' withdrawal behavior is a big hindrance to every compensation system viewpoint.

Rewarding employees is a function of human resource managers in every organization as they deal with the assessment of job values, the design, and management of payments (expenditures), as well as job satisfaction, pay system, employees' benefit, and pensions. Mujtaba and Shuaib (2010); Koch (2017) opined that effective, appropriate, timely, and market-driven rewards tend to motivate both managers and employees. Khalid, Salim, and Loke (2011) also stated that rewards are received as an exchange of services between employees and employers. Hence, the rewards offered by employers have been found to significantly improve employees' motivation and commitment towards their job and consequently increase job satisfaction (Negash, Zewude & Megersa, 2014; Khalid et al., 2011; Rafikul & Ahmad, 2008; Milne, 2017). Organizations and human resource managers nowadays recognize rewards as important factors or tools that motivate employees to act willingly and exert considerable effort on behalf of the organization as they maintain a strong relationship, which in turn increase their job satisfaction (Zaini, Nilufar & Syed, 2016). Successful private secondary schools are dedicated to meeting their employees' needs because they think that cultivating employee

satisfaction will lead to increased employee involvement, which will lead to increased productivity (Popoola, 2017). Owners of private secondary schools depend on significant productivity increases to maximize their bottom line. Consequently, employees are asked to do more each day with less, resulting in a mismatch of resources and loss of productivity. Fortunately, employee productivity increases can be achieved by knowing more about your employees and what motivates them. Reciprocity is a mechanism underlying dedication to work that leads to productivity, according to Ofobruku (2012), and that employees will offer their commitment to the organization in exchange for the organization fulfilling its psychological contract. By fulfilling obligations relating to good working conditions, job safety, and an effective reward system employers are creating the right platform for job satisfaction without engaging in deviant behavior

In today's dynamic and competitive business world, the necessity of a rewards system has grown. This is due to the fact that it allows businesses to recruit and retain staff while also increasing productivity (Dalvi & Ibrahim, 2013). According to Datta (2012), many organizations view personnel as the most important factor in generating organizational value and competitive advantage. As a result, using a variety of tactics such as rewards, it is critical to retain personnel, build motivation, and boost job productivity. Most reward and recognition programs have traditionally been ambiguous, and they were frequently issued in reaction to a manager's assessment of when an employee did extremely well (Attwood, 2016). There were rarely any clear parameters by which exceptional performance could be judged, and it could have meant anything from having a positive attitude, assisting another department, or being consistently punctual. In current organizational settings, this is no longer the case, as organizations understand the great gains derived by linking rewards, job satisfaction, motivation, and performance to their business strategy (Blyth, 2018).

Previous research has focused on the elements that impact employees' withdrawal behavior in the workplace. According to Dessler (2013), high-achieving, talented workers are the driving force behind all organizations, hence it is critical that organizations try to encourage and retain the best employees. Deci and Ryan (2010) conducted and reproduced a study that found that monetary rewards have a negative impact on intrinsic motivation and withdrawal behavior. Despite the fact that many researchers have focused on the effects of reward systems on employee and organizational behavior, only a few have looked at the effects of reward systems on withdrawal behavior among employees. These studies that focused more on reward systems and employees' withdrawal behaviors have been identified through a thorough review of literature that most of the dimensions used include intrinsic and extrinsic rewards, performance and skills-based rewards, knowledge and carrier-based rewards, target and sales volume rewards, tipping among others. None of these reward systems mixes is the same as the reward system mix for this study. Also, the measures of employee withdrawal behavior used in previous studies are closely similar to the mix of the measures of employee withdrawal behavior for this study but not exact. Moreover, most of the studies conducted in this area were found to be theoretical, therefore the outcome from such studies cannot be measured. Only a few of these researches were empirical; the others used non-parametric inferential

statistics, which made the findings weak. Time plays a significant role in how people perceive, judge, and make decisions.

Most of the studies that are related to our study were either carried out in the analog era where things were done most manually while some few others experienced the early era of the transition from analog to digital times. The way organizations were designed in those days differs from the way organizations are designed to operate in recent times. In those days, the level of manual labour (physical efforts) was considered as the standard for rating performance and subsequently a yardstick for rewarding employee's hard work. As time and development progressed, the way organizations and jobs were designed began to improve and diverge. The majority of the studies conducted in this area were found to have been conducted in both the western and African nations i.e. both the developed and developing nations.

Some of these studies have been found to be carried out in most West African countries which Nigeria is inclusive, but these related studies have been conducted in other states in the country. Some of the studies which are empirical were also recognized to have been conducted in the northern and eastern states but only a few which are theoretical in nature have been discovered to have been conducted in private secondary schools in Port-Harcourt Rivers State. Finally, of these related studies, only our study departed to study the secondary schools in Port-Harcourt Rivers state while others concentrated more on surveying business-oriented organizations. To this end, it is clearer than ever that there is a knowledge gap to be bridged in terms of content, time, place, data analysis approach, and the organization surveyed to be filled. As a result, the goal of this study is to address this gap by investigating the association between reward systems and employee withdrawal behavior in a government approved private secondary schools in Port Harcourt, Rivers State, Nigeria hence the researcher's point of departure. With regards to the goal of this study, the following specific objectives were derived:

1. To examine the relationship between intrinsic reward and employee withdrawal behaviors in government approved private secondary schools in Port-Harcourt, Rivers state.
2. To examine the relationship between extrinsic reward and employee withdrawal behaviors in government approved private secondary schools in Port-Harcourt, Rivers state.

In view of the problem statement and the specific objectives above, the following research questions were formulated thus:

1. To what extent does intrinsic reward influences employee lateness in government approved private secondary schools in Port-Harcourt, Rivers state?
2. To what extent does intrinsic reward influences employee absenteeism in government approved private secondary schools in Port-Harcourt, Rivers state?
3. To what extent does extrinsic reward influences employee lateness in government approved private secondary schools in Port-Harcourt, Rivers state?

4. To what extent does extrinsic reward influences employee absenteeism in government approved private secondary schools in Port-Harcourt, Rivers state?

Below is a conceptual framework illustrating the possible relationship between the study variables i.e. reward system and employee withdrawal behavior in selected private secondary schools in Port-Harcourt, Rivers state as shown in figure 1.

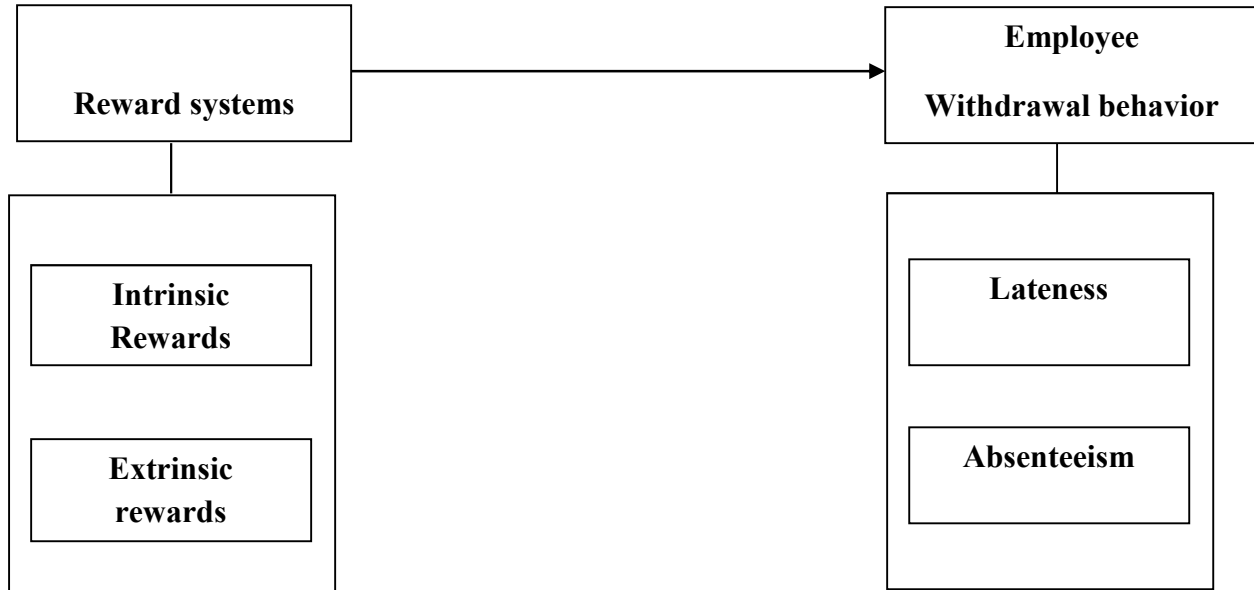


Figure 1: Conceptual Framework of the reward system and employees' withdrawal behavior.

Source: Desk Research, 2021: Dimensions and measures adopted from Adler (2001); Cleg (2003); Rosse (2008); and Blau (2004)

LITERATURE REVIEW

Theoretical Framework

Equity Theory

Psychologist John Stacy Adams is related to equity theory (1963). The theory's central premise was to explain relational satisfaction in terms of the experience of fair or unfair material distribution within-group interrelationships. Employees aim to preserve parity between what they put into a job and what they get out of it, according to the proponent of this theory, in comparison to the perceived inputs and results of others (Huiras, Uggen & McMorris, 2000). Employees value fair treatment, which pushes them to maintain a comparable standard of fairness with their coworkers and the organization, according to the notion. The theory states that the workplace equity system is based on the ratio of inputs (employee contributions) to outputs (salary and other rewards).

Individuals who believe they are under-or over-rewarded would experience pain, according to the hypotheses, and this distress will lead to efforts to restore equality in the relationship. The

goal of equity theory is to determine if the distribution of resources is equitable to both partners in a relationship. As a result, equity is determined by comparing the ratios of each person's contributions and advantages inside the partnership (Redmond, 2009). Employees want to feel that their efforts and work performance are being recognized with fair pay, treatment, and comfort, according to (Huiras et al; 2000). An employee who believes he or she is underpaid may develop feelings of animosity against the company and possibly coworkers. This animosity may result in the display of bad work attitudes and job unhappiness. Feelings regarding equity are also influenced by subtle or intangible compensation. Receiving recognition for strong job performance and being thanked can create employee satisfaction, and therefore help the employee feel worthwhile, resulting in positive behavior for both the individual and the organization (Boundless, 2015).

The applicability of this theory in regards to this study is that employees are more prone to engage in activities such as lateness to work and absence from work because of how they are treated by the business and its managers, according to this notion. In recent years, an increasing number of academics have discovered substantial empirical support for the link between work dissatisfaction and employee withdrawal. The theory has been criticized for the following reasons (a) that it revealed different methods through which equity can be restored but failed to provide in detail which option an individual will adopt; (b) it fails to highlight other variables, which are beyond the control of administrators, management, and/or organizations that could bring about inequity (Redmond, 2009).

Concept of Reward systems

A reward is a wide concept that has been defined as anything that an employer is prepared to offer in exchange for an employee's contributions (Chiang & Birtch, 2008). The lack of rewards will create an uncomfortable work atmosphere, which will demotivate employees' efforts and possibly force them to leave them or engage in negative deviant behavior. As a result, incentives are becoming increasingly crucial. The primary goals of incentives are to recruit and retain employees, inspire them to attain high levels of performance, and elicit and reinforce desired employee behavior. Financial incentives are frequently used by organizations to reduce employee unhappiness and inspire employees, yet they may not be the most effective motivator in the long run (Mossbarger & Eddington, 2003). While the presence of money may not be a very good motivator, the absence of it is a tremendous de-motivator, according to Deeprase (2014). Brown (2001) asserts that there is a beneficial relationship between rewards and corporate strategy in its broadest meaning.

According to Svensson (2001), a reward system aligns employees' true self-interests with the organization's goals and provides three types of management control benefits: informative, motivating, and personnel related. To begin with, rewards should catch the employee's attention and at the same time bring up to date, update for the individual in charge of what results should be completed in different working areas. Organizations use reward systems to emphasize which parameters their employees should apply the additional effort on by incorporating them in their reward program. Merchant. (2007), stresses that individuals in some cases require an incentive to perform tasks well. Organizations give rewards for a variety of purposes, such as to improve recruitment and retention by providing a market-competitive

remuneration plan. Reward systems, according to Svensson (2001), are fundamental items that employees value. It's important to keep in mind that reward system might include both positive and negative incentives. Negative incentives are regularly used as punishments. Autonomy, power, salary increases, and bonuses are examples of positive rewards, while obstruction in work from superiors, no salary increase, and no promotion are examples of negative rewards.

Intrinsic Reward

Jensen et al (2007) view intrinsic reward as an instrument that motivates employees to perform as expected. Toner & Freeman (1992) defined intrinsic rewards as the "psychological reward that is experienced directly by an employee. Nelson (2004) opined that praise and recognition are the most efficient intrinsic reward that enhances employee's performance.

An intrinsic incentive satisfies the intrinsic causes or motivators of an employee, thus motivating him. Giving a difficult job, involving them in the decision-making process, and giving them a higher rank in the hierarchy are some examples. Both of these benefits are not contingent on a rise in compensation, and employees can hold higher management positions without receiving a pay raise. And much more enthused "Praise and appreciation are the most effective intrinsic rewards that improve employee performance," according to Bosco (2014). Intrinsic rewards are psychological rewards that are directly experienced by employees

Extrinsic Reward

Extrinsic rewards actually fulfill employees' extrinsic factors or hygiene factors and thus do not let them start thinking about leaving the company. Examples include; pay rise, bonuses, paid leaves, annual recreational plans, etc. Ahmed (2009), confirms that there is a statistically significant relationship between reward and recognition respectively. Extrinsic rewards are usually financial or tangible rewards given to employees, such as pay raises, bonuses, and benefits. Carraher et al. (2006) argue that an effective extrinsic incentive system should be in place to keep top performers in the business and that the reward should be linked to their production. Another fact that can be observed from the above discussion and examples is that intrinsic rewards are mostly qualitative and cannot be quantified for example more respect, recognition, etc. Whereas extrinsic rewards are more quantitative.

'It is feasible to induce workmen to work significantly harder than the typical men around them for any extended length of time unless they are given a large and permanent increase in income,' according to Taylor (1911), as referenced by (Onyeonoru, 2005). Financial benefits, on the other hand, include the following:

Bonus: A bonus is an extra payment given as an incentive or reward for exceptional performance, such as increasing sales or inspiring a production line to reach or surpass a quota, knowing that there is a monetary incentive for higher productivity can be just what many employees require.

Pensions: pension is an arrangement to provide people with an income when they are no longer earning a regular income from employment.

Wages and salaries are paid per hour worked, and workers are usually paid at the end of the week. Salaries are paid at the end of each month and are based on the previous year's labor.

Allowance: Allowance is money that employees receive regularly. It is distinct from the money that workers earn by working, which is referred to as wages.

Concept of Employee withdrawal behavior

Theories and research have shown that numerous factors are responsible for this amoral act. Withdrawal behaviors refer to a set of attitudes and behaviors used by employees when they stay at the job but for some reason decide to be less participative (Kaplan, Bradley, Lachman & Hayness 2009). In the present study, we focused on two indicators from among the wide array of potential withdrawal measures: lateness and absenteeism. The importance of studying employees' withdrawal behaviors cannot be overstated. Employees' withdrawal behaviors are very costly and result in decreased standards of organizational productivity. They also cause increased pressure on those left in the job, resulting in decreased morale on turnover (Shaw, Gupta & Delery, 2005).

Previous studies (Hackett and Bycio, 1996; Staw and Oldham, 1978) indicate that withdrawal behaviors do not have exclusively detrimental effects for an organization. They argued that withdrawal behaviors may give employees a needed break from stress and might be expected in response to a wide range of noxious aspects of the work role. Thus, by withdrawing, all these employees may return to work with higher motivation which in turn can ultimately increase organizational effectiveness.

On the other hand, recent studies (Carmeli, 2005; Johns, 2003) found that these withdrawal behaviors stem not only from unavoidable situations but also from avoidable ones resulting from perceived unethical conditions which reduce organizational commitment and organizational effectiveness. All these findings point to the relevance of examining whether a reward system may predict withdrawal behaviors among employees. The questions that this study tried to answer are: what are the interrelations between extrinsic and intrinsic reward systems and lateness and absenteeism of employees in government approved private secondary schools.

Lateness

The word "lateness" literally refers to a situation in which a person arrives after the appointed, planned, or customary time (Oxford Advanced Learners' Dictionary, 5th ed., 1995). Furthermore, Lauby (2009) defines it as a term for "people who don't turn up on time." Breezes et al. (2010) contributed by saying that lateness is synonymous with "tardiness", which implies being slow to act or react, and therefore failing to adhere to proper or normal timing. As a result, lateness can be seen as a method of network collapse (Peretomode, 2011); the criterion and determinant of lateness is a situation of not keeping up with a program as a function of time.

One of the major issues that have plagued many organizations (private schools) is tardiness; almost no organization is immune to this problem. The negative effect of this major threat cannot be overstated, as it has had a direct negative impact on employee performance and organization operations.

Lateness can be viewed as an outcome of laxity or system breakdown (Peretemode, 2011). Lateness is a function of time and as such time is usually used as the criteria for determining lateness. Late coming violates the principle of punctuality and if not checked at the onset, may become a habit with the individual involved and may have negative consequences (Breeze et al., 2010). Lateness is a serious and ongoing administrative concern among personnel in private secondary schools in most developing countries (Egbule, 2004; Dafiaghor, 2011). According to Emore (2005), female employees are more likely than male employees to be late.. This may be due to their involvement in domestic activities. The study further pointed to organizational location as one of the major causes of lateness among employees.

Absenteeism

Absenteeism is an employee behavior grounded on physical, psychological, and social reasons and affecting employees' development negatively. Absenteeism can be not only a symptom of employees' negative feelings about their job but also sourced for many different reasons (Gökyer, 2012). Absenteeism is typically based on total days of school missed, including both excused and unexcused absences (Balfanz & Byrnes, 2012). The State Board of Education (2013) created criteria for excused and unexcused absences for use by schools and districts in order to implement statutory policies and procedures involving truants, and truancy reporting provide the three types of teacher absenteeism. However, according to Ubogu (2004), absenteeism can be caused by illness, financial challenges, age, social status, geographical region, attitudes of school owners, poor school management, and weather conditions.

RESEARCH METHODOLOGY

This study used a cross-sectional survey, which is a type of quasi-experimental research design. As a result, in order to assess the manifestation and relationship between the reward systems and employee deviant behavior, the study used the descriptive survey method. The target population of the study consisted of 348 (three hundred and forty-eight) employees of each secondary school of the 20 government approved private secondary schools operating in Port Harcourt, Rivers state as obtained from the principals' office. The sample size of 186 was calculated scientifically for a finite population using the Krecjie & Morgan formula (1970). A self-administered structured questionnaire was used to collect data. With the use of SPSS, data were also analyzed using Pearson's Product Moment Correlation Coefficient (PPMCC). The Cronbach Alpha coefficients, as indicated in table 1 below, were used to assess the reliability

Cronbach's Alpha values for the variables under consideration.

S/No	Dimensions/Measures of the study variable	Number of items	Cronbach's Alpha
1.	Intrinsic rewards	4	.932
2.	Extrinsic rewards	4	.773
3.	lateness	4	.809
4.	absenteeism	4	.820

Source: Research Data, 2020 (SPSS Output, Version 23.0)

DATA ANALYSIS AND RESULTS

H0₁₋₄: There is no significant relationship between reward systems and employee withdrawal behavior in 20 selected government approved private secondary schools in Port Harcourt, Rivers State.

Table 2: Correlation Matrix for rewards system and employee deviant behavior

			Corporate integrity	Adap_Cap.	Sit_Aware	Robustness
Spearman's rho	Intrinsic Rewards	Correlation Coefficient	1.000	.875**	.895**	.831**
		Sig. (2-tailed)	.	.000	.000	.000
		N	175	175	175	175
	Extrinsic Rewards	Correlation Coefficient	.875**	1.000	.772**	.782**
		Sig. (2-tailed)	.000	.	.000	.000
		N	175	175	175	175
	Lateness	Correlation Coefficient	.895**	.772**	1.000	.752**
		Sig. (2-tailed)	.000	.000	.	.000
		N	175	175	175	175
	Absenteeism	Correlation Coefficient	.831**	.782**	.752**	1.000
		Sig. (2-tailed)	.000	.000	.000	.
		N	175	175	175	175

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Survey Data, 2020 (SPSS Output, Version 23.0)

Table 2 above illustrates that there is a positive association between the rewards system and employee withdrawal behavior, as indicated by the correlation coefficient (rho). At p 0.0000.05, the value.875 shows a strong positive connection. The correlation coefficient indicates that the variables are highly correlated. As a result, the null earlier stated hypotheses are rejected and the alternate hypotheses are supported or accepted. Thus, there is a significant relationship between reward systems and employee withdrawal behavior in private secondary schools in Port Harcourt, Rivers State.

CONCLUSION AND RECOMMENDATIONS

The researcher determined that reward systems had a considerable impact on employees' lateness to work and employees' absenteeism from work in private secondary schools in Port Harcourt, Rivers State, based on the correlations between reward systems and employee withdrawal behavior.

The following recommendations were made based on the study's findings:

1. Extrinsic rewards should be seriously considered by private secondary school administrators since they have a favorable impact on employee aberrant behavior. Extrinsic rewards are significant because they reflect a solid financial system that builds trust in the system and removes events that can disrupt an employee's economy.
2. Private secondary school administrators in Port Harcourt, Rivers state, should establish an intrinsic rewards scheme for their personnel to acquire their loyalty and devotion.

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