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A STUDY OF ORGANIZATIONAL REWARD SYSTEMS
IN THE HIGHER EDUCATIONAL
INSTITUTIONS OF ETHIOPIA

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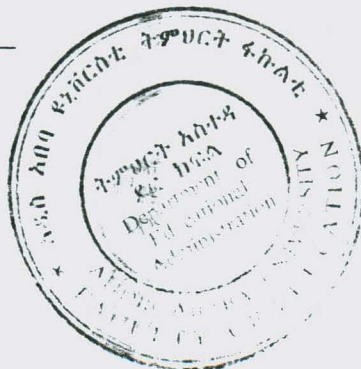

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ABSTRACT

Six educational institutions of the higher learning, distributed over different regions of the country, have been randomly selected to study the state of organizational reward systems (ORS) in the higher educational institutions (HEI) of Ethiopia. A questionnaire, mainly made up of closed-items with five-stage rating scale and a minimum - satisfactory point of 3.00, has been administered to collect the data required to answer the basic questions specified under the introductory chapter of this paper.

organizational rewards are broadly classified into two basic categories: extrinsic rewards and intrinsic rewards. According to this study, the variables of extrinsic rewards and intrinsic rewards bear respective mean values of 2.69 and 3.23. These values generally indicate that academic employees are dissatisfied with extrinsics (mainly material rewards) whereas they are relatively satisfied with intrinsics (job content) of the ORS. However, the combined (weighted) mean rate (2.79) of the two components does reflect a state of unsatisfactory organizational rewards in the system of the HEI of Ethiopia.

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CHAPTER ONE

INTRODUCTION

Theories of motivation teach that human beings do what they do to satisfy needs. In this modern world, people often join organizations in pursuit of rewards. The types of rewards that an organization can allocate are more complex than are generally thought: the organizational reward system (ORS) consists of rewards ranging from direct financial and non-financial benefits to complex intrinsic rewards enjoyed by employees as a result of their involvement in the activities of a particular organization (Robbins, 1989:448-451).

Many of the rewards, such as salary increment, promotion, employee benefits and preferred job assignments are organizationally controlled and can be made available for employees. Nevertheless, recent research shows that workers are not motivated solely by material incentives; job satisfaction and other intrinsic goals such as achievement and feelings of accomplishment are important to individuals, and for some individuals more important than pay or fringe benefits (Pigors and Myers, 1981: 355).

In addition to direct incentives, human beings need to secure other rewards that cannot be tangibly expressed in terms of pay or other material benefits. For example, they need to get satisfied with the job itself. This may be why Bobbit and Behling (1981: 38) argue that organizational

reward systems must incorporate all rewards that range from simple extrinsic to complex intrinsic rewards. This is a notion perhaps analogous to the famous biblical truth that "man does not live by bread alone" (Griffith, 1979: 19).

In an organizational context, all attempts of administrators are supposed to increase the person's drive to perform at a higher level. Performance, of course, results from the interaction of physical, financial, and human resources. The first two are inanimate. They are translated into productivity, or performance, only when the human element is introduced. However, the human element introduces a variable over which management has only limited control. Thus the unique and intangible human qualities, introduced into the work place, lead to the need for positive motivation or effective reward administration (Megginson, 1981: 293).

In this regard, motivation is a process of furnishing members of an organization with the opportunity to satisfy their needs by performing productive behaviour within the system. Certo and Appelbaum (1986: 367) have stated that motivation of organizational members requires satisfying human needs through work. From the administrative view point "the road to effective motivation is to make the job more meaningful and satisfying" (Herzberg, cited by Miller and others, 1983: 253).

Educational institutions have their own technology on the one hand and their own people to motivate and initiate effective performance on the other hand. The job of these institutions is basically dominated by human skills, and hence a considerable concern for employees (Webb and others, 1985: 25).

Administration in higher education demands consideration of the factors that produce maximum performance. In order to produce desired changes in students, in the form of learning behaviour, administrators may need to pay closer attention to the needs of faculty members. Successful educational organizations depend upon the effectiveness of those who work in them. Thus, effective reward administration is an important leadership function in higher education (Miller and others, 1983: 248).

Furthermore, Solomon and Tierney (1977: 412) noted that members' satisfaction (with rewards and the job itself) is an important aspect of organizational policy as well as fundamental part of the quality of working life for the individuals.

1.1 Statement of the Problem

The vital factor in attaining organizational effectiveness is the management of human resources. Nowhere is this factor more crucial than in educational institutions, where the kind of education that students

receive is so heavily dependent upon the quality of the performance of teachers who staff them, quality defined not only in terms of teachers' knowledge and skills but also in terms of their dedication to teaching and the strength of their motivation to attain high levels of performance (Batchler, 1981: 43).

Accordingly, the general objective of this study is to review and evaluate the state of organizational reward systems (ORS) in higher educational institutions (HEI) of Ethiopia. In this regard, the following points are identified as specific objectives of this study:

- a. assess organizational effectiveness in cultivating opportunities for adequate extrinsic rewards, satisfactory intrinsic rewards and group cohesiveness;
- b. identify the major problems associated with organizational reward systems; and
- c. seek alternative approaches to some of the problems so identified.

In satisfying the set of objectives described above, attempts are made to answer the basic questions given below.

1. What does the state of extrinsic rewards in the HEI of Ethiopia look like?
2. What is the degree of staff satisfaction with intrinsic rewards?

3. What are the major problems in the ORS of the HEI of Ethiopia?
4. What is the degree of association in the ranks of the major problems of various institutions?

1.2 Significance of the Study

As an outcome of a field research, this study may have practical significance within the domain of higher educational administration.

On the basis of the findings, it will provide some alternative approaches to alleviate or avert the drawbacks experienced in the reward administration of the institutions of higher learning.

The findings and recommendations of this study may serve as a reference to the administrators of higher education, particularly to the newly established institutions, in their endeavour to develop improved reward systems.

Perhaps, concerned government officials, who superintend education at upper echelons, would make use of this research to review and improve organizational reward mechanisms in higher educational institutions of the nation.

This study may also initiate others to carry out extensive studies in administrative issues, particularly related to reward systems and reward administration, of the HEI in Ethiopia.

1.3 Delimitation of the study

In a general statement, this study is delimited to the circumstances and administration of reward systems in organizations that are directly responsible for higher education in Ethiopia.

Six educational institutions, some of which are operating under the auspices of different authorities, are randomly selected to constitute the sample.

The institutions considered in this study include:

1. Alemaya University of Agriculture (AUA)
2. Bahir Dar Teachers' College (BDTC)
3. Jima Health Science Institute (JHSI)
4. Awassa Junior College of Agriculture (AJCA)
5. Arbaminch Water Technology Institute (AWTI)
6. Natural Science Faculty (NSF), of the Addis Ababa University (AAU).

The area of the survey is further delimited to the academic staff of the selected institutions.

1.4 Definition of Terms

Academic Staff: academic employees who directly participate (in contrast to the administrative staff) in the teaching and research activities of the HEI.

Fringe benefits: non-financial rewards (extrinsic incentives) made available for academic employees as a result of their employment and status in the HEI.

Higher Educational

Institutions (HEI): tertiary educational organizations offering training at a college or university level.

1.5 Abbreviations and Codes Used in this Study

HEI Higher Educational Institutions

ORS Organizational Reward Systems

01 AUA Alemaya University of Agriculture

02 BDTC Bahir Dar Teachers' College

03 JHSI Jima Health Science Institute

04 AJCA Awassa Junior College of Agriculture

05 AWTI Arbaminch Water Technology Institute

06 NSF Natural Science Faculty (of the AAU)

1.6 Research Design

1.6.1 Sampling Methods

Three major categories of higher educational institutions have been identified in this study. They are:

1. The Alemaya University of Agriculture (AUA);
2. Educational institutions operating under the umbrella of the Addis Ababa University (AAU); and
3. Educational institutions which are not working under either universities. This group includes the colleges directly operating under the superintendence of the Higher Education - Main Department.

Hence, one institution from the first group (the AUA itself was taken as a purposive sample); three institutions from the second group; and two institutions from the third group (except the AWTI, which was purposely included) are randomly selected to constitute the sample.

Respondents are taken with the method of stratified sampling in which the population was first divided into a number of strata (Wilkinson and Bhandarkar, 1984: 261). In this study, departmental strata are considered from each institution so that the total sample is made up of heterogeneous work groups. In employing this procedure, the researcher can remain assured that no essential group is excluded from the sample. Representativeness of the sample is thus assured (Van Dallen and Mayer, 1962: 253).

The procedure continues to the extent that simple random sample is taken from each stratum, and such sub-samples are brought together to form the total sample.

1.6.2 Sample Size

Large sample size approaches the population than small sample size does: large sample is more representative of the characteristics of the universe. The research and sampling principle, therefore, is "use as large sample as possible" (Kerlinger, 1973: 127).

There are several types of sampling techniques. The number of cases selected from each group of the universe may be proportionate or disproportionate, depending on the sampling plan (Wilkinson and Bhandarkar, 1984: 261-262).

Disproportionate sampling method was applied to draw cases from each institution. Consequently, 50 (fifty) individuals have been selected from each institution to design the grand sample size. It could have been possible to take samples using a proportionate (percentage) method depending on the size of the population in each stratum (institution, in this case). However, disproportionate sampling method was preferred to the proportionate sampling method for the following reasons.

1. There has not been a remarkable disparity in the population sizes of sample institutions.

2. The universe (the frame of reference) is made up of a relatively homogeneous groups and individuals.
3. Disproportionate sampling method can increase the sample sizes taken from institutions that have small number of population.

The following table demonstrates the sample size of each institution.

Table 1: Sample Size

Code No.	Institution	Population Size*	Sample Size	Percentage
01	AUA	162	50	30.86
02	BDTC	80	50	62.50
03	JHSI	158	50	31.65
04	AJAC	111	50	45.04
05	AWTI	120	50	41.67
06	NSF	128	50	39.06
Total		759	300	39.52

*Source: Personnel records of sample institutions.

1.6.3 Data Collection Technique

Questionnaires have been administered to collect the required data from the respondents taken into the sample frame.

The questionnaire was designed in such a way that it incorporates various items of extrinsic and intrinsic rewards as identified by the works of Herzberg (in Silver, 1983: 297-301), Byars and Rue (1987: 290-303), and Robbins (1989: 448-455).

The style of the questionnaire is based on a Likert method with five-stage rating scales: Very Poor (VP), Poor(P), Fair(F), Good(G), and Very Good(VG) (Best, 1982: 181-182). Each scale has an assigned value of 1,2,3,4, and 5 respectively. Any item-score below an average point of 3 will be seen as unsatisfactory; and any item-score above an average point of 3 will be regarded as satisfactory.

Furthermore, the questionnaire has a section (part three) enumerating possible problems in organizational reward systems. In that section, respondents have been required to put numerical ranks of their own assessment against each item. The rank orders so established have been the basis to reckon the degree of agreement (similarities) in the problems experienced by higher educational institutions.

1.6.4 Statistical Tools

The following statistical tools have been employed in order to analyze the data gathered through the questionnaire.

1. Percentage has been employed to analyze various characteristics of the sample population. This statistical tool helps to determine the relative standing of characteristics such as age, sex, educational qualification, and professional experience of respondents. It has also been used to analyze part four of the questionnaire.
2. Weighted Mean (M) has been computed to find out average values against each item-score of organizational rewards listed in part two of the questionnaire. This statistical tool is the basic index of the distribution's central tendency from which other statistical measures are computed (Gupta, 1973: 145).
3. Standard deviation (S.D) has been computed to measure the spread of scores about their mean so that the variability of responses is determined (Fallik and Brown, 1983: 103).
4. Chi-square (X^2) has been calculated to determine the significance of the proportion of item-scores that fall below the minimum-satisfactory point (3) of the five-stage rating scales (Meyers and Grossen, 1978: 294). It has also been used to measure the significance of the percentages in part four of the questionnaire.

5. Coefficient of concordance (W) is used to measure the degree of agreement or association of ranks provided by respondents (Kerlinger, 1973: 292). This statistical technique has been applied to the items provided in part three of the questionnaire.

1.7 Organization of the Study

This research work is generally divided into four chapters: chapter one presents an introduction together with other introductory topics and the research design. Chapter two treats a review of the related literature. Chapter three is concerned with the analysis and interpretation of the findings. Finally, chapter four refers to the summary, conclusion and recommendations of the research work.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Motivation: Concepts and Theories

2.1.1 The Concept of Motivation

According to Rue and Byars (1986: 355) the term motivation derives from the Latin word "movere", which means to move. Conceptually the term has been viewed as synonymous with aim, desire, end, impetus, intention, objective and purpose. Ivancevich and others (1983: 345) define motivation as "all those inner striving conditions described as wishes and drives that activate or move individuals towards a goal".

Dennison and Shenton (1987: 45) describe that motivation is a complex internal state which we cannot observe directly but can only infer from behaviour. Motivation is not a simple concept. The motivation of any organism, even the simplest one, is only partly understood. The term generally represents the complex forces of intention states, or other mechanisms, the start and sustaining activity towards the achievement of personal goals.

Motivation is not behaviour, but it is expressed by or inferred from behaviour. The term behaviour, according to Hersey and Blanchard (1988: 18), is a goal directed activity or manner of an individual; behaviour is motivated by internal desires to attain some goal. Owens (1987: 92)

explaining the natural relation between the two terms, says that "without motivation there would be no purposive, organized behaviour by the individual, either at work or elsewhere".

In a working situation, motivation is "a force that activates dormant energies to set actions of workers into motion. It is something that kindles a feeling of workers in an organization into an enthusiastic action" (Zaudneh, 1987: 134). Porter and Miles, as cited by Stoner and Freeman (1989: 431) report that motivation in an organization is affected by three sets of variables: individual characteristics, job characteristics, and work situation characteristics.

Kast and Rosenzweig (1989: 286) explain that differences in motivation are the most important consideration in understanding and predicting individual differences and behaviour. As some needs are satisfied, they become less important in the scheme of things. Others develop through experience. Thus, understanding individual motivation requires continual updating in order to reflect the current mix of goals.

Knowledge of motivational drives help administrators understand the work attitudes of each employee. They can then deal with employees differently according to the

strongest motivational drive in each so that increased employee performance and satisfaction as well as organizational effectiveness can be achieved. In this way, the supervisor communicates with each employee within the context of job characteristics and the work environment (Davis and Newstrom, 1989: 105). The implication is that apart from individual characteristics, employee motivation occurs in an environmental system which consists of: the job itself, the organization, small groups, and the external environment (Werther and Davis, 1981: 269).

2.1.2 Theories of Motivation: An Overview

Psychologists disagree, in general, on the issues of Motivation. According to Webb and others (1987: 161) some psychologists have argued that personal motivation is based primarily upon one's past experience. Others have presented the view that present conditions serve as the major impetus for personal drive. Another position is that future aspirations and goals are the basic motivators of individual behaviour.

On the basis of these assumptions and other related issues of differences, there have been different schools of motivation representing views that range from Taylor's early thinking (scientific management) to the contemporary ones. It is difficult to condense and compare the prevailing theories of work motivation, as they are based

on different assumptions and often focus on different dimensions of performance. Nevertheless, any motivation theory attempts to account for why people behave as they do and the processes which cause the behaviour. In other words, most tend to focus upon either the reasons for behaviour or the process of motivation. Accordingly any theory of motivation falls under either of the two broad categories: "content theories" and "process theories" (Tosi and others, 1986: 205-239).

"Content theories" emphasize the reasons for motivation, focus on "what" motivates people to perform. They are concerned with identifying the different rewards that people seek in their work. The content models stress understanding the factors within individuals that cause them to act in a certain way. They try to answer such questions as: What needs do people try to satisfy? What impels them to action? In this view, individuals have inner needs that they are motivated to reduce or fulfil.

According to Stoner and Freeman (1989: 429), the Maslow's Need Hierarchy Theory and the Herzberg's Two-Factor Theory are among the most popular content theories of motivation. Stressing the reasons for motivation, these models give clues to managers about what they can change so that increased employee performance and satisfaction as well as organizational effectiveness can be achieved.

"Process theories" are more concerned with "how" rewards control behaviour. Rather than emphasizing the content of needs and the driving nature of those needs, the process approach emphasizes how and by what goals individuals are motivated. In this view, needs are just one element in the process by which individuals decide how to behave. Vroom's Expectancy Theory and Skinner's Reinforcement Theory are among the major models of the process theories. These models are basically concerned with "how" rewards manipulate the behaviour of individuals. They generally focus on the dynamics, or process aspects, of work motivation.

Though the content/process distinction of motivation theories is a conventional one in organizational behaviour, one should be clear with the fact that content theories have some process dimensions and the process theories have some content orientations (Tosi and others, 1986: 205).

2.2 Organizational Reward Systems

People often join organizations in order to secure rewards as a result of their active participation in the functions and objectives undertaken by the latter. Organizational reward system consists of the types of rewards, both extrinsic and intrinsic, that are received or benefited on accounts of members' involvement in the activities of an organization (Byars and Rue, 1987: 290).

2.2.1 Extrinsic and Intrinsic Rewards

Motivational theories distinguish between extrinsic and intrinsic rewards. Extrinsic rewards come from sources that are outside of, or external to, the individual, while intrinsic rewards are largely a result of the worker's satisfaction with his job (Vecchio, 1988: 200).

The idea of extrinsic versus intrinsic rewards is widely treated in the works of Robbins. According to him (1989: 451), extrinsic rewards are received from the environment surrounding the context of the work. Most extrinsic rewards are directly controlled and distributed by the organization and are more tangible than intrinsic rewards. Pay, promotion, fringe benefits, preferred job assignments, and work environment are examples of extrinsic rewards that can be administered through the formal reward systems.

Intrinsic rewards are those that individuals receive for themselves. They are internal to the individual and are normally derived from involvement in certain tasks. Intrinsic rewards can be viewed as the pleasure or value one receives from the content of a work task. Job satisfaction, achievement, personal growth, and feelings of accomplishment are examples of intrinsic rewards.

Despite the differences outlined, extrinsic and intrinsic rewards are closely related. Often the provision of an extrinsic reward provides the recipient with intrinsic rewards. Some sources of rewards serve a dual purpose. Vecchio (1988:120) has noted that rewards can be extrinsic or tangible in nature while having intrinsic or psychological value because of what they symbolize. Both a high salary and rapid career progress (extrinsics) may cultivate opportunities for feelings of accomplishment and achievement (intrinsic) on the part of the individual.

People who work because they find the work itself rewarding are intrinsically motivated. Those who work because they receive such rewards as pay, promotion, or fringe benefits are extrinsically motivated. Most researchers and practitioners agree that motivation in a work setting can occur because of the availability of both intrinsic and extrinsic rewards, the value attached to them, and the quality of their distribution in the organization (Gordon, 1986: 122).

2.2.2 Maintenance and Motivation Factors

The conceptual distinction observed between extrinsic and intrinsic rewards is similar to the distinction between "maintenance and motivation factors", a theory developed by Fredrick Herzberg. According to Silver (1983: 297-301), Herzberg started from the premise that human beings have

two entirely different types of needs. One stems from the animal side of the human nature; the other comes from the uniquely human side. From this, Herzberg developed a theory of motivation known as "Two-Factor Theory". His theory has two salient points:

1. All human beings have the need to avoid pain, a need that people share with other animals. These needs associated with physical drives, are maintained by "hygiene" (maintenance) factors that are extrinsic to the person, or found in the environment surrounding the job. Organizational policy and administration, pay, interpersonal relations, supervision, job security, work conditions and status are examples of hygiene factors.
2. All human beings have psychological needs that are distinctly human. These needs are satisfied by motivating factors which are internal to the person, or that emanate from the content of the work itself. Achievement, personal growth, responsibility, participation and the work itself are examples of motivation factors.

Dubrin and others (1989: 365) discuss that Two-Factor Theory has unique propositions:

1. When hygiene factors are present and adequate employees will not experience feelings of dissatisfaction, in other words, hygiene factors prevent

prevent dissatisfaction; however, they do not motivate employees to higher performance.

2. When motivation factors are present and adequate employees will experience feelings of satisfaction; however, their absence does not result in feelings of dissatisfaction on the part of the employee.

At this juncture, it is useful to give a bird's - eye view of another closely related concept: the concept of job context and job content. The difference between job context and job content is similar to the differences identified between extrinsic and intrinsic rewards, as well as between hygiene and motivational factors. Extrinsic and maintenance (hygiene) factors are related to job context, because they are found in the environment surrounding the job. Intrinsic and motivation factors, on the other hand, are job centred, they relate to the job content (Ivancevich and others, 1983: 110).

2.2.3 Pay Rewards as Motivators

Fillpo (1984: 281) contends that pay is the most significant reward to both the organization and the employee. It is important to the organization because salaries often constitute the greatest single cost of giving services or doing business. It is important to the employee because the pay check often is the sole means of economic survival; it is also one of the most influential factors

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determining status in the society. As far as the organization is concerned, well designed employee pays are expected to do three things:

1. to attract capable employees to the organization,
2. to motivate them toward superior performance, and
3. to retain their services over an extended period of time.

Pigors and Myers (1981: 356) hold the notion that when pay is tied to performance, money is an important motivator. When it is not so tied, it does not motivate and satisfaction is low, turn-over and/or absenteeism high. In principle, the more important pay is, the more power it has to motivate behaviour. Increasing the importance of pay will generally increase its power to motivate.

Nevertheless, there is no single answer to the question: "Does money motivate?" instead, it can be said that until employees satisfy their physiological and safety needs, monetary compensation does serve as a motivator. Above that level, money tends to decline in importance (Meggionson, 1981: 424).

According to Cummings (1980: 149), money means different things to different people in different work organizations and at different times in their work careers. Therefore, when these three major forces are brought

together - people, organizations, and money - the question of money as a motivator or manipulator is determined by how well it serves both the individual and the organization.

Glueck (1982: 455) has also dealt with the question: Does pay motivate employees to greater performance? He observed that the answer to this question has varied from the early days of scientific management to the present. The controversy is still strong. However, Glueck has arrived at the following conclusion:

1. non financial incentives, especially those related to higher level needs may be more effective than financial rewards;
2. people who have high achievement needs will be high producers with or without financial incentives; those with low achievement needs must have the monetary stimulus; finally,
3. motivation theories answer the question "Does pay motivate greater performance?" in three ways - yes, no, or it depends.

2.3 Performance and Job Satisfaction

2.3.1 Performance

According to Robbins (1989: 173), employee performance is a function of three variables: ability (A), motivation (M), and opportunity (O). Ability determines what employees "can do"; and motivation determines what they "will do".

The third variable, opportunity, denotes a set of factors which may constitute the work environment: adequate equipment, supplies, favourable working conditions, helpful workers, effective management, supportive rules, communication systems, employee health, and adequate time.

The equation, therefore, will be

$$\text{Performance} = f(A \times M \times O)$$

Performance is a function of three variables; if either is inadequate performance will be negatively affected. Motivation ("effort", as is described by Kast and Rosenzweig, 1989: 289) would be meaningless without the other variables. Thus, "Great effort and no ability cannot accomplish much. Potential effort and no opportunity leads to frustration".

2.3.2 Performance-Reward Relationships

Performance-reward relationship is desirable not only at the organization level but also at the individual level. The underlying theory is that "people will be motivated when they believe that such motivation will lead to desired rewards". Unfortunately, many formal rewards provided by organizations do not lend themselves to being related to performance. Some rewards (extrinsics) are almost always determined by organizational membership and seniority rather than by performance (Byars and Rue, 1987: 292).

The primary organizational variable that can be used to reward individuals and reinforce performance is pay. Byars and Rue (1987: 292) maintain that most organizations do a poor job of relating the two. Neither top management nor rank-and-file workers have much confidence that a positive relationship exists between performance and pay. Other rewards, such as promotion, can and should be related to performance. However, opportunities for promotion may occur only rarely. When available, the higher positions may be filled on the basis of seniority or by someone outside the organization.

If relating rewards to performance is desirable, then why is it not more widespread? One answer is that it is not easy to do; it is much easier to "give everybody the same thing" as evidenced by the ever popular "across-the-board pay increase". Relating performance to rewards requires that performance be accurately measured, and this is not often easy (Byars and Rue, 1987: 297).

Nevertheless, Camp and others (1988: 652) contend that performance measurement is necessary in conjunction with renewal and tenure decisions, promotion decisions, and distribution of merit increases for the academic staff.

Robbins (1989: 455) holds that rewards are likely to lead to higher employee performance and satisfaction when they are:

1. perceived as being equitable by the employee,
2. tied to performance, and
3. tailored to the needs of the individual.

These conditions should foster minimum of dissatisfaction among employees and increase organizational commitment. If these conditions do not exist, the prevalence of marginal or barely adequate performance increases. If workers perceive that their efforts are not rewarded or recognized, they may continue performing at a level considerably below their capability. Therefore, individuals should perceive a strong relationship between their performance and the rewards they receive if motivation is to be maximized.

2.3.3 Job Satisfaction

Closely related to motivation is the concept of job satisfaction which is defined as an individual's general attitude about his job. Attitudes are the feelings and beliefs that largely determine how an employee will perceive his environment. Job satisfaction, therefore, is a set of favourable or unfavourable feelings with which an employee views his work (Davis and Newstrom, 1989: 176).

Job satisfaction results from a combination of the job, the individual, and the environment. There are so many factors determining whether individuals will be satisfied or not. Vecchio (1988: 120) has noted that all sources of job satisfaction fall into two categories: intrinsic and extrinsic. Intrinsic sources originate from within the individual and have psychological value. Extrinsic sources of satisfaction originate from outside the individual, they come from his environment.

Job satisfaction is an important indicator of an organization's ability to meet the needs of employees. In this regard, the organizational reward system has a vital impact on the level of employee satisfaction. Satisfied employees are, in fact, more productive, happier and healthier than those who are not. Furthermore, lower employee turn-over and minimum absenteeism are features of satisfied workers (Dailey, 1988: 43).

Werther and Davis (1981: 269) assert that there often are positive relationships between high satisfaction and improved performance. Job satisfaction leads to better performance, which leads back to improved job satisfaction.

According to Bobbit and Behling (1981: 39), the study of job satisfaction has received substantial emphasis in organizational behaviour. More recently, satisfaction has

been seen as a valued outcome of work in its own right. The problem, however, is that like other attitudes, job satisfaction is an unobservable variable. How, then, do we measure it? How do we indirectly observe it? Probably the simplest method is to ask an individual: on the whole, are you satisfied or dissatisfied with the job?

To detect more subtle variations in the extent of job satisfaction, psychologists have developed a number of standardized attitude scales for measuring it. A typical job satisfaction instrument presents the respondents with a number of evaluative statements (some worded positively, some negatively) about various aspects of the job. Each response is scored, and the scores on all items are summed for an over-all estimate of job satisfaction (Organ and Hammer, 1982: 288).

2.4 Important Concepts Related to Job Satisfaction

2.4.1 Organizational Commitment

Organizational commitment, in the words of Davis and Newstrom (1989: 179), is the degree to which an employee identifies with the organization and wants to continue actively participating in it. It often reflects the employee's beliefs in the mission and goals of the organization, willingness to expend effort in their accomplishment, and intentions to continue working there.

According to Dailey (1988: 49), organizational commitment has three components:

1. belief in and acceptance of the organizational goals and values,
2. willingness to exert considerable effort on behalf of the organization, and
3. desire to maintain membership in the organization.

Commitment is more than loyalty to an organization, in other words, the employee shows willingness to give something of himself to the organization. In any case, commitment to organizational objectives is a function of the rewards associated with their achievement. And, significant rewards can be direct products of efforts directed toward organizational goals. As such, individual job satisfaction leads to organizational commitment, while job dissatisfaction results in absence of commitment and behaviours detrimental to the organization (Miller and others, 1983: 238).

2.4.2 Job Involvement

Job involvement is the strength to which employees immerse themselves in their jobs, invest time and energy in them, and view work as a central part of their overall lives (Davis and Newstrom, 1989: 179).

Involvement, observed by Dailey (1988:51), is the degree to which employees identify with their job, participate actively in the job, and consider the job to be a key determinant of self worth. Involved employees are likely to view work as a major source of life satisfaction. Active job participation refers to an employees desire to be physically and psychologically involved in work.

2.4.3 Group Cohesiveness

The cohesiveness of a group refers to the degree to which its members are attracted to the group, and mutually influence one another. members of highly cohesive groups are more energetic in group activities, are less likely to be absent from group meetings, and are happy when the group succeeds and sad when it fails, whereas members of less cohesive groups are less concerned about the activities of the groups (Organ and Hammer, 1982: 325).

2.4.4 Organizational Morale

Organizational morale refers to an individual's feelings of being accepted by, and belonging to, a group of employees through common goals, confidence in the desirability of these goals, and progress toward these goals (Rue and Byars, 1986: 368).

According to these writers, organizational morale is not synonymous with job satisfaction. Morale is related to

group attitudes, while job satisfaction is more of an individual attitude. However, the two concepts are interrelated in that job satisfaction can contribute to morale and morale can contribute to job satisfaction.

2.5 Administrative Strategies for Developing Staff Motivation

Gordon (1986: 123) suggests that reward systems should offer a sufficient number and diversity of rewards. Nevertheless, some organizations lack the resources to offer enough extrinsic rewards to motivate employees to perform or to encourage their satisfaction; in these cases, organizations must consider intrinsic rewards, instead.

Administrative motivation strategies, therefore, are those attempts to act on the human input factors within the technological framework and material constraints of an organization. Essentially, these are attempts to increase the person's drive to perform at a higher level.

Administrators have various strategies for motivating organization members; and each strategy is aimed at satisfying employees' needs through appropriate behaviour. Major and pertinent strategies are selected and briefly discussed here under.

2.5.1 Managerial Communication

Communication is the means with which administrators coordinate efforts of individuals within organizations, establish and clarify purposes, and deal with organizational problems and decision making. Realizing the role of communication in a group effort, Rush (1983: 120) has this to say, "communication is to an organization what blood is to the human body". Hanson (1985: 263) has also observed the role and described it as "... the glue that holds an organization together and harmonizes its parts".

Therefore, the most basic motivation strategy at the disposal of administrators is simply to communicate with organization members. The administrator-subordinate communication can satisfy such basic needs as recognition, a sense of belonging, and security (Stoner and Freeman, 1989: 448).

Guarino, as cited by Gorton (1980: 251), noted that, "In the area of leadership there is no talent more essential than one's ability to communicate". Wise administrators often try to utilize upward communication channels, in particular, as a basis for problem solving and as a strategy for employee motivation. According to Drucker (1974: 492) communication should be facilitated to reach subordinates, to receive their initiative, and to develop their motivation for higher performance.

2.5.2 Job Redesign

The major premise underlying job redesign as a motivational strategy is that job motivation is sustained primarily by the job itself; the design of a job plays an important role in creating opportunities for intrinsic rewards (Vecchio, 1988: 200).

There are several ways of redesigning a job, such as job rotation, job enlargement, and flextime. However, job enrichment is the best strategy in the program of job redesign. According to Megginson (1981: 268) and Hersey and Blanchard (1988: 68), job enrichment is the deliberate upgrading of responsibility, scope, challenge, and reward in work. It is the process of incorporating motivators into a job situation. In essence it increases the content of the job to include a great variety of skills and knowledge, greater use of employees' abilities and motivation.

2.5.3 Job Freedom and Discretion

Increasing the worker's degree of control over his working world is a strategy at the disposal of administrators to develop staff motivation. Batchler (1981: 48) suggests that the employee must be given responsibility, authority and increased control over the decision making that affects his immediate environment. He must become self responsible and self reliant in his work. Torrington and others (1989: 176) state that discretion leads to

responsibility and thoroughness, as the blame for mistakes cannot easily be transferred elsewhere.

According to Campbell and others (1983: 61), educational institutions in particular cannot be administered in the same way as factories or offices. Professionalism entitles academicians to a considerable discretion in the teaching - learning process. The most direct manifestation of professionalism is the broad autonomy that academic employees enjoy in working with students.

2.5.4 participative Decision Making

Closely associated with the granting to members of increased control over their work is the strategy of participative decision making. According to Batchler (1981: 50), several studies suggest that participation in decision making increases member's level of satisfaction, his enthusiasm for his organization and his positive attitude towards his superior.

Basically, the motivating force of participative decision making is developed from the fact that there is ownership in injecting one's own idea, values, and decisions into one's work. Ownership in this case means belonging to, pertaining to, or relating to one's self, and participation in the decisions of the work in which one is engaged.

Employee participation breeds positive motivation (Cummings, 1980: 136)

Bush and others (1980 :XV) argue that decision making in education cannot be organized simply on hierarchical basis. Higher educational institutions, more than most other organizations, have to take the account of the opinions of staff before decisions are reached.

2.5.5 Training

Increasing professional competence of the staff through training is also a motivational strategy particularly in academic institutions.

Byars and Rue (1987: 198) have explained that training involves a systematic process of altering the behaviour, knowledge, and motivation of individuals in a direction to increase organizational and personal goal achievement.

As such, organizational training program has three primary goals (Batcheler, 1981: 50):

1. providing information which helps workers keep abreast of current developments,
2. providing opportunities for the improvement of professional skills, and
3. changing attitudes, behaviours, and motives of workers.

2.5.6 Behaviour Modification

Another strategy that managers can use in motivating members is based primarily on a concept known as behaviour modification or reinforcement, a motivation theory developed by Skinner (Davis and Newstrom, 1989: 113).

Behaviour modification focuses on encouraging appropriate behaviour. In organizational systems, reinforcement programs emphasize establishing work situations, such as reward and recognition policies, that help members learn work habits that are satisfying to them and that aid in the achievement of organizational goals (Certo and Appelbaum, 1986: 376).

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF THE DATA

3.1 characteristics of the Population

Three hundred (300) questionnaires were distributed to the same number of respondents selected from six higher educational institutions. Out of the total distribution, 282 (94 per cent) were filled in and collected. The following table refers to the characteristics of the population.

Table 2: Characteristics of the Population

No.	DESCRIPTION		No.	%
1	Sex	male	261	94
		female	17	6
		total	278	100
2	Age	below 31	159	58
		31-40	94	34
		above 40	22	8
		total	275	100
3	Educational Status	diploma	42	15
		B.A/B.Sc. degree	98	35
		M.A/M.Sc. degree	129	46
		Ph.D	11	4
		total	280	100
4	Professional Experience	below 11 years of service	211	78
		11 or above years of service	60	22
		total	271	100
		below 11, with the current institution	245	89
		11 or above, with the current institution	30	11
		total	275	100

The information in table 2 corresponds to part one (personal particulars) of the questionnaire (see appendix 1).

Out of the total respondents, only 17 (6 per cent) were females, implying a highly disproportional gender ratio (94 per cent being male instructors) and insignificant participation of Ethiopian females in the academic domain of the higher education.

About 58 per cent of the academic staff are below the age of 31 years. The remaining 34 per cent and 8 per cent are within the age group of 31-40 and above 40 years of age respectively. This means that the academic wing of higher educational institutions is mainly composed of young instructors most of whom (78 per cent) have professional experiences of varying ranges below 11 years. As a matter of fact, only 11 per cent of the instructors have served for more than 10 years within the institutions they are currently working. Perhaps, this state of affairs could bear undesirable effect upon the status of academic excellence, in general and practices of research, in particular.

3.2 Organizational Rewards

This part of the analysis is based upon part two of the questionnaire which makes the most important ingredient of this study. In this section of the questionnaire, respondents were instructed to express their opinions about

the items of rewards provided in a closed form. Accordingly, they inserted a 'mark' in the appropriate space to show the status of a particular item which could be correlated to one of the five-stage rating scales: very Poor (VP), Poor(P), Fair(F), Good(G), Very Good(VG). Table 3 demonstrates the weighted mean scores of the responses calculated against the items of organizational rewards. The item numbers are listed as per the subdivisions of the items in the questionnaire. For instance, item No.1 has three subdivisions that are identified by serial numbers 1.1, 1.2, and 1.3 respectively (appendix 1, part two).

Table 3: Weighted Mean Scores of Organizational Rewards

Item No.	Mean Score	Item No.	Mean Score	Item No.	Mean Score	Item No.	Mean Score	Summary
1		3.2	2.82	3.17	3.04	5		
1.1	2.86	3.3	2.69	3.18	2.78	5.1	4.00	
1.2	1.69	3.4	2.90	3.19	2.60	5.2	3.77	
1.3	2.00	3.5	2.20	4		5.3	3.95	
2		3.6	2.31	4.1	3.64	5.4	4.15	N = 52
2.1	3.21	3.7	2.73	4.2	3.24	6		Σ = 145.14
2.2	2.44	3.8	2.96	4.3	3.10	6.1	2.77	M = 2.79
2.3	2.18	3.9	2.78	4.4	2.91	6.2	2.43	S.D = 0.58
2.4	2.18	3.10	2.62	4.5	3.27	6.3	2.68	
2.5	2.46	3.11	2.36	4.6	2.66	6.4	2.49	
2.6	2.44	3.12	2.61	4.7	2.35	6.5	2.32	
2.7	2.28	3.13	3.52	4.8	3.66	6.6	2.50	
2.8	1.56	3.14	2.66	4.9	3.54	6.7	2.62	
3		3.15	2.71	4.10	3.93	6.8	2.82	
3.1	3.00	3.16	1.76					

The item Nos. written as **1,2,3,4,5** and **6** represent the major categories of rewards described in the questionnaire as:

Item No.1	Economic status,
" " 2	Fringe benefits,
" " 3	The work environment (job context),
" " 4	The job itself (job content),
" " 5	Harmony of relationships, and
" " 6	Behaviour of the administrative mechanism.

Some statistical values, useful to observe the behaviour of the responses, are extracted in a summary form from the data organized in the table above. Fifty two item-scores (weighted mean scores) have been summed up to yield a mean value (M) of 2.79 and a standard deviation (S.D) of 0.58.

The variability of the responses about their mean value of 2.79 is measured by a standard deviation of 0.58. That is, on average, each item-score is located at a distance of 0.58 standard units from the grand mean of 2.79. The extent of the scatter is so small that it indicates a greater degree of uniformity in the weighted mean scores and as such the grand mean could be regarded as a highly representative description of the scores.

Thirty seven (37) cases out of the total of 52 reward items have various ranges of weighted mean scores that fall below the minimum - satisfactory point (3.00), which is the expected mean of the five-stage rating scales. In other words, a large number of reward items (71 per cent) do

have mean values below the rate established for an average state of satisfaction.

Does this figure represent a significant share in the distribution of 52 item-scores? Has it reached an acceptable level of significance? A chi-square (x^2) test has been applied to measure the significance of the figure indicated. The computed x^2 has a value equal to 9.306. In this case, the observed proportion (37/52) is significant at 0.05 critical level and 1 degree of freedom. It is, therefore, accepted that a significant number of scores fall below the minimum - satisfactory point (3.00). Stated differently, a considerable portion of the organizational rewards fail to justify a reasonable state (degree) of staff satisfaction.

Except for two cases, all of the scores related to material rewards listed under item Nos. 1, 2, and 3 are below the average value. These items have been collectively termed as "economic status", "fringe benefits" and also constitute some variables of "the work environment". It is to be noted that the whole items provided under "economic status", "fringe benefits" and some of the items under "the work environment" do have material qualities which form the most important aspect of extrinsic rewards.

About 73 per cent of the item-scores, with mean values greater than the stated average point, are clustered round the items of No.4 and No.5; they are concentrated under two groups of items titled "job content" and "harmony of relationships" respectively. Respondents have shown positive attitudes towards the contents of their profession and the harmony of interpersonal relations in the work place.

Basically, organizational rewards are classified into two major groups, extrinsic rewards and intrinsic rewards. The components of organizational rewards considered in this study should also be categorized under either of these groups. Therefore, the data assembled in table 3 will be further arranged into two consecutive tables which will serve as a source for the analysis of extrinsic and intrinsic reward variables.

3.2.1 Extrinsic Rewards

Various items are listed under the first three and the last two major categories of organizational rewards provided in part two of the questionnaire. These major components and their subdivisions are generally termed as extrinsic rewards. Table 4 provides some figures related to the components of extrinsic rewards.

Table 4: The Components of Extrinsic Rewards

No.	Extrinsic Rewards	Mean Values
1	Economic status	2.18
2	Fringe benefits	2.34
3	The work environment (job context)	2.69
4	Harmony of relationships	3.97
5	Behaviour of the administrative mechanism	2.58
Grand Mean (weighted)		2.69

The extrinsic rewards delineated in table 4 are further divided into itemized variables or subdivisions (appendix 1, part two). These subdivisions have "weighted mean scores" that are listed in table 3, under item Nos. 1,2,3,5 and 6. Therefore, one may be sometimes required to consult table 3 in order to get detailed data regarding the subdivisions of the major components assembled in table 4.

The first component of extrinsic rewards has been labelled as economic status. This category consists of rewards expressed as salary rates, allowances, and part-time payments. These variables are monetary payments which make the most important ingredient of extrinsic rewards to both the organization and the employee. Respondents seem to be quite dissatisfied with their economic status. None of the items in this category have a weighted mean score equal to

or above the average point. (Table 3, item No.1). Hence the overall mean value falls below the minimum satisfactory point, exposing unsatisfactory state of the economic status of the respondents.

Apart from payments, academic employees could also be rewarded with fringe benefits. These are non-financial, peripheral, benefits made available to the staff. Fringe benefits generally imply institutional facilities and services such as housing, transportation, cafeteria and medical services. All of the items, except one, do have weighted mean scores below the minimum satisfactory point (Table 3, item No.2).

Several institutions in different regions are located at places far from towns. In such cases staff members would heavily depend upon their institutions to get essential services that could have been easily enjoyed if the institutions were situated in urban centres. At this juncture, one can see the paramount importance of fringe benefits: employees have predominant needs for housing, cafeteria, transportation and medical services. Despite this, most of the respondents complain that they are poorly furnished with the stated essential services. The mean value of 2.34 (table 4) signifies unsatisfactory state of fringe benefits.

The next major category of organizational rewards has been described as "the work environment (job context)". A lot of items ranging from "class-room facilities" to "opportunities for preferred job assignments" are listed as variables of extrinsic rewards (appendix 1, part two). These variables, apart from their impact upon the life of employees, are critical in maintaining a conducive atmosphere for the teaching-learning process. Failure to maintain a fair state of the work environment could spoil both job satisfaction and the main purpose of the institution, that is, the teaching-learning process. Out of 19 job context items, only 3 have weighted mean scores equal to or above the minimum satisfactory point (table 3, item No.3). The items of job context hold in general a mean value of 2.69 which is below the required average point.

Four items are described under "harmony of relationships". These items appear to consist of larger average scores in the distribution (min 3.77, max 4.15) (table 3, item No.5). This is because most of the respondents declare to have smooth and very good relationships with the campus community (Peers, supervisors, subordinates, and students).

Respondents do appreciate the harmony of their relations with people around them. However, it could be a general feature of most people that very few have the

courage to blame oneself for unhealthy terms of relations with colleagues. Perhaps, the same was true with the respondents when they fill in the questionnaire.

The last component of extrinsic rewards has been termed as "behaviour of the administrative mechanism". The variables incorporated under this group are aimed at evaluating efforts and competence of the administration in executing academic as well as managerial responsibilities. All of the eight items designed to mirror behaviour of the administrative system bear weighted mean scores below the average satisfactory point (table 3, item No.6), hence the overall mean rate (2.58) reflects unsatisfactory state of the administrative mechanism.

In short, most of the sets of items referred to as extrinsic rewards and their grand mean have values falling short of the established average point of the rating scale. However, "harmony of relationships' has got an exceptional mean rate sufficiently greater than the average point. Material rewards specified under "economic status" and "fringe benefits" have least mean values among the groups of extrinsic rewards (table 4).

At this point of reference, it is appropriate to raise the first basic question:

What the state of extrinsic rewards of the HEI looks like.

Extrinsic rewards that have been classified as economic status, fringe benefits, the work environment, harmony of relationships, and behaviour of the administrative mechanism have a mean value of 2.69, a value below the expected mean. Higher educational institutions are, therefore, said to exhibit unsatisfactory state of extrinsic rewards mainly manifested by dissatisfaction of the staff with material rewards and behaviour of the administrative mechanism.

3.2.2 Intrinsic Rewards

The other facet of organizational reward systems has been explained by intrinsic rewards. This category consists of reward variables enumerated in the questionnaire under the title "job content". The itemized variables of job content refer to the intangible or intrinsic aspect of the organizational reward system. They are mainly related to the contents of the academic profession; as such they are meant to provide involved individuals with psychological values. Here, respondents have been required to review the content of the job assigned to them. Presented in table 5 are weighted mean scores corresponding to the particulars of intrinsic rewards.

Table 5: Intrinsic Rewards

No.	Items of the Job Content	Weighted Mean Scores
1	Satisfaction with academic load	3.64
2	Satisfaction with responsibilities other than teaching	3.24
3	The degree of variety of activities involved in one's duty	3.10
4	Participation in decisions concerning one's academic career	2.91
5	The degree of academic freedom and discretion	3.27
6	Opportunities to do useful work	2.66
7	Opportunities for personal growth	2.35
8	Feelings of achievement in one's academic career	3.66
9	One's commitment to the basic objectives of one's organization	3.54
10	Satisfaction in the teaching profession	3.93
Grand Mean		3.23

Ten variables of intrinsic rewards are listed in table 5. Out of these, 7 items bear weighted mean scores that are well above the minimum satisfactory point of the rating

scale. The remaining 3 items hold values below the described average point of the scale.

The items described as "satisfaction in the teaching profession" and "feelings of achievement in one's academic career" exhibit the biggest average points in the distribution, 3.93 and 3.66 respectively. This means that staff members do experience a feeling of satisfaction with the stated variables of intrinsic rewards. Even though they are discontented with the conditions of various ranges of reward variables, especially material rewards, staff members are exceptionally satisfied with the contents of the teaching career. It may therefore be argued that academic employees are working in a state of satisfaction with the most important element in the analysis of intrinsic rewards.

Furthermore, respondents report that they are reasonably satisfied with the "academic load" and "one's commitment to the basic objectives of one's organization", 3.64 and 3.54 respectively. Nevertheless, they are relatively dissatisfied with the items of "participation in decisions concerning one's academic career", "opportunities to do useful work", and "opportunities for personal growth".

The second basic question can be raised at this stage: What the degree of staff satisfaction with intrinsic rewards is.

The level of staff satisfaction with intrinsic rewards has to be measured by the grand mean (3.23) of the ten item-scores displayed in the foregoing table. Since this value is greater than the expected mean, one may generalize that staff members are working in a state of satisfaction with the contents of the job referred to as intrinsic rewards.

3.2.3 A Comparative Description of Extrinsic and Intrinsic Rewards

Referring to the data presented in the last two tables (tables 4 and 5), it has been observed that the variables of extrinsic and intrinsic rewards have respective mean values of 2.69 and 3.23. Some remarks can be constructed in combining and comparing the two cases.

1. Academic employees are dissatisfied with extrinsic rewards mainly represented by material benefits such as salary rates, allowances, fringe benefits, institutional facilities and utilities, including the infra-structure. They are also discontented with the administrative behaviour of their educational institutions.
2. Academic employees are satisfied with the intangible and job related aspects alias intrinsic rewards of the organizational reward system. In other words,

employees of the HEI are relatively satisfied in duties associated with their academic profession.

3. In the case of the former (No.1), here above, respondents were required mainly to evaluate the adequacy of material benefits distributed to them, though some intangible aspects of extrinsic rewards such as interpersonal relationships are also dealt with. In the case of the latter (No.2), they were expected to scrutinize the contents and intrinsic values of academic duties assigned to them.
4. In the final analysis, however, the overall degree of staff satisfaction should be determined by the combined mean rate of extrinsics as well as intrinsics. The grand mean computed for the whole lot of reward variables (2.79) may reveal unsatisfactory state of organizational rewards in the system of higher education. "An employee's satisfaction with both the intrinsic and extrinsic rewards received affects overall job satisfaction" (Gordon, 1986: 120).

3.3 Possible Problems in the Organizational Reward Systems

Higher educational institutions could have a lot of organizational problems of different magnitudes. Some problems are general and serious and may need policy decisions at the upper level, others are peculiar and less serious and need solutions at the organizational management level, still others are routine problems that could be

dealt with in the day to day activities of the lower levels. It is beyond the scope of this paper to portray all of the draw backs encountered by the HEI. Yet, arrangements have been made to outline the most important problems associated with reward systems.

Ten major items considered to reflect the most important problems in the system of organizational rewards are provided in part three of the questionnaire. The suggested items of possible problems have been:

1. Unsatisfactory opportunities for promotion or salary increment,
2. Inadequate opportunities for further education,
3. Inefficient organizational management,
4. Poor housing services,
5. Inadequate transportation services,
6. Unsatisfactory participation in decision making,
7. Absence of research opportunities,
8. Scarcity of academic materials,
9. Unsatisfactory job freedom, and
10. Absence of opportunities to engage in useful work.

Respondents have supplied ranks of their assessment in line with the instructions given therein. Accordingly, rank orders ranging from No.1 through No.10 have been assigned to the ten items in the order of their importance, No.1 for the most important one and No.10 for the least important

Table 7: Rank Orders of the Problems

Item No.	Institutions						Mean Rates	Rank Orders
	01	02	03	04	05	06		
1	6	5	2	2	4	3	3.67	3
2	3	1	1	1	1	1	1.33	1
3	1	3	3	5	2	5	3.17	2
4	7	10	8	4	7	2	6.33	6
5	2	8	10	6	3	8	6.17	5
6	8	6	6	7	6	6	6.50	7
7	10	2	5	8	9	7	6.83	8
8	4	4	4	3	8	4	4.50	4
9	9	9	9	9	10	10	9.33	10
10	5	7	7	10	5	9	7.17	9

The last column of table 7 imparts the ranks of possible problems according to their magnitude in the system of organizational rewards. The figures presented in this column denote the values assembled in the mean rate column, where the smallest mean rate assumes the first rank in the order of precedence.

At this point of analysis, the third basic question can be raised:

What the major problems in the ORS of the HEI are.

As has been explained at the outset, ten items of possible problems are suggested in the questionnaire. The necessary calculations have been performed and results presented in the last two tables, table 6 and 7. Still another table is given below to summarize the data of the two tables and thereby show the ranks of the possible problems in the ORS.

Table 8: Possible Problems in the ORS

Item No	Possible Problems in the ORS	Rank Orders
1	Unsatisfactory opportunities for promotion or salary increment	3
2	Inadequate opportunities for further education	1
3	Inefficient organizational management	2
4	Poor housing services	6
5	Inadequate transportation services	5
6	Unsatisfactory participation in decision making	7
7	Absence of research opportunities	8
8	Scarcity of academic materials	4
9	Unsatisfactory job freedom	10
10	Absence of opportunities to engage in useful work	9

According to the information provided in table 8,

1. inadequate opportunities for further education,

2. inefficient organizational management, which could partly be observed in light of the previous discussion on "behaviour of the administrative mechanism" (3.2.1 Extrinsic Rewards), and
3. unsatisfactory opportunities for promotion or salary increment, followed by the others in the order of their significance, have been identified as the most important problems in the organizational reward systems of the higher educational institutions.

It has been indicated at the beginning of this chapter that the academic staff of the HEI is mainly composed of young instructors most of whom have professional experiences of a junior status. This could be why the item stated as "inadequate opportunities for further education" has been identified as the most important problem in the system of organizational rewards. It should be noted however that senior staff members holding Ph.D degrees may not consider this item as one of the major problems.

It is worth mentioning that "unsatisfactory job freedom" has been ranked 10th in the order: it was appraised as the least important problem in the system of rewards. This case could be linked with the fact that academic employees, unlike others in bureaucratic structures, enjoy a considerable degree of autonomy in their key task (Bush, 1980: XV).

The next logical question would be:

What the degree of association in the ranks of the major problems of various institutions is.

A statistical method known as the coefficient of concordance has been employed to measure the degree of agreement between the rank orders established under each institution. The coefficient of concordance defined by W has turned out to be $W=0.59$, a value which is significant at 0.05 level of significance (appendix 2, for the detailed statistics).

Institutions distributed over different geographical localities, and offering diverse disciplines, and operating under various authorities report a number of organizational problems. The most important property of the reported problems is that they pervade various institutions in a comparable degree of significance. Similar problems challenge different institutions of the higher learning. It is useful to note that a comparable similarity (uniformity) in the problems of reward systems would assist parent authorities (ministries, main departments, and university systems) in designing centralized solutions that could be rectified at subsequent levels.

Furthermore, respondents were requested to forward other problems (if any) that have not been mentioned in part three of the questionnaire. As such they have come up with

some interesting problems. Below are the major ones sorted out on the basis of pervasiveness.

1. Unreasonable discrimination among professionals. Only those professionals (staff members) who are associated with the main program of a particular institution are highly favoured to enjoy important benefits. For instance, "civil engineers" in a water technology institute; "medical doctors" in a health science institute are supposed to have special advantages from among their respective staff members. Others who offer so called "supporting courses" are given inferior considerations. For instance, "chemists" in the former case; "pharmacists" in the latter case do report complaints of this sort: they report the prevalence of discrimination among staff members.

Respondents maintain that favouritism towards selected professionals, and their fields of study, implies lack of integrity between various disciplines. This problem, unless improved, could erode the required cohesiveness of working groups.

2. Discouraging circumstances of social life particularly in the HEI located at remote regions. The staff of such institutions are confronted with various ranges of problems such as marriage problems, absence of kindergarten, absence of recreational facilities, remoteness of campus sites from towns. Instructors

working in hardship areas also face the absence of special pay scales or allowances. Unless alternative measures are devised to alleviate at least some of the intolerable problems, concerned staff members would always seek outlets to join other institutions that may have better organizational sites or that may provide attractive benefits. This could be the vital reason for the lack of senior (experienced) staff particularly in institutions far from the capital.

3. Absence of a strategy whereby the efforts and achievements of a given staff are measured. Respondents complain about the absence of a method for quantifying performance in order to reward those who accomplish more, and penalize those who do not properly discharge their academic duties. Implementing a valid evaluation procedure may have a positive impact in motivating employees for better performance.
4. Absence of opportunities to attend workshops, study tours, educational seminars, symposiums, and so on. These activities are important in upgrading the professional competence and motivation of the staff. The absence of these opportunities could have undesirable effect upon both organizational objectives and satisfaction of employees.
5. Emphasis on administrative issues. This is mainly manifested when top academic administrators devote most of their time and effort to the non-academic

affairs of the institution. Hence, the academic environment is heavily dominated by auxiliary administrative matters. This situation is unfavourable symptom marking the deviation of administrators from academic objectives.

6. Purposeful designation of administrators to higher posts. It is believed by the staff that appointments are made not on personal merits but on the basis of political affiliation of the individual to the ruling class.

Purposeful designation exposes unfair interference of political hands in the domain of academic activities and administration. Undesirable political intervention does encroach upon what has been maintained as "academic freedom" of higher educational institutions. This case has never been stopped somewhere, but merely assumes new forms with the change of ruling regimes.

3.4 Analysis of Miscellaneous Items

Finally, the last part of the questionnaire (part four) communicates miscellaneous items belonging to none of the previous sections. The items, which do have "yes" or "no" responses, have been:

1. If allowed would you like to change your profession?
2. Is your teaching performance evaluated regularly?

- 2.1 Do you think the evaluation is objective?
- 2.2 Are you provided with adequate feedback?
3. Are you aware of some basic policies governing your work?
4. Have you ever been involved in research activities?

Respondents have provided responses according to the instructions specified. The following table bears the numbers, percentages, and chi-square (χ^2) values computed against the items stated here above.

Table 9: Miscellaneous Items

Item No.	Yes		No		Total (100%)	χ^2	Level of Significance
	No.	%	No.	%			
1	43	16	227	84	270	46.24	$P < 0.05$
2	158	59	109	41	267	3.24	$P > 0.05$
2.1	141	55	115	45	256	1.00	$P > 0.05$
2.2	86	33	175	67	261	11.56	$P < 0.05$
3	206	77	61	23	267	29.16	$P < 0.05$
4	132	49	138	51	270	3.24	$P > 0.05$

It has been broadly discussed that instructors are discontented with the state of organizational rewards in the institutions of higher learning. However, most of them (84

per cent) are not willing to give up the teaching career on mere grounds of dissatisfaction in rewards, particularly material rewards. The x^2 test also confirms that the observed proportion (84 per cent) is significant at 0.05 critical level (item No.1). It is, therefore, justified that a significant majority of the academic staff prefer to continue with their career as an instructor.

Some of the respondents (16 per cent) would, of course, like to change their profession for reasons they forward below.

1. The teaching profession is not paying.
2. The profession is suffering from an ever diminishing respect and consideration.
3. Inadequate opportunities for further education.
4. An overwhelming interference of politics in the academic jurisdiction.
5. Teaching is an unsuitable profession for a practical application of one's training.
6. Absence of conducive atmosphere for research.

The second item is concerned with performance evaluation. More than half of the respondents (59 per cent) agree that they are regularly evaluated. However, this percentage does not guarantee a reliable degree of acceptance since it is not significant at 0.05 critical level. Furthermore, they are not provided with adequate feedback. This has also been substantiated by 67 per cent

of the responses, a proportion which is significant at 0.05 level (Item No.2).

The duties of any organization are governed by some policies formulated to fit the nature of the activities involved. These policies may serve as a device indicating the direction towards achieving the objectives of that particular organization. The institutions of higher learning are also believed to have their own policies aimed at managing the routines leading to the set objectives. With reference to this, it is a commendable tradition that most of the academic staff (77 per cent) declare that they are aware of some basic policies governing their duties and responsibilities. This figure (77 per cent) is significant at 0.05 level, justifying a reliable proportion of the majority (Item No.3).

Though research is considered as a major component in the programmes of the HEI, more than one half of the respondents (51 per cent) have not been involved in research activities (item NO.4). This could be partly because of:

1. lack (or absence) of institutional opportunities for research,
2. absence of inclination, on the part of the staff, to practice research, and

3. lack of senior staff who may have varying degrees of exposure to research. Most of the staff are, in fact, young instructors.

In general, it has been reported that academic staff members reveal keen interest to keep up with their career. Nevertheless, this experience should not conceal the fact that most instructors are discontented with different aspects of the ORS. In this regard, academic administrators have to perceive that "positive attitude of staff members towards their profession" does not by itself guarantee the promotion of academic merit; this factor alone may not enable institutions to secure maximum endeavours from their staff and ultimately maximize achievements.

In order to maximize achievement of objectives, concerned bodies are required to extend their efforts in some other areas of importance too. They may have to go a long way in building the motivation and professional competence of their staff. The variables described as "miscellaneous items" have indicated few of the areas in which the HEI should make some efforts and improvements.

Improvements made particularly in the areas of performance evaluation and research practices could enrich the motivation of staff for advanced responsibilities and successful results. Failure to give due consideration for

these and similar areas of concern would simply aggravate the prevailing dissatisfaction of the staff with the ORS.

So far the data assembled under four parts of the questionnaire have been processed to construct appropriate interpretations. The information produced in this way has been geared to study (review and evaluate) the state of organizational reward systems in the higher educational institutions of Ethiopia. Winding up the task of presenting the analysis and interpretation of findings, the course of this paper leads to the last chapter that refers to the summary, conclusion and recommendations.

CHAPTER FOUR

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

4.1 Summary

The general objective of this study is to review and evaluate the state of reward systems under the title "A Study of Organizational Reward Systems (ORS) in the Higher Educational Institutions (HEI) of Ethiopia". The specific objectives are directed to assess organizational effectiveness in cultivating opportunities for adequate extrinsic rewards and satisfactory intrinsic rewards, identify the major problems associated with reward systems, and propose alternative steps to cope with some of the problems so identified. In satisfying these objectives, four basic questions have been raised:

1. What does the state of extrinsic rewards in the HEI of Ethiopia look like?
2. What is the degree of staff satisfaction with intrinsic rewards?
3. What are the major problems in the ORS of the HEI?
4. What is the degree of association in the ranks of the major problems of various institutions?

A field research was organized in order to seek answers for the questions specified above. Six higher educational institutions, each with fifty(50) respondents, were selected to constitute the sample. The basic instrument of data gathering was a questionnaire

comprising of four categories of closed items pertinent to organizational rewards of the HEI. Ultimately, some findings have been secured, the most important of which are summarized by the following paragraphs.

The biodata characteristics of respondents reveal a highly disproportional gender ratio (94 per cent male, 6 per cent female). About 58 per cent of the staff are below the age of 31 years followed by 34 per cent within the age group of 31-40, and only 8 per cent above the age of 40. The academic wing of the HEI is mainly composed of young instructors that most of them (78 per cent) have a seniority estimated below 11 years.

In part two of the questionnaire, respondents were instructed to express their opinions about the items of rewards provided in a closed style with a five-stage rating scale: Very Poor (VP), Poor(P), Fair(F), Good(G), Very Good (VG). A chi-square test (χ^2) has been applied to determine the significance of the proportion of item-scores that fall below the minimum satisfactory point(3.00). The observed proportion (37/52) has been significant at 0.05 critical level. It is, therefore, accepted that a considerable part of the organizational reward variables fail to justify a reasonable degree of staff satisfaction.

Extrinsic rewards classified as economic status, fringe benefits, the work environment, harmony of relationships, and behaviour of the administrative mechanism bear a value (2.69) below the expected mean of the rating scale. Higher educational institutions, thus, exhibit unsatisfactory state of extrinsic rewards manifested by dissatisfaction of the staff with material benefits, including some intangible aspects of the work environment, and behaviour of the administrative mechanism.

The other facet of the organizational reward system has been explained by intrinsic rewards. This category consists of reward variables collectively stated in the questionnaire as the "job content". The mean rate of the intrinsic variables has been 3.23. Since this figure is greater than the expected mean, one may generalize that staff members are working in a state of satisfaction with the elements of intrinsic rewards.

Extrinsic rewards have a mean value of 2.69, while intrinsic rewards correspond to 3.23. The figures indicate that academic employees are dissatisfied with extrinsics whereas they are relatively satisfied with intrinsics of their organization.

However, the overall degree of staff satisfaction should be determined by the combined mean rate of extrinsics and intrinsics. The grand mean of the whole reward variables (i.e. 2.79) may signify a state of unsatisfactory organizational rewards in the HEI of Ethiopia, since this value falls below the minimum-satisfactory point(3).

Selected items of possible problems related to reward systems were suggested in the questionnaire. Respondents have supplied ranks of their own assessment according to the instructions given. The combined rank orders disclose that:

1. inadequate opportunities for further education,
2. inefficient organizational management, and
3. unsatisfactory opportunities for promotion or salary increment, followed by the others in the list, could be cited as the major problems in the ORS of the HEI.

A statistical method known as the coefficient of concordance (W) has been employed to estimate the degree of association between the rank orders established under the sample institutions. The coefficient of concordance has a value ($W=0.59$) significant at 0.05 critical level, implying a substantial degree of agreement between the ranks assembled under the six institutions.

The degree of agreement between the six sets of ranks is so substantial that one may witness similar problems prevailing among the institutions of higher learning. This evidence could help parent organizations (ministries, main-departments, etc.) to seek centralized solutions to the common problems encountered. Centrally designed solutions could be amended at subsequent levels.

Finally, some miscellaneous items have been treated in the last chapter of the questionnaire. The responses indicate that:

1. most of the respondents (84 per cent) are not willing to give up the teaching career, that is, to change their profession, on mere grounds of dissatisfaction in organizational rewards, particularly material rewards.
2. most respondents (59 per cent) agree that they are regularly evaluated. However, this percentage does not guarantee a reliable degree of acceptance since it is not significant at 0.05 critical level. Furthermore, they are not provided with adequate feedback.
3. most of the academic staff are aware of some basic policies governing their duties and responsibilities.
4. about one half of the respondents (51 per cent) have not been involved in research activities.

4.2 Conclusion

Satisfactory reward systems are perceived to have a sound combination of extrinsics and intrinsics. The former refers mainly to the "material" benefits while the latter denotes the "intangible" aspects of the organizational reward structure. Rewards derived from an optimum mix of these two components could:

1. ensure an effective degree of staff satisfaction.
2. be a mark of organizational efficacy in integrating the two extreme interests:
the employees', the organization's
3. be a precursor of an ideal setting for the promotion of academic excellence.

These general assumptions may serve as a yardstick to appraise the conditions prevailing within the institutions of higher learning in Ethiopia. Hence, one could ask: what does the state of organizational rewards of the HEI look like?

In the first place, academic employees are dissatisfied with the material and some intangible factors of extrinsic rewards of higher educational institutions. These institutions could not meet the needs of organizational members. The implied needs are, of course, expressed by an adequate income, ample fringe benefits, a favourable job context defined by the whole sets of academic materials and facilities, including the infra structure.

In this regard, one may not forward strong critics. Basically, material rewards of the HEI should be viewed within the country's economic context. However, this state of affairs does not suggest an absence of administrative weakness in the system of the higher education itself. It is likely that the material deficiency resulting from the prevalence of meager resources has always been aggravated by poor efficiency on the part of the administrative mechanism.

In the second place, academic employees feel satisfied with intrinsic rewards. Intrinsic rewards are essentially related to the contents of the academic profession, that is, the degree of psychological satisfaction instructors derive out of the academic career.

Despite the negative reaction to the distribution of extrinsic rewards, academic employees demonstrate a remarkable loyalty to the profession. Most of them would like to keep up with the teaching career. In this case, dissatisfaction with extrinsic rewards does not impose a critical influence to the extent that it may destroy teachers' intrinsic feelings towards the profession.

Ultimately, the status of reward systems is determined by a fair integration of extrinsic and intrinsic rewards. In this regard, higher educational institutions prove unsatisfactory state of organizational rewards. With such circumstances of

dissatisfaction, it is doubtful whether academic employees would strive to the maximum of their capabilities for the cause of academic advancement.

4.3 Recommendations

Some solutions are proposed below. These alternative approaches may contribute to avert or remit few of the prevailing problems in the ORS of higher educational institutions.

1. Discrimination among professions has been reported by the staff as one of the recurring setbacks. This problem might be partially suppressed by the following alternative steps:
 - a. Diversify the types of disciplines in which diplomas or degrees could be awarded. This strategy may remit the discrimination imposed upon some fields of studies so called "supporting courses", which in the process of diversification will be favoured to assume the status of "professional courses".
 - b. Avoid, whenever possible, the tradition of hiring instructors for supporting courses on permanent basis. In this case, competent instructors for these auxiliary courses can be hired temporarily from nearby institutions (high schools, TTIs, Colleges, and other organizations).

- c. Favour instructors offering such courses to assume administrative posts in addition to their teaching responsibilities.
 - d. Ban some of the supporting courses.
2. Establish special remunerative-scales and allowances for employees required to work in an exceptionally disadvantaged institutions and unfavourable regions. This practice may:
 - a. attract capable (experienced) academics from well organized institutions.
 - b. motivate the existing staff to stay for a long time and effectively work with their institutions.
3. Evaluation of teachers' performance is not enough by itself. Evaluators should as well provide feedbacks in a constructive way to alert those who exhibit shortcomings so that they improve their performance, and encourage those who demonstrate excellence to keep up with their performance.
4. The HEI should strive to organize educational seminars, workshops, study tours, and symposiums. These activities would contribute to the career development and motivation of the staff.

5. Encourage females' employment, at least for clerical, junior, and administrative professions, in the HEI located in remote regions. This trend, balancing the gender ratio, might encourage marriage and ultimately contribute to the stability of life on campuses.

Furthermore, isolated institutions should try to establish kindergarten and elementary schools for staff children.

6. Whenever possible, try to cultivate transfer opportunities from HEI to HEI.
7. Staff recruitment should be based on personal interest of the candidate in teaching and research activities.
8. Enhance the cafeteria, lounge, and campus shopping services. Moreover, create conditions for saling household and other essential facilities to the staff on prolonged installement basis.

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APPENDIX 1

Addis Ababa University

School of Graduate Studies

Department of Educational Administration

Dear Instructor,

The purpose of this questionnaire is to gather data for a study leading to an MA degree in Educational Administration. So, it is administered to survey your views about the subject required to realize this objective, that is to secure your opinion regarding organizational rewards of your institution.

In this study, organizational rewards such as remuneration, fringe benefits, financial incentives, personal growth, and job satisfaction will be treated in detail. The state of reward variables will be investigated so that feasible solutions be recommended to assist in alleviating possible drawbacks experienced in the organizational reward systems of your institution.

Since the success of this study relies upon your genuine responses, and the information you will supply is confidential, you are kindly requested to be honest towards all items provided in this questionnaire.

You are not required to write your name.

Thank you very much!

Elias Berhanu

PART ONE: Personal particulars

(Insert " X " in the appropriate box)

1. Sex: male female
2. Age: below 31 31-40 above 40
3. Educational Status:
- TTI level
- College or University drop-out
- College diploma
- University degree: a) B.A./B.Sc. degree
- b) M.A./M.Sc. degree
- c) Ph.D
- Unspecified _____
4. Professional Experience:
- a) Total years of service
- below 11 years
- 11 or above
- b) In this institution
- below 11 years
- 11 or above

PART TWO: Organizational Rewards

(Insert " X " in the appropriate space where VP = Very Poor; P = Poor; F = Fair; G = Good; VG = Very Good)

	VP (1)	P (2)	F (3)	G (4)	VG (5)
1. <u>Economic Status</u>					
1.1 The rate of your salary compared to individuals of about the same merit and seniority in other organizations					
1.2 The amount of allowances (monetary incentives you receive on top of your basic salary)					
1.3 The amount of payments received from part-time services (for instance, extension programs)					
2. <u>Fringe Benefits</u>					
2.1 Housing					
2.2 Household facilities					
2.3 Transportation services					
2.4 Cafeteria services					
2.5 Lounge services					
2.6 Play grounds					
2.7 Medical services					
2.8 Campus shopping services					
3. <u>The Work Environment (Job Context)</u>					
3.1 Class room facilities					
3.2 Adequacy of teaching materials					
3.3 " " stationary					

	VP (1)	P (2)	F (3)	G (4)	VG (5)
3.4 " " relevant books					
3.5 " " relevant journals					
3.6 " " periodicals					
3.7 Conditions of offices					
3.8 " " libraries					
3.9 " " of lab.equipment					
3.10 " " workshops					
3.11 Transportation services for field work					
3.12 Occupational safety					
3.13 Conduciveness of working hours					
3.14 Regional climatic conditions					
3.15 Effectiveness of rules and regulations governing your academic career					
3.16 Transfer opportunities					
3.17 Promotion opportunities					
3.18 Security of tenure					
3.19 Opportunities for preferred job assignments					
4. <u>The Job Itself (Job Content)</u>					
4.1 Satisfaction with academic load					
4.2 Satisfaction with other responsibilities assigned to you					
4.3 The degree of variety of activities involved in your duty					
4.4 Participation in decisions concerning your academic career					

	VP (1)	P (2)	F (3)	G (4)	VG (5)
4.5 The degree of academic freedom or discretion					
4.6 Opportunities to do useful work					
4.7 Opportunities for personal growth					
4.8 Feeling of accomplishment (achievement) in your academic career					
4.9 Your commitment (sense of belongingness) to the basic objectives of your organization					
4.10 Satisfaction in your profession (teaching as a career)					
5. <u>Harmony of Relationships</u>					
5.1 Relationships between you and peers					
5.2 " " " " supervisors					
5.3 " " " " subordinates					
5.4 " " " " students					
6. <u>Behaviour of the Administrative Mechanism</u>					
Your college administration's:					
6.1 Competence in shouldering and discharging academic responsibilities					
6.2 Effort (willingness) to encourage staff participation in decision making					
6.3 Effort to delegate responsibilities					
6.4 Inclination to admit suggestions					
6.5 Inclination to admit criticisms					
6.6 Endeavour to cultivate a cohesive (harmonious) work group					
6.7 Fairness to recognize and evaluate staff competence					
6.8 Willingness to encourage research efforts					

PART THREE: Possible problems in organizational reward systems.

Which of the following items are major problems in the reward systems of your institution? Put numerical ranks of your assessment in the space provided against each item (rank them in the order of their importance with No.1 for the most important one and No.10 for the least important item.)

1. Unsatisfactory opportunities for promotion or salary increment _____
2. Inadequate opportunities for further education _____
3. Inefficient organizational management _____
4. Poor housing services _____
5. Inadequate transportation service _____
6. Unsatisfactory participation in decision making _____
7. Absence of research opportunities _____
8. Scarcity of academic materials _____
9. Unsatisfactory job freedom _____
10. Absence of opportunities to engage in useful work _____

Please mention other important problems (if any) that are not specified above:

1. _____
2. _____
3. _____

PART FOUR: Insert " X " in the appropriate box.

1. If allowed, would you like to change your profession?

Yes No

1.1 If "yes", Why? _____

2. Is your teaching performance evaluated regularly?

Yes No

2.1 Do you think the evaluation is objective?

Yes No

2.2 Are you provided with adequate feed back?

Yes No

3. Are you aware of some basic policies governing your work?

Yes No

4. Have you ever been involved in research activities?

Yes No

APPENDIX 2

The Coefficient of Concordance, W

Item No.	Rand Orders by Institutions						Sum	X ²	Summary Table
	01	02	03	04	05	06	X		
1	6	5	2	2	4	3	22	484	K = 6 n = 10 N = 60 (6 x 10) x = 330 x ² = 12638
2	3	1	1	1	1	1	8	64	
3	1	3	3	5	2	5	19	361	
4	7	10	8	4	7	2	38	1444	
5	2	8	10	6	3	8	37	1369	
6	8	6	6	7	6	6	39	1521	
7	10	2	5	8	9	7	41	1681	
8	4	4	4	3	8	4	27	729	
9	9	9	9	9	10	10	56	3136	
10	5	7	7	10	5	9	46	1849	

$$\begin{aligned}
 W &= \frac{12S}{K^2(n^3-n)} \\
 &= \frac{12(1748)}{6^2(10^3-10)} \\
 &= 0.59
 \end{aligned}$$

$$\begin{aligned}
 S &= \sum x^2 - (\sum x)^2/n \\
 &= 12638 - (330)^2/10 \\
 &= 1748
 \end{aligned}$$

To evaluate the significance of W , the following formula for the F ratio can be used:

$$F = \frac{(K-1)W}{1-W} = \frac{(6-1) 0.59}{1-0.59} = 7.195$$

Table Value:

F (degree of freedom)

$F (K-1) (N-K) = F(6-1) (60-6)$

$F (5,54)$ at 0.05 level of significance = 2.37

- | | |
|----------------------|-----------|
| (1) calculated value | $F=7.195$ |
| (2) table value | $F=2.37$ |
| (3) significance | $P<0.05$ |

Conclusion:

Since the calculated value ($F=7.20$) exceeds the table value ($F=2.37$), the degree of relation (concordance) between the six sets of ranks is significant.

D E C L A R A T I O N

I, the undersigned, declare that this thesis is my work and that all sources of material used for the thesis have been duly acknowledged.

Name: _____ Elias Berhanu _____

Signature: Elias Berhanu

Addis Ababa, June, 1995