

## **The Impact of Incentives on Job Satisfaction Survey of Select Educational Zones in Sana'a, Yemen**

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**Abstract:** *Incentives play an important and effective role in creating job satisfaction and improving employee performance. The study aims to investigate into the impact of incentives on job satisfaction among staff members working in educational zones in Sana'a city, especially with reference to administrative communication, job design, flexitime, participatory administration and monetary and non-monetary incentives. The study explores the specified educational zones in the Yemeni capital to check how well and to which extent incentives are awarded, thereby detecting the satisfaction attained within the target areas. The study attempts to measure the extent to which the demographic variables (age, sex, qualification, social status, and administrative designation) affect the responses of the investigated staff as regards the incentives and job satisfaction. This helps in identifying the best methods of instituting incentives bound to boost personnel's job satisfaction. The researcher has adopted a descriptive analytic approach in analysing the relationship between the incentives (independent variables) and job satisfaction (subordinate variable) through using statistical analysis tools and techniques in analysing field data collected from the research population sample. The total number of employees administrative in the select educational zones is 350, seventy percent (245) of which has been selected randomly. The study conclude that there are no statistically significant differences between the single and the married, no are there any differences between the incentives and satisfaction on the one hand and the administrative level, age and tenure on the other.*

**Keywords :** *Managerial communication ,Gobs design ,Flex able time ,Participative Management ,Monetary Incentives , Non- Monetary Incentives .*

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### **I. Introduction**

Incentives play an important and effective role in creating job satisfaction and improving employee performance (Alaqui, 1993). Individual skills alone are not sufficient to achieve high performance unless there is a system of incentives that can motivate individuals (Al-Ankari, 1999). Defining a definition of incentives, in terms of language: the term incentive refers to its stimulus, a push from the back (Younis, 2000). In terms of terminology, there were many definitions of incentives in administrative literature. (Hawaneh, 1994) defined incentives as using all possible means to motivate employees to do good work. In another definition of (Jarir, 2007), it is a set of factors and advantages that the management sets for the employees to move their human abilities in order to increase the efficiency of their performance in a better and greater way to achieve their needs and desires and achieve the organization's recognition. Fathi (2004) pointed to the importance of incentives in satisfying the needs of workers, raising morale, and attracting factors that entice individuals to join the organization that grants them. Therefore, incentives bring good elements of the required labor (Kasem, 1995). (Alexander, 2001) Some of the requirements of an effective system of incentives 1 - Motivational justice and adequacy 2 - Draw the incentive to meet unsatisfied needs 3 - Choose the right time to stimulate and keep pace with incentives Economic and social variables experienced by society. The most important problems of the incentive system can be that the majority of the incentives are collective and lose their value (Mostafa, 2004). In addition, employees feel that there is no moral incentive to participate in decision-making. Job satisfaction is one of the topics that has attracted the attention of many psychologists, because most people spend a large part of their lives at work (Deeb, 2007). (Al-Hunaiti, 2000) noted that the high level of job satisfaction leads to a higher level of ambition among workers, and workers who are more satisfied with their work are less likely to work accidents.

It may be difficult to find an agreed definition among researchers because job satisfaction is a psychological phenomenon in which there is a lot of ambiguity, for the multiplicity of factors and expected results from that phenomenon. An early definition of this concept may be the determination of super, where he

believes that the satisfaction of the individual depends on the extent to which he finds In an appropriate outlet for his abilities and disposition, and his character traits and values (Super, 1953).

Management in various systems and organisations depends on basic factors such as planning, production, finance and marketing to reach its goals and secure the success it desires. However, the human element therein remains the prime factor in all aspects of administrative process. This entails that taking this element into consideration from such perspectives as efficient communication, job design-related matters, particularly job capacity, job rotation, job enrichment, flexitime, also provision of participation in administration all are factors contributory success and job satisfaction.

The researcher has observed through direct contact with work and workers that what is provided by the work environment of different incentives may not fit their aims or satisfy their needs. This in turn causes negatives effects, provokes a feeling of disillusion with work and creates an atmosphere of non-cooperation among the workers themselves, besides underperformance, administrative negligence in almost all administrative duties, less commitment due to the meagre wages workers are paid, and these ultimately lead to a drop in satisfaction among the majority of educational personnel especially under high cost of living.

within this framework ,the study is delimited to the relationship between the incentives and job satisfaction for administrators in educational zones, particularly incentive elements such as efficient communication method, job design, flexitime, participation in administration and monetary and nonmonetary incentives

## II. Literature review

Since the main concern of the paper is incentives, it becomes in order here to have a glimpse of their definitions, theories and classifications. Incentives definitions varied due to the various administrative perspectives considered.(Adaily, 1983) maintained that incentives are all that is available in the environment surrounding the individual and which are obtainable or usable for motivating him into performing a particular behaviour or boosting his performance of certain activities in the desired manner towards satisfying his needs and desires.(Williams, n.d.)indicated that incentives refers to urging workers to be more productive or attractive and get better performance; many organisations supply incentives in different forms such as commissions, profit sharing and shareholding. Therefore it is clear that incentives are all the external motivators set by the administration for the enhancement of the employees’ performance and production. Therefore, three features characterise efficient incentives: a)that they muster human capabilities and direct them towards realising the aims and goals of the institution through maximising their efforts, b) that they satisfy the needs of the employees, and c) improve the individual’s proficiency and performance in the organisation.

The importance of incentives lies in the fact that an employee has to be interested and enthusiastic, something that is preconditioned by incentives and which make them urgent prerequisites for the betterment of performance and production. Incentives, moreover, help in enhancing interaction between the individuals and the institution they are working for. They, on the basis of this, exhaust their capabilities towards the fulfilment of the institution’s pre-set goals.

### -Categories of incentives

Incentives can be categorised with view to various perspectives. The table below illustrates this fact. Incentive categorisation perspectives

Perspective I	Perspective II	Perspective II
1. Financial: <ul style="list-style-type: none"> <li>• Positive</li> <li>• Negative</li> <li>• Individual</li> <li>• Collective</li> </ul> 2. Moral: <ul style="list-style-type: none"> <li>• Positive</li> <li>• Negative</li> <li>• Individual</li> <li>• Collective</li> </ul>	<ul style="list-style-type: none"> <li>❖ according to their nature:                             <ul style="list-style-type: none"> <li>• material</li> <li>• moral</li> </ul> </li> <li>❖ according to effect:                             <ul style="list-style-type: none"> <li>• positive</li> <li>• negative</li> </ul> </li> <li>❖ according to beneficiaries:                             <ul style="list-style-type: none"> <li>• individual</li> <li>• collective</li> </ul> </li> <li>❖ according to relation:                             <ul style="list-style-type: none"> <li>• intrinsic</li> <li>• extrinsic</li> </ul> </li> <li>❖ according to aims:                             <ul style="list-style-type: none"> <li>• good performance</li> <li>• excellent performance</li> </ul> </li> <li>❖ according to alternatives:                             <ul style="list-style-type: none"> <li>• original</li> <li>• alternative</li> </ul> </li> <li>❖ according to execution:                             <ul style="list-style-type: none"> <li>• rules and regulations</li> <li>• leadership</li> </ul> </li> </ul>	Methods: <ul style="list-style-type: none"> <li>- Administrative communication</li> <li>- Job design</li> <li>- Flexitime</li> <li>- Participatory administration</li> <li>- Monetary</li> <li>- Non-monetary</li> </ul>

Source: the researcher(Certo, 2005) pointed out that the managers have under their control different strategies and ways to motivate their employees and this strategy is consistent with the basic human needs of the most important of these methods:

1-Administrative communication: this means the reciprocation of information between the administration and the employees for better understanding and efficient interaction. This guarantees better performance from the individuals, making all information necessary for decision making handy before decision makers and executive agents, affirming common understanding between the various task bearers and enabling the administration to send their decisions to employees and enabling employees to share their suggestions with the administration (Yaghi, 1982) defines communication as meaningful transmission of information from one person to another in order to establish a sort of mutual understanding .(Sazlaqa, 1991) refers to communication objectives as shown in the table below:

Vocal diametric field& investigation	objectives	tendency	job(opportunity)
Satisfaction, conflict resolution, alleviation of tension and role definition	Enhancing degree of acceptability of organisational roles	feelings	excitement) ( emotion)
Domination, updating, reinforcement, expectancy theory and behaviour modification	Commitment to organisational aims	influence	Motivation
decision making, data processing and theory of decision making	Providing data necessary for decision making	technical	Info
Job design	Explaining duties, prerogatives and responsibilities	structure	Monitoring

Source (Sazlaqa, 1991)

2- *Job design*: one of the motivating factors according to Herzberg is to design the work in such a way as to make it an environment for self-assertion, assuming responsibility, and growth opportunities. Job design(Hijazzi, 2005) involves the preparing the final shape of work and its internal fabric. Thus, it involves the degree of complication, the degree of recurrence, the degree of variation, the degree of independence and performance requirements in terms of authority and responsibility, ways of performance and information access. It is evident that there are techniques proven fruitful and therefore, have become more common. These techniques include job enlargement, job rotation and job enrichment through job content and independently managed work teams(Bukhari, 1986),(Suhaila ,et al, 2006)..

3-*Participatory administration*: this means involving the staff in administrative matters. In other works, planning and decision making is not the monopoly of administrative staff. The lower employees are made to participate in the decision making process and offering suggestions in administrative affairs. This enriches the process with multi-speciality expertise, solidarity makes the fulfilment of goals a common concern(Salem, 1989), (Quick, 1999)).

(Keith, 1990)added that other contexts of participation are committees and conferences, assemblies through quality circles; the firstqualitycircleappeared inJapan in 1962(Husain and Shaqraa, 2001),(Albers,1991).

4- *Flexi-time* as defined by(Stoner,1994) is a system that permits employees to arrange work hours in a way fitting their personal needs.The following table shows the flexible time schedule.

The flexible time is 2-21 pm
Basic working hours 10-12
Flexible time is 8-10 am

Source(Stephen, 1995)

5- *Monetary incentives*(Al-Dallah, 2003)defines the monetary incentives as such amounts of money that are either paid all at one time or in monthly instalments. They also include the extra cash added to the individual's income.

6- The nonmonetary incentives are defined by(AlWazi, 1995)as the incentives that help man in satisfying his basic psychological and social needs and therefore increases the worker's feeling of satisfaction in and faithfulness to his job and enhances his cooperation with his colleagues. They include opportunities of entertainment, recognition and esteem due to the worker's exertion and responsibilities.

**Theories of Incentives:**

In an attempt to explain work motivations and human needs of working staff many theories emerged and stepped in to explain the incentives, how to be used for motivating workforce, creating satisfaction among employees. These theories range from theoretical to practical(Certo, 2005) .Some of such theories X & Y theory, Maslow's Hierarchy of Needs Theory, Herzberg's Motivation-Hygiene Theory , Expectancy theory, Equity theory, Goal-setting Theory ,Theory of Human Relationships , Theory of Enhancement, quality rings, theory (z).(Quick, 1999).

**Job Satisfaction**

It is found quite difficult to define the job satisfaction due to its being a psychological phenomenon. However, some of the early attempts to define were endeavoured by super who maintained that an individual's satisfaction with the work depends on how well he finds in the work an outlet for his interests and potential, his values and personal characteristics. It is preconditioned by his practical attitude and the role he plays therein that is in line with his growth and experience.(Fallih, 2001) maintains that job satisfaction means an individual's feeling of happiness and comfort during his performance of work. This is realised by the agreement between what the individual expects and what he actually gets. Moreover, job satisfaction represents factors that motivate the individual towards work and production(Vwroom, 1964), (Herbert, 1990).

**Factors Affecting Job Satisfaction**

(Francis, 1980) points out that one of the researchers reviewed the experience in this field and found that there are seven factors that determine job satisfaction The work itself, supervision, the institution and its departments, promotion opportunities, salary, co-workers, working conditions.

Locke pointed out that he reviewed about 3,300 studies, research papers and university papers, all of which dealt with the subject of job satisfaction, and concluded that job satisfaction is directly achieved by the impact of a set of factors and variables Quoting (Omari, 1992), both direct and indirect, and listed as follows: Direct factors - - Activities in work - wages either indirect factors are: - Relations with colleagues - management - the content of the work done by - the opportunity to progress that is ignored by the work -The type of treatment received by the worker from his supervisor.

**Relationship between satisfaction and job performance**

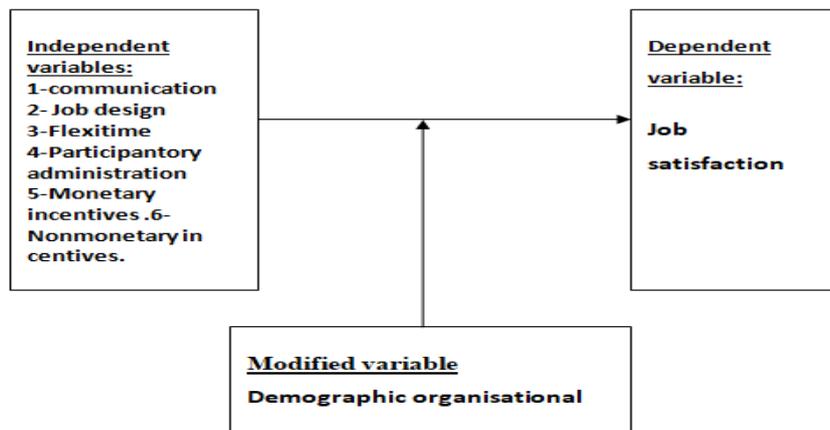
**Scope of the Study**

1-The most important feature of this study is that it addressed the elements of motivation in terms of the use of different methods in the motivation, such as "effective communication, the design of the employee, and the introduction of flexible working style, and the involvement of management personnel, physical and moral motivation" has included six variables in addition to the study is The only one that dealt with flexible work within the limits of science.

2 - The study was characterized by the study of incentives and job satisfaction of administrators working in the educational areas in Sana'a.

**Sample Search Variables**

Cognitive model illustrating the relationship between the independent variable and the dependentvariable.



### III. Research Methodology

The researcher has adopted a descriptive analytic approach in analysing the relationship between the incentives (independent variables) and job satisfaction (subordinate variable) through using statistical analysis tools and techniques in analysing field data collected from the research population sample.

The study depends mainly on questionnaires. The questionnaires were devised to gauge the level of incentives offered to the research sample (six educational zones in the capital city) and job satisfaction attained, and the relationship between the implementation of incentives and the job satisfaction. The study aims at detecting the various opinions of the research elements towards incentives, and how they are satisfied with them with relation to the variables of personality and job. Moreover, it attempts to detect the implications of the demographic variables influence on the sample population's responses on the incentives and the job satisfaction. In the following, a detailed explication of the results obtained through the questionnaires and their interpretation is attempted, using an analytic descriptive approach.

The total number of employees administrative in the select educational zones is 350, seventy percent (245) of which has been selected randomly. Eighty five percent (203) of responses have been abstained. The questionnaires consist of the demographic and organisational data (age, social status, qualification, tenure, administrative level) constituting the first aspect. The second aspect of questionnaire consists of the following: - Incentive measurement record or the independent variable-Job satisfaction or the subordinate variable covered in twenty elements.

The respondents are given the following choices: completely agree—agree – somewhat agree – disagree – absolutely disagree.

The study tools have been checked by a number of professors in the Department of Business Administration and the Bureau of Education within the sample elements in order to verify the clarity of the questions.

Incentive measure distinctive validity test: the size of the sample is 100 questionnaires, including 50 items for measures; the Incentive measure total degree from 66 to 238 degrees with an average of 30.151, a deviation standard of 50.36 a positive torsion measure of 192.0 and a torsion standard error of 241.0 which proves that the distribution of marks is balanced.

### IV. View and analyze results

#### Discuss the characteristics of the sample

The sample includes 66.50 % male respondents and 33.50 female respondents distributed by 18.70 % of bearers of secondary school certificate, 74.90 % bachelor and 6.40. % have higher degrees. Moreover, 24.26% are between 20 to 30 years of age, 39.90 % between 30 to 35 years and those who are more than 35 years constitute 35.50. However, the factors of qualification, age and sex showed no significant differences.

The sample constitutes 16.30 % single, 80.80% married, 1.0 % divorced and 2.0% widows. It is clear that the majority are married and therefore have extra responsibilities besides the hard living conditions.

The population selected for the questionnaire consists of employees who served in the respective jobs for less than five years (securing a percentage of 17.70 %), those who served for five to less than ten years (securing a percentage of 20.70 %), those who served for ten to less than twenty years (securing a percentage of 49.80 %), and those who served for more than twenty years (securing a percentage of 11.80 %). It is clear that the majority are those who served the longest period, and therefore, ideally they are experienced and feel more satisfied with their jobs.

As regards the administrative level of the selected sample, 15.30 % work as managers, 49.30 % work as heads of department and 35.50 % work as professionals. It is clear that the majority of the employees selected are heads of departments followed by professionals and this will effect on their satisfaction as the higher one is positioned the more he is satisfied.

### V. Analysis of hypotheses

#### 1- There are levels of incentives and job satisfaction of employees

Various levels of job satisfaction and incentives among employees in the educational zones have been detected. The table below shows the results of the mono self-test on the theoretical mean of incentive measure.

Aspect	Number	mean	Standard deviation	T test value	Degree Of freedom	Significance level	Level %	t Significant
Administrative communication	203	3.83	.79	15.039	202	.000	70.80	Yes
Job design	203	2.83	.97	2.501	202	.013	45.80	Yes

flexitime	203	2.24	.93	11.708	202	.000	31.00	Yes
Participatory administration	203	3.42	.93	6.455	202	.000	60.50	Yes
Monetary incentives	203	2.23	.93	11.836	202	.000	30.80	Yes
Non-monetary Incentive measurement	203	2.87	.92	1.991	202	.048	46.80	Yes
	203	2.94	.72	1.201	202	.231	48.50	NO

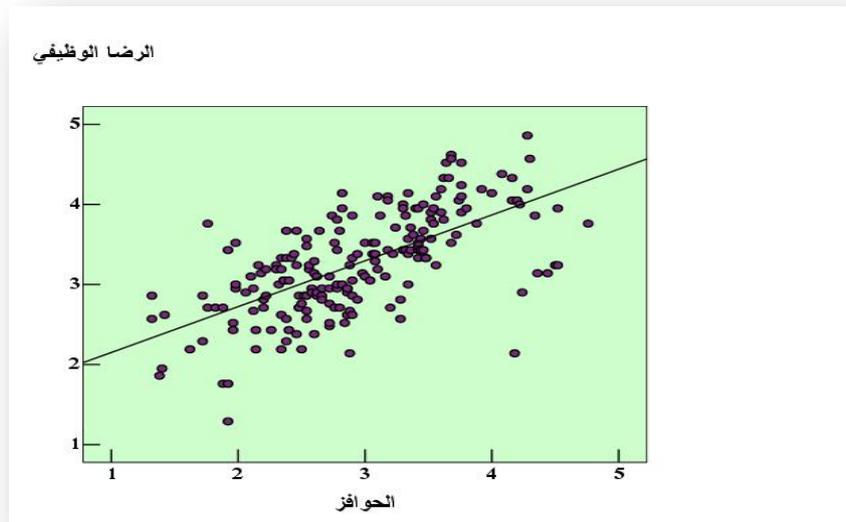
Various levels of job satisfaction among employees in the educational zones have been detected. The table below shows the results of the mono self-test on the theoretical mean of job satisfaction.

Aspect	level	(CSL) Calculated Significance Level	Degree of freedom	T value	Standard deviation	mean	Number
Supervision	74.80	.000	202	15.176	.93	3.99	203
Relation with colleagues	80.30	.000	202	22.280	.78	4.21	203
Work condition	53.00	.094	202	1.684	1.01	3.12	203
Moderate mental challenges	50.50	.738	202	.335	1.05	3.02	203
Personality-job compatibility	69.50	.000	202	11.759	.95	3.78	203
Wages	22.80	.000	202	-17.345	.89	1.91	203
Entertainment/reward	26.50	.000	202	-13.241	1.01	2.06	203
Job satisfaction measure	56.50	.000	202	5.920	.63	3.26	203

2-There is a statistically significant relationship between the incentives as an independent variable and job satisfaction as a dependent variable.

Linear regression of job satisfaction as a dependent variable						
Independent variable	Calculated significance level	T value	Beta Standard Beta	correlation coefficient of standard error	B correlation coefficient	Pearson correlation coefficient
Incentive measure	0.000	12.274	0.655	0.047	0.572	(**) 0.655

Graphic representation of the relationship between incentives and job satisfaction



The linear relationship between incentives and job satisfaction levels shows that the greater the level of application of incentives (effective communication, job design, flexible work, participatory management, financial incentives, and other non-financial incentives), the greater the job satisfaction of employees.

2- Incentives and job satisfaction differ based on the organisational and demographic variables (gender, marital status and administrative level).

1. According to gender

Measure	Calculated significance level	Degrees of freedom	T value	female			male		
				Deviation standard	mean	Number	Deviation standard	mean	Number
Incentive	0.008	201	2.699	0.63	2.75	68	0.74	3.03	135
Job satisfaction	0.562	201	.580	0.58	3.22	68	0.65	3.28	135

2. According to marital status

measure	Calculated significance level	Degree of freedom	T Value	single			married		
				Standard deviation	mean	Number	Standard deviation	mean	Number

Incentives	0.347	195	0.942	0.69	2.84	33	0.72	2.97	164
Job satisfaction	0.856	195	-0.182	0.63	3.29	33	0.64	3.26	164

3. According to administrative level.

One Way Analysis Of Variance (ANOVA) for incentives and job satisfaction variables						
Degree	Source Of Variance	Sum of squares	Degree of freedom	Mean of squares	Calculate d F	CSL
Total degree of incentives measure	Between Groups	0.882	2	0.441	0.855	0.427
	Within Groups	103.156	200	0.516		
	Total	104.038	202			
Total degree of job satisfaction measure	Between Groups	1.376	2	0.688	1.760	0.175
	Within Groups	78.189	200	0.391		
	Total	79.565	202			

4-There is a relationship between the incentives and job satisfaction according to the demographic variables (qualification, tenure and age) as variables modifying the relation between the independent variables and the dependent variable

Measure	Pearson correlation coefficient		
	Period of current work	Age	Qualification
Incentive measure	-0.114	-0.099	-0.021
Job satisfaction measure	-0.092	-0.032	0.009

## VI. Conclusions:

- 1-The incentives offered to the employees in the educational zones are limited (amounting to 48.50% only).
- 2-The application of some incentives is defective and it is even more so for such incentives as monetary and moral incentives, flexitime and job design due to the administrators' unawareness or due to the fact that some incentives are beyond their control such as monetary incentives and flexitime.
- 3-Work monotony and directors' apathy impede creativity and innovation and create a sense of dissatisfaction
- 4-Educational buildings do not provide good work conditions in terms of ventilation and lighting.
- 5-Salaries and cost of living are disproportionate.
- 6-There are no clear criteria for claiming the right to recreation and emolument, in which case it creates a sense of disillusionment among employees.
- 7-There is a direct relationship between the incentives offered and the job satisfaction attained.
- 8-Employees are better motivated through being involved in administration
- 9-Females require more motivation than males, and males get more incentives than the females
- 10-Educational qualification, work tenure and age do not affect the incentive-job satisfaction relationship

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