STRATEGIC COMPENSATION AND EMPLOYEE COMMITMENT AMONG COMMERCIAL BANKS IN KANO STATE, NIGERIA

BY

YAHAYA SALISU ABDULLAHI

HUMAN RESOURCE MANAGEMENT

PhD/35708/113/DF

A RESEARCH DISSERTATION SUBMITTED TO COLLEGE OF ECONOMICS AND MANAGMENT IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF DOCTOR OF PHILOSOPHY IN HUMAN RESOURCES MANAGEMENT OF KAMPALA INTERNATIONAL UNIVERSITY, UGANDA

MAY, 2016

DECLARATION

I YAHAYA SALISU ABDULLAHI hereby declare to the best of my knowledge and belief that the work presented in this report is my original work arrived at through reading and empirical research, and has not been published or submitted anywhere else for the award of a degree in any university or institution.

Signed................................ Date 30/05/2016

APPROVAL

This research has been submitted for examination with our approval as the University appointed supervisors.

Dr Kinyata Stanley	Prof. Maicibi Nok Alhas
30/05/2016	30/05/2016.
Date	Date

DEDICATION

To my late father Mallam Sadisu Hassan, and my late mother Malama Rahina Musa. May Allah grant their gentle soul eternal rest, may he light their respective graves. Ameen

ACKNOWLEDGEMENT

My gratitude goes to Almighty Allah who gave me health, courage, ability and wisdom to venture into this research and made it a reality. May the peace and salutation of Allah, be upon his prophet Muhammad (SAW).

My appreciation also goes to my able and knowledgeable supervisors (Dr Kinyata Stanley and Professor Maicibi Nok Alhas), who took the pain to correct all my mistakes and to put me on the right track through their immeasurable contribution to this research work.

Equally, I am grateful to my brother Alhaji Abdullahi Salisu whom contribution to this study cannot be quantified in every aspect, sir I have no word to use in showing or to describing my appreciation. My only prayer to you is that may Allah fulfill all your needs.

My appreciation also goes to Hussaini Salisu, Aminu Salisu, Rabi Salisu, Hussaina Salisu, Yasir Abdullahi and Ibrahim Abdullahi.

Special thanks also goes to my loving family; my wife Maijidda Abubakar and my children Zuhra Yahaya, Shukura Yahaya, Ummulkhairi Yahaya, Muhammad Yahaya and Fatima Yahaya (Islam), for their patience and support while I was away for this research work, may Almighty Allah reward you abundantly.

My appreciation also goes to Hajiya Saudat Umar, Alhaji Abubakar Umar, Faruk Umar, Abdulhamid Umar, Shamsuddeen Umar, and Nusaiba Umar, who assisted my family while; I am away for this study. I pray Allah (SWA) to reward them abundantly.

I also appreciate the contribution of the entire staff of Kano state college of education. Most especially, the provost, Dr Sule Musa, the deputy provost Dr Gwarzo, the Registrar Mallam Abdulmumini, Director Planning Mallam Hamza Mani, Staff Officer Mallam Shuaibu, My Director (CGSE) Dr Umar Isa, Mal Sale (Dean Sciences), Mal Aminu(Planning), Abdu Danyaro(Planning), Mal. Idris Malami (CGSE), and Abdullahi Yarima. They assisted tremendously for this work to be realized.

This study would also not have been a success without the contributions of the entire staff of Kampala international University. In particular the following people are worthy to be mentioned: chairman Board of trustee Alhaji Hassan Bassajjabalaba, DVC academic Dr Sadik, CHDR Principal Dr Clair Mugasa, CHDR administrator Mr. Benson Tukundane, PhD Coordinator Dr Sarah Diana Kholaba, CHDR Administrator Dr Sophia Kazibwe, Dean faculty of Law Dr Tajuddeen Sanni, Dr Rose Aan Mwniki, Professor Nasanyama (DVC research), My Lecturers (Professor Kabir Haruna Danja, Professor Jones Oribamise, Dr Abuga Mokono Isaac, Professor Kepha Natoluka, Dr Yahaya Ibrahim, Dr Novemberater Sumil, Manuel Sumil, Dr Wandiba Augustine, Dr Kibuka Muhammad, Dr Derrick and Dr Karen).

I am also grateful to my external examiner Dr Moses Muhwezi (MUBS), and My internal examiner Dr Isaac Newton Kayongo (MUBS) as well as Professor Musa Moya (MUBS).

Similarly, My appreciation also goes to all my PhD colleagues for their encouragement and support especially Dr Lukman Siraj, Dr Gambo Mustapha, Dr Bashir Sani, Dr Yola, and Dr Umar Mato (SRCOE, Kano), Dr Abdullahi Garba (Katsina Polytechnic), Dr Bature Isa Usman, Dr Umar Tabari Yero and Dr Sa'idu Halidu (Kaduna State Polytechnic), Dr Ajayi (KIU), Dr Zakari Uba, Dr Ali Adamu Naniya and Dr Salmanulfarisi Abdurrahman (Kano State Polytechnic), Dr Felix Mbazazi and Dr Namakula (KIU), Dr Apollo, Dr Ali Danladi, Dr Halilu, Dr Charles, Dr Rabi'u Nana, Dr Buba, Dr Rufa'i, Dr Tunba and all those who were not mentioned here.

Iam also grateful to the entire staff and management of Main street Bank, Access Bank, First Bank, Unity Bank, and Union Bank for their assistance towards making this work a reality. In particular, I highly appreciate the following people for their immense contributions: Alhaji Ibrahim Isa, Mr. Moses and Mr. Emmanuel (Access Bank), Alhaji Auwalu, Alhaji Abdullahi, Alhaji Ibrahim Hassan and Alhaji Ahmed Usman (Unity Bank), Alhaji Ahmed Bello and Alhaji Muhammad Abdullahi (First Bank), Alhaji Abubakar Sadik and Alhaji Nura(Main Street Bank),Alhaji Nura, Alhaji, Alhaji Umar Kawu, Alhaji khairuddeen, Alhaji Musbahu and Alhaji Adnan(Union Bank).

Lastly, I am grateful to anybody who in any way assists me in completing this dissertation. Thank you very much and may God Almighty bless you abundantly.

Yahaya Salisu Abdullahi

May 2016

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

This study, investigated the influence of strategic compensation (pay for knowledge and pay for performance) on employee commitment. In particular, the study established relationship between pay for knowledge and employee commitment, pay for performance and employee commitment as well as the interaction of pay for knowledge and pay for performance (strategic compensation) with employee commitment among employees of commercial banks operating in Kano, Nigeria. The study adopted descriptive correlational design and Cross Sectional Survey. The study also used both qualitative and quantitative data. That is, Data was gathered through questionnaire and interview. Specifically, 291questionnaires were distributed out of which 257 were properly filled and returned. Also ten interviews were conducted, with the respondents (interviewee). The data was further analyzed and interpreted using frequencies and percentages (for the respondents background information), means and standard deviation (for determining the extent of independent and dependent variables), as well as Pearson's linear correlation coefficient and regression (for the relationships between the independent variable and dependent variable). Based on the analysis, the research found high affective commitment, high continuance commitment, but low normative commitment. The study also found high pay for knowledge, but low pay for performance. The study also revealed significant and positive relationship between pay for knowledge and employee commitment, pay for performance and employee commitment and strategic compensation (pay for knowledge and pay for performance) and employee commitment among employees. Therefore, based on the findings, the study concluded that, the null hypotheses of no significant relationship between pay for knowledge and employee commitment, pay for performance and employee commitment and strategic compensation (pay for knowledge and pay for performance) and employee commitment among employees of commercial banks were rejected; clearly indicating positive and significant relationship between them. The study also recommends that employees should enjoy more strategic compensation (pay for knowledge and pay for performance), normative commitment should be given attention and employee commitment should always be best approached in a multidimensional way.

Key words: *strategic compensation, employee commitment, pay for knowledge*

CHAPTER ONE

INTRODUCTION

This chapter dealt with the basic background of the study. Specifically however, it covered the following items; the background to the study which was divided into historical perspective, theoretical perspective, conceptual perspective and contextual perspective; the problem of the study, the research objectives which were divided into general and specific objectives. The significance of the study, scope of the study, - which was divided into geographical, content and theoretical scope. Lastly, the theoretical framework was also provided. These items have been itemized below.

1.1 Background to the Study

This section provided good information regarding the study because it discussed the background of the study in four important perspectives, namely; historical, theoretical, conceptual and contextual perspective.

1.1.1: Historical Perspective

The concept of employee commitment remains a much researched area. But research in this area stemmed primarily from the need to establish a relationship between antecedents and outcomes of employee commitment in order to create and sustain a committed workforce (Ghosh & Swamy, 2014).

Historically, the concept of employee commitment was derived from an article "The organization Man", written by Whyte from the United State of America in 1956, where he described how middle level employees, not only worked for organizations but they belonged to them as well. In the same direction, Whyte (1956) also observed that, young organization men identified their own wellbeing with that of the company and in those years of rapid expansion after the war, many young men of average ability have been propelled upward so early and so pleasantly, that they can hardly be blamed if they think the momentum is constant". Such men assumed that they would be with the organization for their whole careers (ibid. pp. 194), which indicate how committed they were. This work of Whyte set the building block of employee commitment as an area of knowledge.

However the move toward the consolidation and conceptualization of the concept of employee commitment as a concept and area of specific knowledge began in 1960 with work of Becker (1960). This can also be justified by the study of Ogba (2007) who support that, by 1960, employee commitment emerges as a distinct construct for study. However, in tracing the discipline from where commitment originates, Becker (1960) in his article 'notes on the concept of commitment', and Kanter (1968) in his book 'commitment and social organization- a study of commitment mechanisms in utopian communities' as well as social psychologist Kessler (1971) in his book 'the psychology of commitment-experiments linking behavior to belief' (all published in United State),argued that, Commitment had its origins in sociology and gained prominence in the organizational behavior literature as a potential predictor of employee turnover (Mowday, Porter, & Steers, 1982). However, Ogba (1970) contradicted this position and assert that, a historical view of academic interest in employee commitment in organizations could be dated back to sixty years during which some management and psychology academics such as Maslow (1943), Weber (1947), Fayol (1949) and Herzberg (1959) wrote and researched extensively on management theories and organizational psychology, which have contributed up to the present studies of employee commitment. This argument of Ogba (1970) concurs with that of Cohen (2003) who supported that, the concept of employee commitment, grew in popularity in the literature of industrial and organizational psychology.

Therefore the basic thrust here is that, because of its perceived importance to the organizations, employee commitment remains one of the much researched topic as stated earlier. Hence, for better understanding, Scholars categorized the studies in the area into eras. For example, Cohen(2007) generally view the history of employee commitment research into three Eras which include, the early era which he referred to as side bets era, secondly, the middle era which he term as the psychological attachment approach and lastly the third era which he called the multi-dimensional approaches. He therefore argued that, the early era is based on Howard Becker's (1960) conceptualization that defined commitment by using what is known as the side-bet theory. The side-bet theory approach was one of the earliest attempts to advance a comprehensive conceptual framework about the concept of commitment that presents a thorough perspective on the individual's relationship with the organization. According to this theory (side bets), committed employees are committed because they have totally hidden or somewhat hidden investments, "side-bets," they have made by remaining in a given organization (ibid). It is however important to note that, The term "side-bets" was used by Becker (1960) to refer to the accumulation of investments valued by the individual that would be lost if employees were to leave the organization. This is because, it was carefully observed that, over a period of time certain costs accrue, that make It more difficult for the person to disengage from a consistent pattern of activity, namely, maintaining membership in an organization. The threat of losing these investments, along with a perceived lack of alternatives to replace or make up for the loss of these investments, commits the person to the organization (Becker, 1960).

Secondly, according to Cohen (2007) the main approach of the second era was advanced by Porter et al. (1974) and in this middle era, the focus of commitment shifted from tangible side-bets to the psychological attachment one had to the organization which is term attitudinal. According to Porter et al (1974) an attitudinal perspective refers to the psychological attachment or affective commitment formed by an employee in relation to his identification and involvement with the respective organization.

Lastly, according to Cohen (2007) the multi-dimensional era was the era of two leading multi-dimensional approaches which were advanced in the 1980s, one by O'Reilly and Chatman (1986), and the other by Meyer and Allen (1984).In this period of multidimensional era, the attention is shifted away from viewing employee commitment as single-dimensional. Therefore it was approached and studied as a multi-dimensional concept. Although There were some other multi-dimensional approaches, but these had much less impact than the two main approaches by O'Reilly and Chatman (1986), Allen and Meyer (1984) as well as Meyer & Herscovitch (2001).

However, there were other developments which came later. This was due to the fact that, workers' commitment is now a central theme in management discourse and employee commitment continues to be a topical issue in management research and continues to engage the attention of practicing managers (Gbadamosi, 2003). It was also due to the situation Asawo (2012) described. Where by business operators are increasingly acknowledging employees' commitments as an important factor in the attainment of organizational goals in the present day work place. It was also evident by several studies conducted on constructs associated with employee commitment in organization over the years, some of which include the following; performance and or productivity (Sweins & Kalmi, 2008), (Dixit & Bhati, 2012), organizational effectiveness (Mishra, 2005), structure, job satisfaction (Okpara, 2004), communication(Sweins and Kalmi 2008), vision (Ahiuza and Asawo 2012), withdrawal intentions, retention, competitive advantage, leadership (Brown, 2003), (George and Olumide, 2011), (Akinbode & Fagbohungbe, 2012), (Ramli & Desa, 2014), career development (Ogaboh et al., 2010), monetary rewards, incentives and compensation or rewards management (Miller, 2005), (Omolayo & Owolabi, 2007), (Saleem, 2011), (Idemobi & Akpunonu, 2011), (Anvari et al., 2011), Justice (Akpnar & Tas, 2013), job characteristics (Nwosu et al., 2013), internal marketing (Narteh, 2012) psychological contracts (Anvari et al., 2012),(Obalola, Aduloju,& Olowokudeju, 2012), perceived organizational support (Rhoades, Eisenberger & Armeli, 2001), work engagement (Vance, 2006), (Aghyeman & Ofei, 2013), suggestion scheme (Jaja & Okpu, 2013) and lastly, turn over intention (Adenguga et al., 2013).All with the view of finding what best predicts employee commitment. That was why Ahiauza and Asawo (2009) argued that, recognizing the sources of employee commitment has become an increasingly significant priority for organizations.

Therefore one of the later developments was by Cohen (2007) which he described as 'two -dimensional model'. It was based on the premised that, approaching employee commitment simply from multidimensional approach cannot be enough. Hence to understand employee commitment, time is crucial. That is, propensity before employment must be taken into cognizance. The higher the propensity, the higher the commitment after joining the organization. Then after joining the organization, the commitment can be instrumental (which according to him bring about shallow commitment), and or affective which was based on psychological attachment (which is more desirable and deeper).

Furthermore, the last major development in the area was by Somers (2009) who came out with what he described as combined theory. He postulates that employee commitment can best be described by combining the dimensions of employee commitment, which he described as commitment profiles. They include; highly committed, affective-normative dominance, continuance-normative dominance, continuance- dominant and uncommitted. But he maintained that the most positive is affective-normative dominant, which include lower turnover intensions and lower level of psychological stress. He conclude that, commitment is very is very complex because it involves psyche and emotions.

From the forgoing discussions we can concludes that all these development in the area of commitment were significantly important in understanding the historical perspective of employee commitment.

However, in Nigeria, the study of employee committed started with the work of Okolo (1973) who investigated the influence of location on worker commitment, but generally, studies in the area indicated divergence view among researchers (Salami, 2008). Some scholars argued that Nigerian workers are not committed (Olugbile, 1996) while others believed that they are committed but it is the organizations that do not show commitment to the workers (Alarape & Akinlabi, 2000).This study therefore examines strategic compensation as a predictor of employee commitment with the aim of adding knowledge to the recent studies in the field.

1.1.2: Theoretical Perspective

A theory is of critical importance for guiding a research. It provides a clear direction for the study. However, selection of theory to guide a study must be based on the nature of topic at hand particularly the dependent variable. This will help to appreciate the subject understudy in a more theoretical position. In this scenario, the dependent variable is employee commitment at the work place. Therefore since the study is based on what attracts and retain commitment of employees at work place, theories of human behavior would be more desirable and necessary to adopt. These theories are instrumental in explaining the rationale, behind individual or group action and choices. Therefore a number of these theoretical perspectives were considered to underpin this study. The theories include Hierarchy of need theory founded by Abraham Maslow (1943), ERG theory founded by Alderfer (1969), Equity theory of John Adams Stacey (1963), and Victor Vroom's expectancy theory (1964). An analysis these of theories were done by examining their basic thrust and assumptions about human behavior, and by considering their strength and weaknesses so as to choose one or two out of them for the study. Therefore, based on the analysis performed, equity theory of John Adams Stacey (1963) and expectancy theory of Victor Vroom (1964) were selected to guide the study.

However, for clarity, Examination of the basic thrust of each of the four theories, as well as their strength, and weaknesses were carried out below:

1.1.2.1: Maslow's Need Hierarchy Theory (1943)

Maslow came out with the Need Hierarchy Theory which becomes famous in explaining human behaviour. However, Maslow's original Hierarchy of Needs model was developed between, 1943-1954. It was first widely published in Motivation and Personality in 1954. At this time the Hierarchy of Needs model comprised five needs.

Maslow's Theory states that people have a pyramids hierarchy of needs that they will satisfy from bottom to top. There Are deficiency needs, that will stifle any other movement if they're not satisfied, and growth needs, that can be progressively satisfied once the basics needs have been covered.

In his analysis of hierarchy of needs, Maslow(1954), argued that employees can only be motivated to be committed if and when their needs are met and fulfilled by their organizations because human is in predictable sequence, which means that, satisfying or catering of employees needs may to a greater extent induce employee commitment. This implies that, for Maslow employee can best be understood and manage by taking his needs into cognizance. He contended that people are motivated and committed by their need (that is lower needs before they try to satisfy higher needs).Maslow also postulates that higher needs emerge as lower ones are satisfied, but that a satisfied need does not necessarily satisfy behaviour. All employees have material needs, and if these are fulfilled they will satisfy and motivate to a certain extent, but personal needs and aspirations then take over and play an important role in motivation.

Maslow believes that human needs could be placed in five categories (Aldag and Stearns 1987). These needs according to him are as follows (from lower to higher)

(a) *Physiological needs*: these are basic necessities of life which include food and thirst, sleep, health, body needs, exercise and rest as well as air.

(b) *Safety or security needs*: these include; stability, absence from illness and pain, protection, comfort and peace, no threats or danger, orderly and neat environment, no deprivation and assured of long term economic condition.

(c) *Social or affiliation needs*: these are the needs for social affiliation which includes friendship, acceptance, group membership, love, affection, group participation.

(d) *Esteem or ego needs*: these include; freedom, recognition, confidence, leadership, independence status, success, competence, intelligence, self esteem.

(e) *Self actualization needs*: these include, realizing ones full potentials, intellectual curiosity, acceptance of reality, creativity, aesthetic appreciation and becoming everything one is capable of being.

Therefore the behaviour of a person (whether productive or otherwise in the society or organization) depends on the satisfaction of these needs at any level. And for Maslow, once a need is satisfied it is no longer a powerful motivator for individual action (Bateman & Snell, 2011). As the need of lower level is satisfied- physiological, those at the next higher level- security- would become the most important and activated and so on (Aldag & Stearns, 1987). Therefore at this juncture, it is clear that individuals may differ in the strength of their various needs. Those differences may affect their reactions to reward system, work, job design, and leader behaviour etcetera. Therefore, an employee may have strong commitment if these needs are taken care of in an organization. However, where he perceived those needs are not taken care of, or his work or organization cannot aid him to fulfill those needs, the resultant behaviour is obvious.

However, despite its role in explaining human behavior, this theory also have its shortcomings which can be summarized below:

Criticisms of need hierarchy theory:

The hierarchy of needs theory adequately describes the general order or ranking of most people's needs. However, there are several other possibilities to be considered:

First, although the needs of most people are arranged in the sequence, difference in the sequence can occur, depending on an individual culture, experience, social bringing and numerous other personality aspects (Rue & Byers, 2009).

Secondly, the strength of individual needs may shift back under different situations. Example during economic crisis, physiological and safety needs might tend to dominate an individual behaviour while this can be the reverse during economic boom.

Thirdly, the ways by which the various needs can be met, sometimes to a larger extent depends and tend to be controlled by cultural and societal factor.

Fourth, another need has been added which Maslow did not acknowledge, it is known as "Need for Consolidation" (Kreitner, 2009).

The above shortcomings, made Maslow theory weak to be considered for this study.

Equally, this study used strategic compensation in terms of, reward, benefits or incentives to determine its influence on employee commitment. But some of the needs illustrated by Abraham Maslow theory cannot be determine using rewards. Hence cannot capture employee commitment properly. That is it can only be applied at the lower level, but as it started getting to the higher level, its applicability diminishes. For example rewards cannot determine individual self esteem or self actualization. These factors made the theory inappropriate for this study, and made it necessary to consider another theory by Clayton Paul Alderfer which he popularly described as Existence, Relatedness and Growth (ERG) theory in 1969.

1.1.2.2: Clayton Paul Alderfers (1969)

The ERG theory was based on expansion of Maslow's Hierarchy of needs theory. But in this perspective, Alderfers categorized the hierarchy of human needs into what he refers to as ERG theory (Existence, Relatedness and Growth).His main postulation was categorizing human needs into three main categories. Therefore, for him it was these three categories of human needs that influence worker's behavior. He argued that, Existence Needs: refers to physiological and safety needs (such as hunger, thirst and sex). These are The Maslow's first two levels of needs. Secondly, Relatedness Needs: which he term as social and external esteem (that is, involvement with family, friends, co-workers and employers). These are The Maslow's third and fourth levels of needs. The third one is Growth Needs: which includes internal esteem and self actualization (that is the desire to be creative, productive and to complete meaningful tasks). This is equivalent to Maslow's fourth and fifth levels of need.

Aldefers therefore argued that, unlike Maslow's assumptions that access to the high level of need required satisfaction to the lower level needs, ERG are simultaneous needs. However, Aldefers further argued that, the importance of existence, relatedness and growth needs may vary according to each individual. Therefore Managers must recognize that an employee has multiple needs, which must be attend to and satisfied simultaneously. Hence, the Progression upward from relatedness satisfaction to growth desires does not presume the satisfaction of a person's existence needs. In using the ERG theory, you should never focus on a single need at a time. This is because, if you focus on a single need at a time, this will not effectively motivate and commit an employee.

It is equally important to note that, Even Though the priority of these needs differ from person to person, Alderfers Prioritizes in terms of the categories' concreteness. Existence needs are the most concrete and easiest to verify. Relatedness Needs are less concrete than existence needs, which depend on a relationship between two or more people. Finally, Growth needs are the least concrete in that their specific objectives depend on the uniqueness of each person.

ERG theory however made the following conclusions: first, lower level need does not necessarily have to be gratified for a higher level need to become relevant or to be activated (that is a person may satisfy a need at hand, whether or not a previous need has been satisfied), secondly If a relatively more significant need is not gratified, the desire to gratify a lesser need will be increased(Example The frustration in meeting high order needs might lead a person to regress to a more concrete need category) and lastly, this Theory does have some form of hierarchy according to concreteness, but it also allows the order of the needs to differ for different people.

Therefore from the basic thrust of ERG theory so far examine, one of its clear difference from Maslow needs Hierarchy theory is that, according to Alderfers, these needs can occur simultaneously as against. That is a particular need does not need not be satisfied, before the other higher need become relevant or activated. This, of course captures the nature of human need more practical. However, although ERG attempt to explain human behaviour particularly at the work place, but the theory like any other social and management theories have its weaknesses which were observed below:

Weaknesses of Alderfers theory

This theory also has its weaknesses to be applied on employees by managers. Firstly, the theory lacks clarity because it does not offer clear cut guidelines. It only implies that individuals will be motivated and committed to engage in behavior which will satisfy one of the three sets of needs postulated by the theory.

Secondly, in order to predict what behavior any given person will be motivated to engage in. there is need for an assessment of that person to determine which of the three needs were most salient and most important to that person. Only then the individuals would be predicted to engage in behavior which would lead to the attainment of outcomes, with the capacity of fulfilling these salient needs.

Thirdly, it is also important to note that, the theory process and procedures of predicting and engaging employee to commit to a behavior is too cumbersome.

Fourthly, the theory is also too simplistic for collapsing so many levels of needs into three without clear guidelines on how and when to satisfy which.

Lastly the theory did not emphasize on financial rewards or compensation to employees which is now believed to be the building block of employee- employer relationship. Because of the above weaknesses, this theory cannot be used to underpin the study. Hence, the difficulty in applying the theory which is manifested in the lack of clarity of the theory, coupled with difficulty of the process and procedures of the theory, made the theory very difficult to apply for this study. Base on this another theory of human behaviour was considered which is called the Expectancy theory.

1.1.2.3: Expectancy theory (1964)

This on the other hand was developed by Victor H. Vroom in 1964. It is a cognitive process theory of motivation that is based on side bets (calculations). It is based on the idea that people believe there are relationships between the effort they put forth at work, the performance they achieve from that effort, and the rewards they receive from their effort and performance. In other words, people will be motivated if they believe that strong effort will lead to good performance and good performance will lead to desired rewards (Lunenburg, 2011).

Vroom (1964) also, asserts that the expectation (reward) of employees on task performed motivates and encourages them to be committed. Thus, the higher the expectation of the workers, the greater the motivation to be committed. But on the contrary, the lesser the expectation of the workers, the lower the motivation to be committed (Martin & Shawn, 1984).

Furthermore, According to Vroom (1964), Expectancy theory is based on four assumptions. One assumption is that people join organizations with expectations about their needs, motivations, and past experiences. These influence how individuals react to the organization. Secondly, that an individual's behavior is a result of conscious choice. That is, people are free to choose those behaviors suggested by their own expectancy calculations. Thirdly people want different things from the organization (Salary, job security, advancement, and challenge). Fourthly, people will choose among alternatives so as to optimize outcomes for them personally (Lunenburg, 2011).

Based on these assumptions therefore, three elements are necessary which include, expectancy, instrumentality and valence. That is an individual is motivated to the extent that he or she believes that: (a) effort will lead to acceptable performance (expectancy), (b) performance will be rewarded (instrumentality), (c) that the value of the reward is highly positive (valence). According to Vroom (1964) motivation, expectancy, instrumentality and valence relate to one another that is Motivation= Expectancy × instrumentality × Valence

From the above therefore, it means that, an employee will be motivated to commit himself to his job and organization if he believes that his effort will lead to acceptable performance, performance will be rewarded and the value of the reward is positive to him. In a more precise manner, Vance (2006) summarized the congruency between this research and the expectancy theory when he said:

> *"Because commitments require an investment of time as well as mental and emotional energy, most people make them with the expectation of reciprocation. That is, people assume that in exchange for their commitment, they will get something of value in return—such as favors, affection, gifts, attention, goods, money and property. In the world of work, employees and employers have traditionally made a tacit agreement: In exchange for workers' commitment, organizations would provide forms of value for employees, such as secure jobs and fair compensation. Reciprocity affects the intensity of a commitment. When an entity or individual to whom someone has made a commitment fails to come through with the expected exchange, the commitment erodes."*

Furthermore, it is however important to note that, Vroom's expectancy theory differs from the content theories of Maslow and Alderfers because it does not provide specific suggestions on what motivates organization members. Instead, Vroom's theory provides a process of cognitive variables that reflect individual differences in work (Luneburg, 2011). Equally, many scholars agreed that Expectancy theory is one of the most acceptable theories in explaining employee behavior and there is substantial evidence to support the theory. This is because; numerous studies were undertaken to test the applicability and accuracy of Expectancy Theory in predicting employee behavior and direct tests have been generally supportive (Parijat and Bagga, 2014). Therefore, it is arguably sound to say that, if organizations actually compensate or reward individuals for performance rather than other factors like seniority, job difficulty and other considerable factors, expectancy theory will appear more validly. Finally, expectancy theory is more realistic. This is because, it helps harmonize employee goal with his organizational objectives and it recognizes individual needs. Equally, expectancy theory also has its weaknesses.

Weaknesses and Limitations of Expectancy Theory

Although Expectancy theory is more realistic than Maslow or Alderfers theory, however it is not complete and all comprehensive. We must also understand that all theories in social sciences are limited and the Expectancy Theory is no exception (Parity & Baggs, 2014).

Secondly, the theory lies in its ability to explain with high probability what it intends to explain. It must also accept that human nature, and human behavior are to a greater extent more of subjectivity than objectivity, hence can never be fully or accurately theorized. However, we should have at the back of our mind that all social science and behavioral theories suffer from this same limitation.

Thirdly, the theory is highly complex because it contains so many variables. Therefore its practicability cannot be trusted.

Fourthly the ability of employees to make right calculation taken into consideration environmental factors, and resources is seriously in doubt, likewise their managers' ability to do that.

Equally, on the quantitative measures of expectancy, instrumentality and valence that form the bedrock in the theory is also another problem because it may be too difficult to calculate and arrived at the right or favorable answer for the employee to be committed and or motivated. Hence reliable measures of valence, expectancy and instrumentality need tobe developed. However, some critics suggest that, it has only limited use and is more valid where individuals clearly perceive effort– performance and performance–reward linkages. Because few individuals do, the theory tends to be idealistic (Robbins et al., 2013).

The theory also faces a problem when the same incentives are given to different employees who may have different reasons for superior performance. The theory also seems lacking when it fails to come to grips with the fact that some employees may be more interested in intrinsic rewards than extrinsic rewards. But this study is more to do with the extrinsic reward which is strategic compensation. Therefore the issue of intrinsic reward is not the area of focus for this study.

From the above, although expectancy theory has its short comings, but it is important to note that, no behavioral or social science theory that is free from some inherent weaknesses whether in terms of its mechanism, applicability or its generalizability. Therefore, despite its complexity and calculation aspect, its application to this study is more appropriate than the other theories. Hence, since expectancy is reliable and explain the employees behavior more than the previous ones, It is selected to co-guide the study.

1.1.2.4: Equity theory (1965)

Equity theory posits that, employees seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs and outcomes of others (Adams, 1965).By implication, it therefore means that people as employees value fair treatment which in turn make them to be committed to keep the fairness going within the relationship with co workers and the organization.

Furthermore, as founded by John Adam's Stacey in (1963), equity theory attempts to explain relational satisfaction in terms of perceptions of fair or unfair distribution of resources. It also asserts that, employees seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs and outcomes of others (Adams, 1965). It therefore means that people as employees value fair treatment which in turn make them to be committed to keep the fairness going within the relationship with co workers and the organization.

According to Gogia (2010), when applied to the workplace, Equity Theory focuses on an employee's work-compensation relationship or "exchange relationship" as well as that employee's attempt to minimize any sense of unfairness that might result. The Theory deals with social relationships and fairness/unfairness, it is also known as The Social Comparisons Theory or Inequity Theory (ibid).

Equally, in explaining the importance of this theory to compensation and commitment, Vance (2006, P.16) posits that, "In designing financial forms of compensation, consider employees' sensitivity to equity. Will they perceive compensation as commensurate with their contributions? As fair compared to pay earned by co-workers performing the same or similar jobs? Fair compared to what other jobs in the organization pay? Reasonable; given what other employers are paying for the same work? Perceived inequity can cause employees to disengage and reexamine their commitment to your firm. They may ask for a raise, seek employment elsewhere or stop striving so hard to deliver top-notch results. And none of these outcomes benefits your organization."

Equity theory deals strongly with the aspects of organizational justice, whether the individuals feel that they are treated fairly at work or not. The felt equity or inequity will impact their level of effort given in the work environment (Laakso, 2012).

This theory proposes that individuals who perceived themselves as either under rewarded or over rewarded will experience distress and that this distress leads to effort to restore equity within the relationship. This theory has four propositions which include: (a). Individuals seek to maximize their outcomes (rewards less costs), (b). Groups can maximize collective rewards by developing accepted systems for equitably apportioning rewards and costs among members, (c). When individuals find themselves participating in inequitable relationships, they become distressed and (d). Individuals who perceived that they are in an inequitable relationships attempt to eliminate their distress by restoring equity.

Furthermore, in their analysis, Ronen (1986), Scholl et al. (1987), Goodman (1974), and Summers & DeNisi (1990) found four different referents employees are using when determining their state of experienced equity or inequity.

Individual inputs can be education, effort, experience, and competence in comparison to outputs such as salary, recognition and salary increases. If an individual notices an imbalance on the input - outcome ratio according to his or her own experiences and in comparison to the others, tension is accumulated (Laakso, 2012).

It is however important to note that, the imbalance of equity is called equity tension and being under-rewarded results feelings of anger and being over-rewarded creates feelings of guilt. The tension resulted of these negative feelings make individuals to seek for fairness and equity. According to Adams (1965) the attempt to correct the equity tensions is the source of one's motivation according to this theory.

Additionally, according to Arnold et al. (2010), in relation to equity theory what is important to note is that the individuals who feel under-rewarded will have stronger, negative feelings with the ones who are over-rewarded. Therefore if inequity is met in the employee-employer relationship Walster et al. (1987) and Greenberg (1989) found that individuals are likely to change their inputs to correspond to the outcomes that is, lower the work effort to equal the outcomes, change the referent to whom they are comparing the felt inequity or distort perceptions of self or others. In order to battle the inequity individuals may also see quitting as an exit to the situation (Robbins, 2003).

Equally, an individual will consider that he is treated fairly if he perceives the ratio of his inputs to his outcomes to be equivalent to those around him. Thus, all else being equal, it would be acceptable for a more senior colleague to receive higher compensation, since the value of his experience (and input) is higher. The way people base their experience with satisfaction for their job is to make comparisons with themselves to people they work with. If an employee notices that another person is getting more recognition and rewards for their contributions, even when both have done the same amount and quality of work, it would persuade the employee to be dissatisfied. This dissatisfaction would result in the employee feeling underappreciated and perhaps worthless. This is in direct contrast with the idea of equity theory, the idea is to have the rewards (outcomes) be directly related with the quality and quantity of the employees contributions (inputs). If both employees were perhaps rewarded the same, it would help the workforce realize that the organization is fair, observant, and appreciative.

According to Arnold et al. (2010) and Ramlall (2004) an individual on employee – employer relationship evaluates not only the benefits and rewards he or she receives and whether the input given to the organization is in balance with the output but also the relevance of inputs given and outputs received by other employees inside or outside the employing organization.

From the forgoing therefore, it is suffice to say that according to this theory, employee will be more committed to their jobs and organizations when they perceived equity between their input (time, effort, loyalty, hard work, ability, adaptability, flexibility, determination, tolerance, sacrifice, trust in superiors, skills, support and enthusiasm) and output (salary, benefits, expenses, recognition, reputation, responsibility, sense of achievement, praise, thanks and stimuli) they receive.

However, despite its logical assumptions in explaining human behaviour, this theory (like any other theory of human behaviour), have some weaknesses.

Weaknesses of equity theory

As earlier said, like any other behavioral theory, equity theory also has its weaknesses or limitations they includes the following:

Scholars have criticized both the assumptions and practical application of equity theory. They have put question mark on the simplicity of the theory, based on the argument that a number of demographic and psychological variables to a greater extent affect people's perceptions of fairness and interactions with others.

Secondly, much of the research supporting the basic propositions of equity theory has been conducted in laboratory settings, and therefore has questionable applicability to real-world situations particularly on employees of organizations (Huseman, Hatfield & Miles, 1987).

Thirdly, criticisms were also directed towards perception of equity or in equity by employees, thus people might perceive equity/inequity not only in terms of the specific inputs and outcomes of a relationship, but also in terms of the overarching system that determines those inputs and outputs. Suffice to say that, in a business setting, one might feel that his or her compensation is equitable to other employees', but one might view the entire compensation system as unfair (Carrell & Dittrich, 1978).

Fourthly, , Although management of an organization can do a lot to prevent perceptions of inequity, the assessment of inputs and outcomes will remain based on an individual's (employee) subjective perception (Adams, 1963).

Fifthly, it is also too general because, Equity theory can be applied in almost any exchange situation, so there are a multitude of components that can be listed as inputs or outcomes. There also can be significant difficulty in determining these exact components due to their subjective nature (Siegel, Schraeder, & Morrison, 2007).

Sixly, also, there are several factors that an employee will be used in determining the "comparison other". The determination is based on their gender, length of service at their current position, job and education level. The comparisons are: Self-inside – their experience versus someone else in their present company; Self-outside – their experience they had in another organization; Other-inside – another co-worker's experience inside their present company; Other-outside – an individual's experience in another organization (Robbins & Judge 2010)

Additionally, the theory also lack details because, it lists certain factors, but offers so many strategies for restoring the equity as a result of in equity suffered but does not predict in details which option individual will select (Redmond, 2009). It does not also provide long term knowledge of inequity reactions.

Finally, despite the limitations and weaknesses of this theory but it is significantly good in explaining employee behavior. The theory is more accurate in predicting behavior (Greenberg, 1990), it also makes practical sense (Redmond, 2009) it also has the suitability and ability to fit with other theories particularly, the expectancy theory. For example, an employee can use equity theory to make calculations and based on that determine that inequity has occurred; however, He can use the expectancy theory to act upon the inequity. Hence expectancy theory and equity theory complement each other in guiding this study.

In summary this aspect of theoretical perspective, four theories were considered; Abraham Maslow needs Hierarchy, Aldefers' ERG, Expectancy theory of Victor Vroom and equity theory of Adams Stacey. Each theory was examined based on its basic thrust, strength and weaknesses. In the light of this, two theories (expectancy theory and equity theory) were selected to guide the study. This is due to their relative applicability and validity in the work place and to the employees, more than other theories in the field and their ability to complement each other. The two theories are also based on the other valid theories in the field of employee commitment. For example, expectancy theory was based on the side bet theory while equity theory is based on social exchange theory.

Also to further justify why the two theories were used, Equity theory proposes that employees who perceived themselves as over-rewarded or under-rewarded will experience distress. This distress persuades them to restore equity at the workplace. Equity theory has elements of exchange (input and output), dissonance (lack of agreement) and social comparison in predicting individual behavior in relation to others

(Keth, 2015). While expectancy theory, is on the assumptions that employee joint organization with expectations. Hence the employee will be committed if his effort lead to good performance, and the performance deserved a good reward. However one major difference between the two theories is that, in expectancy theory, people perform actions in exchange for rewards based on their conscious expectations, but equity theory suggests that people derive job satisfaction by comparing their effort and reward ratio with others

The theories of expectancy and equity were both used for this study due to the nature of the problem at hand. It is however important to note that the two theories provided a good explanation of employee behaviour at work place. Expectancy theory is based on premised that, an employee will be committed due to his personal effort he put at work and reward he receives from the reward system. Therefore, if the reward is sufficient as per the perception of the employees, then employees will be committed. On the other hand, equity theory is based on the premised that, commitment from employee comes as a result of comparisons. This is due to the fact that, employees compare the effort and reward ratio with other employees (colleagues, friends, neighbors in their organizations and even outside). If they feel the ratio is fair in comparison with others, they will be satisfied and committed. Otherwise, they will face distress. These explanations provide the basis for the two theories to be used in this study. Hence they (two theories) can fit each other for example an employee can use equity theory to make calculations (since equity theory is based on side bets and employee is always conscious of fairness, therefore using his subjective or objective judgment can used his colleague input and reward viz-a-viz his input and reward to make judgment), and based on that established that inequity has occurred. However, He can use the expectancy theory (he can review his effort and reward) to act upon the inequity.

These theories are also practically applicable, and a practical example is that most of the strikes embark upon by state high institutions of learning in Nigeria resulted due to perceived in equity in the differences of rewards, where by the federal and other states institutions of higher learning are higher than others. This makes them to feel distress and used expectancy to correct the inequity, by embarking on warning and sometimes indefinite strike, or showing lackadaisical attitude to their work, to lower the standard so as to correct the inequity and at the same time, change their expectation to correct the inequity. This also happens in many sectors in Nigeria such as financial, health, communications and many others.

In conclusion, the issue is that once employee found in equity in comparisons of his input and output as against input and output of his colleagues, this can make him to review his expectations, so as to correct the inequity. Hence equity theory and expectancy theory complement each other.

1.1.3: Conceptual Perspective

Conceptually the study investigated the following variables: strategic compensation as the independent variable (which consists of two constructs, pay for performance with the following elements(pay adequacy, participation in pay system, individual pay for performance and group pay for performance) and pay for knowledge with the following elements(pay for autonomy, pay for skills variety, pay for training and pay for flexibility) which was based on modified Anvari et al. (2011) model of strategic compensation) and employee commitment as the dependent variable which has the following dimensions or constructs; which according to Allen and Meyer (1991, 1997) has the following construct; affective commitment, continuance commitment and normative commitment.

Strategic compensation means aligning employees' rewards with organizations desired objectives, goals and mission. Using compensation strategically means aligning the finite resources an organization has with its desired goals (Trevor, 2008). It is also worthy to note that, contemporary approaches to compensation emphasize the importance of aligning employees behavior with strategic direction of the organization (ibid). This is in other words means strategic compensation. According to Pfeiffer (1994), compensation is a source of economic value added, along with other human capital measures, rather than merely a cost of doing business, when used strategically. It is therefore a means through which firms secure and maintain competitive advantage. Also according to Cho (2003), compensation and reward systems can become an important signal of an organization culture and values. Therefore when considered from strategic perspective, organization could customize classification and compensation systems to help create a culture and to attract a workforce that posses the values, knowledge, skills and abilities that support the organization strategic goals and objectives. He maintains that for organization to be successful, they should develop classification and pay strategies that are in alignment with the organizations' mission. To do this, organizations must first recognize the importance of developing pay practices within a framework that ultimately comes down to rewarding employees appropriately for the skills, intellect, innovation, energy and commitment that they bring to the organization.

However more explanation can be obtain in the literature review (chapter two). Accordingly, Strategic compensation has two dimensions which include pay for knowledge and pay for performance as postulated by Anvari et al. (2005).

Pay for performance as the name implies means paying an employee based on his performance. According to Cho, (2003) an increasing number of organizations are trying to link pay to performance through programs such as variable or incentive pay, where a percentage increase in pay depends on the employee's achievement for predetermines measurable. According to Ismail, et al. (2010), performance based pay has two major dimensions which is pay participation and pay adequacy. However, for this study group pay and individual pay was added as part of pay for performance. On the other hand, pay for knowledge implies that an employee receives pay, for the range, depth and types of skills they possess. They are paid for the skills they are capable of using, not for the job they are performing at a particular point in time (Ledford, 1989) Therefore, successful and effective pay for knowledge plans depend on the organizations ability to develop and implement systematic training programs. Organization that adopts pay for knowledge plans ensures that all employees have equal access to the training needed for equal higher level of skills (Martocchio, 2009). This research adopted Anvari et al. (2005) conceptualization of Pay for knowledge. Based on this conceptualizations, pay for knowledge has the following dimensions or element: pay for autonomy, pay for skills variety, pay for training and pay for flexibility.

Equally, Employee commitment implies a strong belief in and acceptance and acceptance of organizations goals and values, a willingness to exert considerable effort on its behalf and a strong desire to maintain its membership. In another instance, Kanter (1968) defines commitment as "The willingness of social actors to give their energy and loyalty to social systems, the attachment of personality systems to social relations, which are seen as self expressive. Gbadamosi (2003) define commitment as identification, involvement and loyalty to ones organization, as well as a feeling of obligation to stay with ones organization. Another scholar in person of Armstrong (2003) also has similar view when he said, commitment means identification with the goals and values of the organization which manifests as a craving to belong to the organization and the associated readiness to display effort on its behalf. According to Allen and Meyer (1991, 1997), employee Commitment has three-dimension which include affective, normative, continuance. In particular however, Meyer and Allen (1991) argued that employees can experience all three forms of commitment to varying degrees and the strength of each is influenced by different factors. Affective commitment is influence by the extent to which employee's needs and expectations about the organizations are matched by their actual experience. Continuance commitment comprises of personal sacrifice associated with leaving and limited opportunities for other employment, while normative commitment is influenced by societal norms and culture." However more explanations and highlights were provided in the literature review under employee commitment (chapter two).

1.1.4: Contextual Perspective

According to Akintayo (2010) and Tumwesigye (2010) posit that, one of the reasons that commitment attracted research attention is that organization depend on to a greater extent on committed employees to create and maintain competitive advantage and achieve superior performance. In Nigeria, the research in the area of employee commitment is of recent. This is evidenced by Okolo study in 1973 as already stated in the historical perspective. However it has been found in the commitment literature that employees are not committed to their jobs (Olugbile, 1996). Although responsible organizations strive to provide enabling work environment and make sure that the organizational framework gives shape, support and satisfaction to its employees which will enhance employee's commitment (Adeyinka *et. al.,* 2007). Specifically, astudy by

Ahiauza and Asawo (2012), Jaja and Okpu (2014) reported that commitment of workers in Banks and other organizations in general continues to be a major problems in Nigeria. Although jobs applicant are always attracted and wish to work in banks because of their favorable conditions of service (particularly high pay), but the rate at which they are leaving the banks after joining is alarming. For example more than 45000 trained employees left their banking jobs in 2011 alone (Ernest, 2011).This is signifying lower continuance commitment. The employees also suffered from low organizational citizenship behaviour which also indicated low level of affective commitment as well as engaging in negative behavour such as complaining about organizational process and not owing up to their mistakes. Likewise, the employees were always ready to take appointment from any other organization at anytime without recourse or concern about their current organization which is an indicator of low normative commitment. Hence, it is therefore important for organization to know the aspects that play important role or have big impact in boosting the commitment of their employees (Irefin & Mechanic, 2014).

Therefore because banks value commitment among their employees, due to the assumption that committed employees engage in "extra-role" behaviors, such as creativeness or innovativeness, these banks always provide an attractive pay to their employees in terms of wages, salaries, bonuses and benefits which depend to a greater extent on traditional compensation of grade level to enhance their commitment. However there was no solution. This scenario therefore made them to start exploring how, when, what and who to pay what, so as to compete favorably. This in turn led to adopting strategic compensation with a view to arrest the situation. Strategic compensation here refers to a tangible benefits which is given by organizations inform of wages, salaries, bonuses, incentives and benefits used to reward performance, knowledge and effort fairly and it is a pay strategy that is directed towards the strategic direction of the organizations. The study therefore intended to investigate, whether strategic compensation, predicts employee commitment of these commercial banks.

1.2: Statement of the Problem

The consequences of employee commitment are very important to organizations. Evidence from researches shows that, committed employees have been found to be more creative and less likely to leave their organizations than the uncommitted (Porter et al., 1974). They are also perceived to be those who stay with organizations even in turbulent times, attend work regularly, protect company assets and shares company's goal (Meyer & Allen, 1997). Employees with sense of commitment are less likely to engage in withdrawal behaviour and are more willing to accept change (Lo, 2009). However, one the difficult challenge is how to attract, increase and retain employee commitment interms of affective, continuance and normative. This is due to the fact that, workers who become less committed to an organization, will route their commitment in other directions (Irefin &Mechanic, 2014), which culminated into withdrawal behaviour, such as lateness, absenteeism and turnover. Equally, Studies in employee commitment revealed that, commitment of workers in commercial banks and other organizations continues to be a major problem of management practitioners (Ahiauza & Asawo, 2012).

Therefore, in an attempt to increase employees commitment, commercial banks always search and employ talented young graduate who can be instrumental towards achieving their goals, and objectives, particularly in the present competitive environment and globalization, where it is a fact that, to gain competitive advantage, organizations must ensure that they have employees who are motivated and committed to their goals and objectives (Oladejo, 2011).At the same time, the banks also provide the employees with rangeof pay in terms of wages, salaries, bonuses, commissions, incentives and many other benefits. But the problem is far from solution. For example, just in the year 2011, more than 45,000 trained bankers left their jobs from Nigerian commercial banks (Ernest, 2011) which clearly indicated low continuance commitment. Alarmingly also, the industry is experiencing a growing trend in voluntary turnover, a situation where a worker resigns and not necessarily to take up a more lucrative or conducive employment, elsewhere (Essien, et Al. 2013), without any concern to his organization which signifies a problem in terms of normative commitment. As well as lack of deeper psychological attachment to their organizations, which manifested in complains about organization process, lateness and I don't care attitude about their work and what their organizations value, which was a sign of low affective commitment.

Equally, several studies were undertaken by scholars (Zabid et al., 2003), (Salami, 2008), (Saleem, 2011), (Dixit & Bhati, 2012), (Ahiauza& Asawo, 2012) in order to find out determinants of employee commitment and how organization can best achieve their employees' commitment (both in terms of affective, normative and continuance commitment) in order to achieve organizational goals and sustain competitiveness, but the problem is far from solution.

Therefore, despite the above efforts to increase, ensure and maintain employee commitment, the scenario in the employees of these commercial banks is deteriorating taken into cognizance the number of employees that left banking sector and their readiness to always leave for an alternative job. This scenario is worth investigating. Strategic compensation can be an explanation to this scenario as it is expected to stimulate employee commitment. In view of the fore going, this study was undertaken to investigate the commitment of employees through strategic compensation offered by their organizations.

1.3: Research Objectives

1.3.1: General

This study was conducted with a view to establish correlation between strategic compensation and employee commitment among employees of commercial banks operating in Kano state, Nigeria.

1.3.2: Specific

The specific objectives of this study include the following:

1. To investigate strategic compensation among employees of commercial banks operating in Kano state.

2. To determine the extent of commitment among employees of commercial banks operating in Kano, Nigeria.

3. To establish relationship between pay for knowledge and employee commitment among employees of commercial banks operating in Kano Nigeria.

4. To establish relationship between pay for performance and employee commitment among employees of commercial banks operating in Kano state, Nigeria.

5. To establish relationship between strategic compensation and employee commitment among employees of commercial banks operating in Kano.

1.4: Hypotheses of the Study

This research seeks to test the following hypotheses:

1. **H1**: Pay for knowledge significantly influences employee commitment.
2. **H2**: Pay for performance significantly influences employee commitment.
3. **H3**: Strategic Compensation significantly influences employee commitment.

1.5: Significance of the study

The results of this study pointed the importance of strategic compensation in predicting employee commitment which by implication has the potentials in reshaping employees' attitude to their jobs. Significantly however, the study serves as a contribution to the existing literature on the area of strategic compensation and employee commitment and interconnection between the two. Hence it provides usable literature for further researches.

The study also added input to the Meyer and Allen (1991, 1997) model of employee commitment (that is affective, continuance and normative). Bearing in mind that most of the studies on employee commitment only focus on one single dimension (either affective or continuance commitment), this study is useful because employee commitment is studied in three dimensions (affective, normative and continuance commitment). Therefore it signifies the study of commitment in multidimensional model.

Also the study will be useful in the area of normative commitment of employees which was almost left idle in the study of commitment in Nigeria. There are rarely studies which examine employee normative commitment. Most of the studies on employee commitment either focus on affective or normative commitment as indicated by the literature reviewed.

Since employee commitment is studied in a multidimensional way, the result of this study will equip managers and human resources practitioners on the aspects of strategic compensation(pay for knowledge or pay for performance) that should be prioritized to increase and maintain the aspect of employee commitment(affective, normative and continuance) in their organizations.

The result of this study also positions itself in the theory because it validated the theories of the study (the equity theory of Adam Stacey (1963) and expectancy theory of Victor Vroom (1964)). Therefore the study is important in evaluating the assumptions of these two theories and they are still valid. Therefore, they really described commercial banks employees' employment relationships.

The finding of this study is also is significant because it established relationship between pay for knowledge and employee commitment, pay or performance and employee commitment and strategic compensation and employee commitment.

1.6: Scope of the Study

The scope of this study has been divided into three parts which include; geographical, content, and theoretical scope as itemized below:

1.6.1: Geographical scope

This study was carried out among employees of commercial banks in Kano state which is located in northern part of Nigeria-more specifically, North Eastern Nigeria. Kano is the commercial center of northern Nigeria and second only to Lagos state in terms of concentration of industries as already stated. Equally, in terms of financial institutions, all commercial banks operating in Nigeria, have or operate branches in Kano. Put together, there are twenty one (21) commercial banks in Nigeria with one hundred and ninety three (193) branches in Kano (CBN, 2010). As a state which is located in northern part of the country, Kano has border with Kaduna, Jos, Jigawa and Katsina. It is the most populous in Nigeria, with forty four (44) local governments and a population close to ten million people (NPC, 2006).Politically, Kano is critically important regarding the struggle for power at local national and international arena.

1.6.2: Content Scope:

The study was confined to strategic compensation which is a pay system that emphasizes aligning employees' behavior with the strategic direction of organization. This is considered in terms of pay for performance and pay for knowledge as conceptualized by Anvari et al. (2011)and modified by the researcher, as well as employee commitment which imply employee identification, involvement and loyalty to his organization as well as feeling obligation to remain with the organization. This was considered by the researcher in terms of Allen and Meyer (1991, 1997) famous conceptualization as three (3) model of employee commitment (Affective, Continuance and Normative commitment).

1.6.3: Theoretical Scope:

Although a number of theories were considered to guide this study, but due to the weaknesses on the other theories, Equity theory of Adam Stacey (1963) and expectancy theory of Victor Vroom (1964) were selected to guide the study. Therefore theoretically, the scope of this study is limited to these two theories. Equity theory of Adams Stacy (1963) and Vroom's expectancy theory (1964) guided the study.

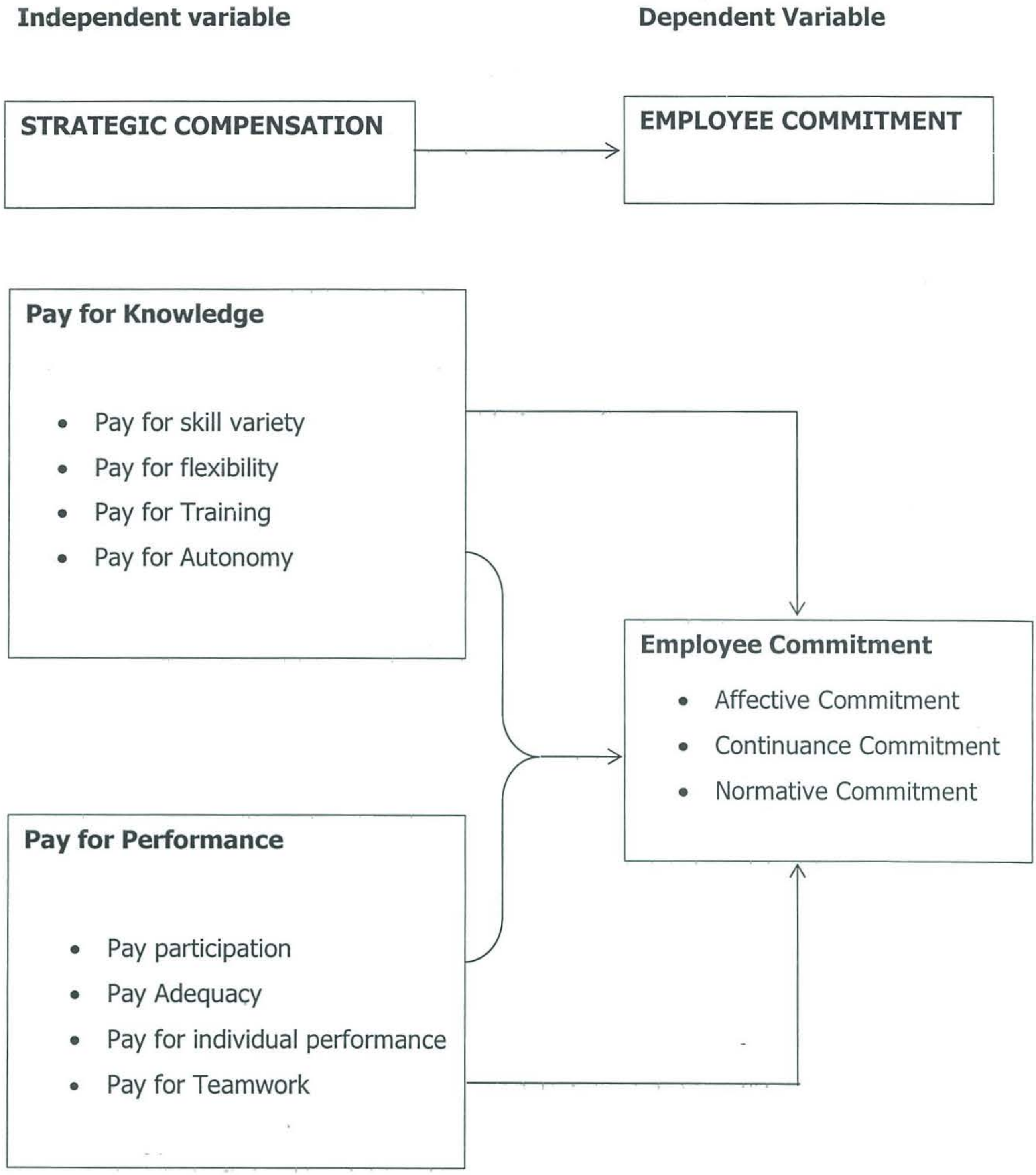
Equity theory attempts to explain relational satisfaction in terms of perceptions of fair or unfair distribution of resources among individuals or parties. It also posits that, employees seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs and outcomes of others (Adams, 1965).By implication, it therefore means that people as employees value fair treatment which in turn make them to be committed to keep the fairness going within the relationship with co workers and the organization. The theory also proposes that individuals who perceived themselves as either under rewarded or over rewarded will experience distress and that this distress leads to effort to restore equity within the relationship. On the other hand expectancy theory is a cognitive process theory of motivation that is based on the idea that people believe there are relationships between the effort they put forth at work, the performance they achieve from that effort, and the rewards they receive from their effort and performance. In other words, people will be committed if they believe that strong effort will lead to good performance and good performance will lead to desired rewards (Lunenburg, 2011).

1.7: Conceptual framework

This conceptual framework shows relationship between strategic compensation (pay for knowledge and pay for performance) and employee commitment. It was arrived at as a result of reviewing literature of the subject under study. However, carefully observed, the relationship was indicated by the arrows which showed a clear directional relationships between the independent variable (strategic compensation (pay for knowledge and pay for performance)), and dependent variable (employee commitment (affective, continuance and normative). It is however important to note that. Strategic compensation was conceptualized by Anvari et al (2011) to include pay for knowledge and pay for performance. They further operationalised pay for knowledge to include pay for flexibility and pay for skills variety which they adopted from the work of Gupta et al. (1989). Also, under pay for knowledge, the researcher added pay for flexibility and pay for training. However, under pay for performance, Ismail et al operationalised it to include pay adequacy and pay participation. But the researcher added pay for teamwork and pay for individual performance based on the argument of Gupta and Shaw (1998) and Nelson (2004). The argument they put forward was that, monetary reward or compensation based on individual employee performance will make him to withdraw and put less effort on team work. Therefore, if employee is rewarded based on team performance which he is a member, he will tend to be careless for performing as an individual. Conversely, if an employee is prioritized and rewarded based on his individual capacity, he will careless and even hate working in a team and will view performance in a team as a hindrance to his performance. This therefore made it necessary for organization to complement pay for individual performance with pay for team work so as to avoid the extreme of both which may not augur well with the commitment of employees. Secondly, basing this argument on the theory of the study, equity theory is about comparisons with others through which employee perceived fairness. Therefore complementing team work with individual performance will to a greater extent address most of the inequity felt by an employee, thereby stimulating his commitment.

Furthermore, to eliminate any similarities that may arise as a result of adding these two constructs, factor analysis was performed and all the unnecessary similarities in the constructs were eliminated. Hence multicolliniarity was not found when checked. Refer to collinearity test in chapter four.

Figure 1.1: Conceptual Framework of the study.



Source: Researchers made (2015) from the literature, Gupta et al. (1989), Allen and Meyer (1984, 1991, 1997) Gupta and Shaw (1998), Nelson (2004), Ismail et al. (2010) and Anvari, et al (2011).

CHAPTER TWO
LITERATURE REVIEW

2.0: Introduction

In this chapter, the researcher explores the opinions of scholars on the study according to the five objectives stated under the study. More specifically, the chapter analyses relevant literature on the making of strategic compensation (independent variable) and the making of as well as theoretical approaches of employee commitment (dependent variable). Also, the chapter explores the relationship between dependant and independent variable, thereby drawing the three hypotheses of the study there from. The chapter also proposes three hypotheses of the study. The study gaps were also identified.

2.1: The Making of Employee Commitment and Theoretical Approaches

In the present day organizational life, employees' commitment is very important for achieving competitive advantage. That is why, it has been argued that, no organization can perform at peak levels, unless each employee is committed to the organizations objectives (Dixit & Bhati, 2012), (Okpara, 2004), (Gbadamosi, 2003), (Angle & Perry, 1981). In the same vein, committed and loyal employee will enable organizations maintain a competitive edge in their industry (Ardrey et al., 2001),(Salami, 2008), (Dordevic, 2004),(Ahiauza& Asawo, 2012) and will enable the organization to face worldwide economic competition(salami, 2008).That is why encouraging employees to work and be committed to organization toward achieving organizational goals and objectives is one of the most significant challenges for any management team (Floyd & Wooldridge, 1994),(Guth & Macmillan, 1986), (Jaja & Okpu,2013), (Pfeiffer, 1998). Based on this argument, a large number of studies have been conducted to investigate the concept of employee commitment interms of its antecedents, causes, motivations, dimensions' at different historical epoch and using different theoretical approaches each of which is significantly important to the current state of employee commitment.

2.1.1: The "side bets" theory (Becker (1960)

Theoretically, the study of employee commitment started with Becker (1960) side bet theory which perceived and analysed employee commitment in terms of exchange between the employee and the employer. To stress this point, that is why, one of the earliest definitions of employee commitment is by Becker (1960), who defined it in terms of exchange considerations from the perspective of employee relationship with the employer which he based on side bets theory. He further explains that, the term "side-bets" refer to the accumulation of investments valued by the individual, which accrued over a period of time. He argued that, certain costs accrue that make it more difficult for the person to disengage from a consistent pattern of activity, like maintaining membership in the organization.

Furthermore, Becker (1960) side bet theory, emphasized that, the relationship between employer and employee is based on the "contract" of economic exchange behavior. Committed employees are committed because they have totally hidden or somewhat hidden investments, "side-bets," they have made by remaining in a given organization. If someone left, the investments of "side-bet" will be very hard to claim. Therefore for this theory, an individual employee by staying with his organization made certain investment which invariably made it very difficult for him to quit.

The theory of Becker (1960), correspond with and supported the earlier study of March and Simeon (1958), who argued that, real commitment often evolves into an exchange relationship in which individuals attach themselves to the organization in return for certain rewards or outcomes.

This theoretical position of Becker(1960) connect employees' commitment as a predictor of voluntary turn over, and even emphasizes it as the major one. In fact, it is significantly relevant to state that, later researches that followed Becker's theory supported this contention (Alutto, Hrebiniak & Alonso, 1973),(Ritzer & Trice, 1969). According to these studies, commitment should be measured by evaluating the reasons, if any, that would cause a person to leave his organization.

Lastly, this theory, theorized employee commitment as single dimensional(continuance commitment- as later postulated by Allen and Meyer (1984, 1991) which clearly shows the value and strong influence of Becker's theory in the later studies of employee commitment particularly the Allen and Meyer theory(1991) and Cohen's (2007) instrumental commitment.

In summary therefore, the Becker's (1960) side bets theory and his followers clearly understood employee commitment as single dimensional in terms of continuance commitment. And it has a strong influence in the later studies of employee commitment. However, later studies criticized Becker's theory (1960) for viewing employee commitment as tangible side bets. This argument led to the porter et al. (1974) study which approached employee commitment as Psychological attachment to his organization.

2.1.2: The Psychological attachment (Porter et al., 1974)

Approaching employee commitment as a psychological attachment to his organization is the second theory in the study of employee commitment. Under this theory, the focus was shifted from tangible side bets to psychological attachments developed towards the organization. Therefore this theory attempted to describe commitment as a combination of attitude and interest in economic gains from associating with the company. Employee intention to quit or not quit was squarely attributed not only to economic gains, but to affective influence. It is against this backdrop that Porter et al.(1974, P. 603) defined employee commitment as "the strength of an individual's identification with, and involvement in, the goals and values of the organization, a strong desire to maintain membership in the organization, and a willingness to exert considerable effort to serve the organization ". They further described employee commitment as an attachment to the organization, characterized by an intention to remain in it; identification with the values and goals of the organization; and a willingness to exert extra effort on its behalf. This is in other word refer to as the affective dependence school which attempted to describe commitment as a kind of attitude-centered but "economic-contract". Employee's retention not just only comes from economic factors but also affective influence and maybe the later are more significant. In the same direction, Many other scholars like Hall et al. (1970), (Mowday *et al.*, 1982),(Newstrom & Davies, 2002), Armstrong (2003), Gbadamosi (2003),Miller (2003), Arnold (2005),Coetzee (2005), Little and Little (2006), Redmond (2010), followed this approach in their conceptualization of employee commitment.

It is equally important to note that Porter et al (1974), Conceptualization of employee commitment was strongly grounded on the basic assumption of Becker's (1960) theory of side bets, which means employee commitment and employee turnover are highly correlated.

In summary, the psychological attachment approach of porter et al. (1974) viewed and conceptualized employee commitment as single dimensional from affective domain, consisting of three parts: "Strong acceptance" "Participation" and "Loyalty". Equally, they were influenced by Becker (1960) in that, they correlated employee commitment and turn over. This school of thought also influence later studies on commitment particularly Allen and Meyer (1991) affective commitment. However, later studies criticized Porter et al. (1974) as single dimensional from affective domain which they argued cannot measure employee commitment from that angle only. This argument, led other studies to come out with the multi dimensional theory to explain employee commitment.

2.1.3: The Multidimensional Theory

The Multi dimensional theory therefore replaced the psychological attachment theory which is single dimensional based on affective dependence. This is because, as already noted, Becker (1960) and Porter (1974) theories were all belong to one-dimension that cannot sufficiently explain employee commitment. Consequent upon this, two famous multidimensional approaches were advanced in the 1980s,by O'Reilly and Chatman (1986) and Meyer and Allen (1984).It is worth noting that, although there were some other multidimensional approaches, these had much less impact than the two main ones (Herscovitch, 2002).

One of the contributions of O'Reilly and Chatman (1986) theory is their definition of commitment as the psychological attachment felt by the person for the organization, reflecting the degree to which the individual internalizes or adopts the characteristics or perspectives of the organization. For these scholars, employees psychological Attachment is predictable by three independent factors: Compliance or instrumental involvement for specific, extrinsic rewards; Identification or involvement based on a desire for affiliation; and Internalization or involvement predicated on the congruence between individual and organizational values.

Furthermore, conceptually, O'Reilly and Chatman (1986) differentiated clearly between two processes of employee commitment, which include instrumental exchange and psychological attachment of an employee to his organizational goals and objectives. Therefore they argued that, the compliance dimension which represents the exchange process leads to weaker attachment to the organization. However, the deeper attachment, results from the psychological attachment formed by the two other dimensions, namely identification and internalization.

Unlike Becker, (1960) and Porter et al. (1974), who squarely saw commitment as a predictor of turnover, O'Reilly and Chatman came out with the view of the outcomes of employee commitment, as organizational citizenship behavior (OCB). Although this theory of O'Reilly and Chatman (1986) added important input to the conceptualization of employee commitment, few scholars apply it. This is because it was criticized to have unclear mechanism. Hence Meyer and Allen theory (1984) dominate the multidimensional conceptualization of employee commitment.

Meyer and Allen (1984) observed methodological fallacies of Becker's (1960) side bets theory. Based on that, it was refuted as in appropriately operationalised, instead of measuring side bets, it measures attitude. Therefore they argued that the best way to measure side bets is to measure the perception of individual regarding number of side bets made. Their study develops two dimensions: affective commitment and continuance commitment. According to them, the affective dimensions refers to a tool for assessing commitment characterized by positive feelings of identification with and involves the work organization, while continuance dimension was formulated to assess the extent to which employees feel committed to their organizations by virtue of the costs that they feel are associated with leaving. Hence, the affective improved on Organizational Citizenship Dehaviour (OCB) while continuance improved on side bets.

Furthermore, in 1990, Meyer and Allen furthered their research and added another dimension known as normative commitment, which they postulated as a feeling of obligation to continue employment. Employees with a high level of normative commitment feel that they ought to remain within the organization which is affected by socialization and culture prior to the entry into the organization.

The three dimensions were characterized as a "three component conceptualization of employee Commitment" and were described as "...distinguishable components, of attitudinal commitment, that is, employees can experience each of these psychological states to varying degrees..." (Allen &Meyer, 1990).

However, in the later period, scholars engaged in the verification and improvement of this theory of Allan and Meyer (1984, 1990). For example Ko et al. (1997) who found lack of comprehensive definitions to include the three dimensions and overlap between AC and NC. Vanderburgh and Self (1993) found instability between the dimensions as postulated. Aware of these short comings, Allen and Meyer (1997) undertook another study to improve their model.

Equally, it is important to note that despite their short comings, the leading approach to studying employee Commitment has been the three-dimensional (affective, normative, continuance)of Allen and Meyer (1991,1997). Even though it suffered criticisms from scholars who modified it letter (Cohen, 2007),(O'Malley, 2000), and (Morrow, 1993), (Vanderverg & Self, 1993, 1994), (Ko et Al.1997),as having methodological issues, overlap of meaning, and instability between the dimensions and therefore controversial about its contribution, however irrespective of the criticisms levied against Allen and Meyer's Three Component Model of Commitment, it is still the most famous and influential model of measuring workers commitment to their organization. This is because several studies Speechley, Noh & Beggs (1993), Gross & Fullager (1996), Ko et al.(1997), Herscovitch and Meyer, (2002), Kazari and Emami (2012) were conducted to test its applicability. But the studies ended up providing strong evidence for the generalizability of Meyer and Allen's (1991, 1997) model of commitment.

"Although in more recent years other scholars continue to examine and refined this theory as noted already, some of which include O'Malley (2000), who came out with five models based on his review of the literature which include affiliative commitment-where an organizations values and interest are compatible with that of employees, associative commitment- where organizational membership increases employees self esteem and status; Moral commitment- where Employees perceive the organization to be on their side and the organization evokes a sense of mutual obligation in which both the organization and the employee feel a sense of responsibility to each other (This type of commitment is also frequently referred to in the literature as Normative Commitment (Robinson 2001)). Affective commitment- this is where employees derive satisfaction from their work and their colleagues and their work environment support that satisfaction; and structural commitment- where Employees believe they are involved in a fair economic exchange in which they benefit from the relationship in material ways(I e there are enticements to enter and remain in the organization and there are barriers to leaving. This type of commitment is also frequently referred to in the literature as Continuance Commitment (Robinson, 2001)).

From the above model by O'Malley (2000), it is clear that among his five dimensions are those considered already by Allen and Meyer (1991) (Normative, Continuance and Affective).Therefore the rest of the two are associative and affiliative. Critically examined however, associative can be merge under affective commitment. This is because associative commitment increases the employee identification with the organization since it increases his self esteem and status. This therefore makes an employee to remain with the organization because they want to. While affiliative commitment can be merged under normative commitment since the organization and employee have common interest and values. This common values or interest can put pressures on employee to remain with the organization. To support this, Jacobsen (2000) argued that, an individual is attached to an organization by some (internalized) values that create a feeling of obligation to stay in the organization. In the same vein, Ogba (2007) suggests that two mechanisms are behind normative commitment, first: it may be obtained through a socialization process where the organization values and norms are internalized in the employee. That is, strong fit between organizations and individual values and norms may create strong sense of being part of a whole, thereby leading the employee to think that he or she ought to stay in the organization. Therefore from the foregoing argument, we can conclude that affiliative commitment is part of normative commitment and the division between the two as done by O'Malley (2000) cannot hold water.

Furthermore, in her study of employee commitment, Morrow (1993) identified five major forms of work commitment in the literature which according to her includes: value focus, career focus, job focus, organization focus, and union focus. Equally however, in her further research, Morrow (1993) produced a model of work commitment that included affective commitment, continuance commitment, career commitment, job involvement, and work ethics endorsement. Also this typology is an expansion of Allen and Meyer (1991) model. However; observed carefully, the five dimensions can be merged under the famous model of employee commitment by Allen and Meyer (1991, 1997). This is because; career commitment is part of continuance commitment where an employee considers it difficult to quit because of certain investment he made. This therefore can include the employee building of career which if he quit it become disruptive. But ethics endorsement is part and parcel of normative commitment since the employee ethics conform to that of his organization.

Also, another study was conducted recently by Cohen (2007) who suggested two dimensions as a result of his criticism of Allen and Meyer (1991) and by developing a model of conceptualization on employee commitment. The model suggests two-dimensions to commitment — the timing of commitment and the bases of commitment. The timing of commitment distinguishes between commitment propensity, which develops before entry into the organization and bases of commitment, which develops after entry into the organization. The second dimension, the bases of commitment, makes a distinction between commitment based on instrumental considerations and commitment based on psychological attachment.

Following the above conceptualization, the suggested theory advances four forms of employee commitment (Cohen, 2007).He however, maintains that, two of these forms develop before entry into the organization and two develop after. The first two forms that develop before one's entry into the organization are instrumental commitment propensity, which is derived from one's general expectations about the quality of the exchange with the organization in terms of the expected benefits, and rewards one might receive from it and normative commitment propensity, which is a general moral obligation towards the organization.

Furthermore the two forms developed after entry are instrumental commitment, which results from one's perception of the quality of the exchange between one's contributions and the rewards that one's receives, and affective commitment, defined as a psychological attachment to the organization demonstrated by identification with it, emotional involvement and a sense of belonging. As the following sections will demonstrate, these forms are conceptually separated from one another, but they are related because the two pre-entry commitment forms are important determinants of the two post-entry commitments. However, I have argued that, this model of Cohen (2007) does not represent the predominant cases particularly in the present Global environment. Employee commitment to a greater extent is determined by his experienced of the organization after joining. Therefore in many circumstances those pre entry factors immediately change when an employee joins the organization depending on what he really experienced or found the organization to be realistically.

In summary, it is clear from the forgoing that employee commitment is approached from different theoretical postulations. Scholars postulates differently about what they perceived constitute the concept of employee commitment and what it means as well as what it results from the side bets to the last attempt by summers (2009).But based on the argument and discussions above, the theory of Allen and Meyer (1991, 1997) and its associated model, remain the famous and relatively more reliable. Therefore this study adopted Allen and Meyer (1991, 1997) theory and its associated model regarding what constitute employee commitment and hence it was measured in that direction. Clearly therefore, employee commitment was measured in terms of affective commitment, continuance commitment and normative commitment.

Affective commitment according to Meyer and Allen (1997, P.11) is "the employee's emotional attachment to, identification with, and involvement in the organization". While, continuance commitment means "awareness of the costs associated with leaving the organization". It is calculative in nature because of the individual's perception or weighing of costs and risks associated with leaving the current organization. And lastly, normative commitment means "a feeling of obligation to continue employment".

At this point, let us examine what these three dimensions of employee commitment as postulated by Allen and Meyer for more clarity and understanding to the reader, since they are adopted and used in the study to measure commitment.

2.1.4: The Dimension of Affective Commitment

Affective commitment according to Biljana (2004, P.112) "is the most common representation of employee commitment. It represents employee's emotional attachment to organization and its goals. It results from an agreement between individual and organizational values and goals. Individuals who are affectively committed to their organizations believe in the organizations' goals and wish to maintain their organizational membership. Also, Individuals develop a sense of affective commitment toward their organizations when they feel competent at performing their jobs and are satisfied with their roles as organizational members." Also it has been argued that, Members who are committed on an affective level stay with the organization because they view their personal employment relationship as congruent to the goals and values of the organization (Beck & Wilson, 2000).

Equally, affective commitment is one's desire to belong to the organization (Bergman, 2006). In addition, according to Wasti (2002), affective commitment develops mainly from positive work experiences, such as job satisfaction and organizational fairness, and is associated with desirable outcomes, such as higher levels of organizational citizenship behaviours, and lower levels of withdrawal behaviours like absenteeism and tardiness

Also, Morrow, (1993) posit that, affective commitment is a work related attitude with positive feelings towards the organization. Sheldon (1971, P. 148) in the same direction argued that, this type of attitude is "an orientation towards the organization, which links or attaches the identity of the person to the organization". Affective commitment is the relative strength of an individual's identification with and involvement in a particular organization (Mowday et al., 1982).

It is however important to note that, the strength of affective commitment is influenced by the extent to which the individual's needs and expectations about the organization are matched by their actual experience (Storey, 1995). Tetrick (1995, p. 589) also describe affective commitment as "value rationality-based employee commitment, which refers to the degree of value congruence between an organizational member and an organization".

It was also argued that, employees' emotional bond to their organizations (that is their affective commitment) has been considered an important determinant of dedication and loyalty (Rhoades, Eisenberger & Armeli, 2001). It is however argued that, affectively committed employees are seen as having a sense of belonging and identification that increase their involvement in the organization activities, their willingness to pursue the organization goals, and their desire to remain with their organizations (Allen & Meyer, 1991). This also means affective attachment to the organization; which refers to the employee's emotional attachment to, identification with, and the involvement in the organization. Employee with strong affective commitment, continue employment with the organization because they want to. Similarly, Jaja and Okpu (2014) also maintain that, affective commitment is also concerned with the individual's emotional attachment and identification with the organization. They also argued that, employees with affective commitment stay with the organization because they want to. Lastly, affective commitment is influenced by factors such as job challenge, role clarity, goal clarity, and goal difficulty, receptiveness by management, peer cohesion, equity, personal importance, feedback, participation, and dependability.

2.1.5: The Dimension of Continuance Commitment

Continuance commitment on the other hand According to Gaertner and Nollen (1989)refers to utilitarian gain from the employment relationship, with the employee being less likely to leave the organization based on the extent to which the contribution ratio is in balance or favorable to the employee. This, however, support Becker's (1960) argument that attachments to the organization are influenced by "side bets," which means, accrued extrinsic benefits that would be lost if membership was terminated.

Continuance commitment also represents cognitive attachment between employees and their organizations because the costs of leaving organizations outweigh the benefits (Walsh and Taylor, 2002). However according to Biljana (2004), the Costs may include losing a good pay and other forms of material benefits, established networks or contacts, image, necessity to reallocate, job search expenses, etcetera. He also maintains that sometimes employees express continuance commitment because of personal investments in nontransferable investments. These investments include some special skills that are unique to a particular organization, close working relationships with coworkers, and other benefits that make it too costly for one to leave organization and seek employment elsewhere.

Additionally, continuance commitment refers to the perceived cost associated with the leaving the organization, which refers to an awareness of the costs associated with leaving the organization. These potential costs of leaving the organization include: the threat of wasting the time and effort spent acquiring non- transferable skills, losing attractive benefits, giving up seniority based privileges or having to uproot family and disrupt personal relationships. In addition to the cost involved in leaving the organization, continuance commitment will also develop as a function of a lack of alternative employment opportunities. Therefore it is important to note that, employee whose primary link to organization is based on continuance commitment remain because they need to (Allen &Meyer, 1991).

In the same vein, Manktelov (2007) argued that, this type of commitment occurs when you weigh up the pros and cons of leaving your organization. You may feel that you need to stay at your company, because the loss you would experience by leaving it is greater than the benefit you think you might gain in a new role. He therefore maintains that these perceived losses, or "side bets," can be monetary (you would lose salary and benefits); professional (you might lose seniority or role-related skills that you have spent years acquiring); or social (you would lose friendships or allies). Increasingly, however, the severity of these "losses" often increases with age and experience. You are more likely to experience continuance commitment if you are in an established, successful role, or if you have had several promotions within one organization.

Jaja and Okpu (2014) also argued that, this is more calculative. That is, employees with the continuance commitment are aware of the cost associated with leaving the organization and they stay with the organization because they need to. This definition is also similar to Argyle (1989) who argued that, calculative commitment (which he invariably refers to continuance commitment) is an instrumental attachment to an organization. While Etzioni (1961) in his analysis, also referred to continuance commitment as calculative and exchange-based commitment.

2.1.6: The Dimension of Normative Commitment

Finally, Normative Commitment implies sense of belonging to your organization. It is however important to note that, employees with the high level of normative commitment, feel that they ought to remain with the organization. Normative commitment may also develop when an organization provide an employee with "reward in advance" (e.g. paying college tuition) or incurs significant costs in providing employment (Allen & Meyer, 1991). Recognizing of these investments causes employees to feel an obligation to reciprocate by committing themselves to the organization until debt has been repaid (Scroll, 1981). Also feeling of obligation to remain with an organization may result from the internalization of normative pressures exerted on an individual prior to entry into the organization(family or cultural orientation) or following entry (organizational orientation) Wiener (1982).

Furthermore, Wiener and Vardi (1980, P.86) describe normative commitment as "the work behaviour of individuals, guided by a sense of duty, obligation and loyalty towards the organization". It is however important to note that, organizational members are committed to an organization based on moral reasons (Iverson & Buttigieg, 1999). The normative committed employee considers it morally right to stay in the organization, regardless of how much status enhancement or satisfaction the organization gives him or her over the years. In the same argument, Manktelov (2007) suggest that, this type of commitment occurs when you feel a sense of obligation to your organization, even if you are unhappy in your role, or even if you want to pursue better opportunities. You feel that you should stay with your organization, because it is the right thing to do.

Jaja and Okpu (2014, P.55) also posit that, normative commitment "has to do with the feelings of obligations employees have to continue with the organization." However, societal norms and a feeling that employees ought to remain with the organization influence this commitment (McDonald & Makin, 2000).Adenguga, Adenuga and Ayodele (2013, P. 31) also argued that, normative commitment "can be explained as the situation where employees do not leave the job as a result of moral obligation of duty.

Furthermore, in his analysis, Jha (2011) argued that, normative commitment is influenced by cultures that stress the importance of loyalty and devotion to institutions such as family, marriage, country, religion and employment organizations. According to, Ogba (2007), two mechanisms are behind this kind of commitment, first, normative commitment may be obtain through a socialization process where the organization values and norms are internalized in the employee. That is, strong fit between organizations and individual values and norms may create strong sense of being part of a whole, thereby leading the employee to think that he or she ought to stay in the organization (ibid). Secondly, normative commitment may also be created by more instrumental mechanisms, mostly by how incentives are used. An employee may receive a reward "that creates within the employee a sense of obligation to reciprocate" (Jacobson, 2000). In view of this therefore, normative commitment means "the totality of internalized normative pressures to act in a way which meets organizational goals and interest" (Weiner, 1982, P. 421).

2.2: The Making of Strategic Compensation

'Pay is a key factor affecting relationships at work. The level and distribution of pay and benefits can have a considerable effect on the morale and productivity of the workforce. It is therefore vital that organizations develop pay systems that are appropriate for them, that reward workers fairly for the work they perform in order to get their commitment.

Compensation is one of many human resource tools that organizations use to manage their employees and therefore, for an organization to receive its money's worth and motivate and retain skilled employees, it needs to ensure that its compensation system is not an island by itself. Not only is it important for an organization to link compensation to its overall goals and strategies, it is important that its compensation system aligns with its human strategy.

Unfortunately, the rationale behind many compensation programs is two-thirds of our competitors do it, or that is cooperate policy". Compensation plans need to be tied to an organization's strategic mission and should take their direction from that mission (Cascio, 2010). They must support the general business strategy.

From managerial perspective therefore, the most fundamental question is what do you want your pay system to accomplish (Cascio, 2010)? This is because; a large and expanding body of research suggests a strong fit between human resources practices and strategy for high profitability (Colbert, 2004). Superior performance requires not only the strategy, but also that strategy is supported by the rights organization architecture, and people are the Linchpin of a firm's organization architecture. If a firm to outperform its rivals in the global market place, it must have the right people in the right postings and their compensation packages must create incentives for them to take actions that are consistent with the strategy of the firm (Hill, 2007).

Using compensation "strategically" means aligning the finite resources an organization has with its desired goals (Trevor, 2008). Changes to the global economy call for a more competitive, better prepared and more creative workforce.

Furthermore, there are two perspectives that dominate the strategic pay literature. The 'best fit' perspective claims that a firm's reward system should be aligned to support the organization's business strategy in order to achieve competitive advantage. 'Best practice' advocates claim that there is a bundle of HR policies including the reward system that lead to highly motivated and committed employees who are the key to an organization's competitive advantage(Morris & Malony, 1998). They however argued that, The terms 'best fit' and 'best practice' are used in strategic human resource management literature and are applied to the specific policy area of reward systems. Each approach attempts to explain the way that HR policies in general and reward policies in particular can lead to greater organizational effectiveness.

It is also worthy to note that, Contemporary approaches to compensation emphasize the importance of aligning employee behaviors to the strategic direction of the organization (Trevor, 2008). This is in other words known as strategic compensation. Therefore, when used strategically, compensation is a source of economic value added, along with other human capital measures, rather than merely a cost of doing business.

There are scholars who argued that, development of the best fit model is derived from the Harvard, Michigan and New York models. For example, Sparrow and Hiltrop (1994) claim that these models could be classified as 'matching models' because of their common aim is to match the human resources strategy with that of the corporation. Thorpe and Homan (2000) contended that previous developments in the design of pay systems did not directly relate to the real priorities and problems faced by organizations, thus, the need to devise pay systems linked to business strategy arose. The underlying premise of best fit is that a close alignment between organizational strategy and other systems, including reward, can improve organizational effectiveness.

Although the idea that pay should be linked to strategy is not new, it received impetus in the 1990s with works by Schuster and Zingheim (1992, 1993) and Lawler (1995) discussing the merits of 'new pay'. Lawler (1995) states that, all organizational systems must start with business strategy because "...it specifies what the company wants to accomplish, how it wants to behave, and the kinds of performance and performance levels it must demonstrate to be effective." Business strategy, driving individual and organizational behaviours, is the touchstone for the development of the reward strategy. The contingent nature of the reward system is emphasized by Lawler (1995) when he states, "indeed the 'new pay' is not a set of compensation practices at all, but rather a way of thinking about the role of reward systems in a complex organization...it argues against an assumption that certain best practices must be incorporated into a company's approach to pay." Indeed, he contrasts the reward system for a traditional management style with one that fosters employee involvement. The correct fit for the former includes a reward system that is job-based with merit pay while for the latter it is skill-based with bonuses based on business success.

According to Cho (2003) compensation and reward systems can become an important signal of an organization's cultures and values. When considered from a strategic perspective, organization could customize classification and compensation systems to help create a culture and to attract a workforce that possess the values, knowledge, skills and abilities that support the organization strategic goals and objectives. He therefore stated that, the principles for classification and compensation program should ensure that. (a). Employee doing similar work should receive comparable wages, (b).Variations in pay must be based on significant differences in responsibilities and required knowledge skills and abilities (KSAs) on salaries paid by other employers in the market place and (c). The process for classifying and evaluating the relative worth of positions must be fair.

Further in his conclusion, he maintains that for organization to be successful, they should develop classification and pay strategies that are in alignment with the organization's mission. To do this, organizations must first recognize the importance of developing pay practices within a frame work that ultimately comes down to rewarding employees appropriately for the skills, intellect, innovation, energy and commitment that they bring to the organization. He therefore contends that, when it comes to strategic compensation design, there are additional factors that are fundamental to achieving a best practice pay plan as follows: Rewards must be linked to organization strategy, participants must know what is being rewarded and why? Behaviors motivated by the plan must support the organization's culture and values, plan design must be adaptable to changing business conditions, all elements of the plan, including expected performance and results, must be clearly communicated and fully under stood by participating employees, participating employees must be involved in the design process and participants must believe the plan has value.

Once more, According to Armstrong (2009) the aim of rewarding employees for the work they have done is to motivate, commit, develop employees and attract new employees. Rewarding practices are not out of context; those are linked to the internal organizational culture, wider culture outside of the organization referring to the pay levels and benefits offered by the other companies, and the emphasis management is putting on reward practices.

Equally, Vance (2006) argued that, compensation can powerfully influence employee engagement and commitment. Some compensation components encourage commitment to employers, while others motivate engagement in the job. He therefore maintains that, it is possible to stimulate one and not the other, though it is generally better to foster both. For example, a company that offers a strong performance incentive system but no retirement plan will probably realize exceptional engagement from its workers; however, they may eventually commit themselves to another company or organization that does offer a good retirement plan. Meanwhile, an organization that offers generous retirement benefits but a traditional seniority-based pay grade system may have committed employees; however, these workers might deliver pedestrian performance as they bide their time until retirement. He therefore stresses that in designing compensation plans, you therefore need to consider employee engagement and commitment strategically. He finally concludes that, the most effective compensation plans support your organization's strategic objectives. For example, if your company's strategy hinges on innovation, then your compensation system should encourage and reward risk-taking.

Therefore, it is obvious that a well-designed compensation plan gives your organization a competitive advantage. How? It helps you attract the best job candidates, commit them to perform to their maximum potential and retain them for the long term. This therefore means that, for compensation to be effective and powerful instrument which can direct employees, it must be design strategically.

"Pay systems are usually designed to compensate people for work they produce, the skills they learn and use, or the time they spend on the job. Individual employee, team based and organization wide systems such as profit sharing and gain sharing are replacing automatic pay increase to relate pay to performance. Equally, Noe et al. (2003) in his analysis argued that, wages, bonuses and other types of pay have an important influence on an employee's standard of living. Which according to him signifies two important points; first, pay can be a powerful motivator. An effective pay strategy can substantially promote an organization success and secondly, it implies that employees care a great deal about fairness of the pay process. However the most important argument now is pay programs must be administered in such a way that employees understand their underlying rationale and believe it is fair, only then, it can be a strong force that can motivate and commit an employee to the right action.

It is however important to bear in mind that, different compensation programs may be needed for different operation departments or group of employees inside organizations. Therefore being strategic in compensating employee means designing pay according to the objective you want to achieve. Another issue also attached strategic compensation is fairness , that is why Mahmoodi (2009) argued that, strategic compensation refers to the provision of intrinsic and extrinsic compensation that are perceived by employees as fair. It is equally important to note that some scholars argued otherwise on the issue of strategic compensation particularly with regards to its application. That is why Trevor (2008) in his research, "can compensation be strategic?"Argued that, it has a number of important short comings which may include high cost, a greater administrative burden, and industrial conflict manifest in a de-motivated and disengaged workforce (Trevor, 2008).

This notwithstanding, Maicibi (2007) argued that, It is always important that the aims of the organizations and the expectations of the employees should be integrated if a reward strategy is to be powerful mechanism in the implementation of an organization's human resource strategy. This means that organizations must adopt strategic compensation. When this is done, it can reinforce the aims and objectives of the organizations and ensure that employee behaviour is directed to their attainment (Maicibi, 2007).

However, strategic compensation is now being practiced in many organizations. An existing research illustrates that, organizations are embracing strategic compensation widely; this may not be unconnected with its significance in achieving employee motivation and commitment and by implication in achieving organizational objectives. The Chartered Institute of Personnel and Development (CIPD) reviews compensation arrangement in the UK annually. Their annual survey report 2007 indicated that 35 percent of respondents (employers) have a formal compensation strategy, with 40 percent planning to introduce one in 2007 (Trevor 2008). Similarly these developments are not confined to the UK alone. However, proprietary consultancy data gathered from a sample of over one hundred fortune 500 firms, all operating globally reveal that all of them have had a global compensation strategy in place for four or more years (Mercer 2004). The main reason given by respondents for introducing global compensation strategies include supporting global expansion (29%), improved governance structures (17%) and management (15%) compliance and reporting (12%) and merger and acquisitions (5%). On a domestic regional and global level, the survey data indicate that firms are embracing compensation for the achievement of competitive advantage (ibid).

Furthermore, it is worthy to note that, Gupta and Shaw (1998) suggested in their research that financial incentives are indeed effective. They argued that, not all the jobs are interesting and challenging in nature, if we would live in an ideal world everyone would be intrinsically motivated and rewarded, but in many work places this is not the reality. They further concluded that money matters to most of us and it motivates us because of the symbolic and instrumental value it bears. Symbolic value of money recaps what we ourselves and what others think about it, instrumental value of money means the ends we can get for exchanging it (Ibid). It is equally important that, when money is used to recognize the individual employee for the good work done, this sends wrong signals to the employees; the emphasis put on monetary rewards drives employees to reach for individual gains and reduces team work. Therefore it is advisable that, when designing strategic compensation, individual pay and team work pay should complement each other.

Importantly however, (Nelson, 2004) Gupta and Shaw (1998) also observed the signals monetary rewards send to the employees but they appealed employees to be 'cognitive processors' who understand the signals management is sending by rewards; rewarding shows employees what kind of behavior is valued.

From the forgoing discussions and opinions of scholars, compensation must be strategic if it is to invoke employee to commit himself toward achieving organizational goals and objectives. Being strategic, means compensation must be fair by rewarding performance and knowledge of employee which is directed towards achieving organizational objectives and goals. Management must make sure that the reward is integrated with organizational goals and objectives which are directed towards its mission and vision.
For the purpose of this study, Anvari et al. (2011) operationalised strategic compensation into two dimensions which include, pay for knowledge or skilled based pay and pay for performance. In their study, they further conceptualized pay for knowledge to include skills variety and autonomy which they adopted from the work of Gupta et al (1987).However for the purpose of this study, pay for flexibility and pay for training where added. On the other hand,pay for performance-which according to Ismail et al. (2010) conceptualization, consists of pay adequacy and participation in pay system. But for this study, group pay and individual pay for performance were included to make employee perform more in a team while at the same time maintaining his individual contribution to the organization excellently. This is due to the argument of Gupta and Shaw (1998) and Nelson (2004) that, monetary reward or compensation based on

individual employee performance will make him to concentrate on personal gains, while withdrawing and or putting less effort on team work.

2.2.1: Pay for performance

Idemobi, Onyeizugbe and Aipunonu (2011) argued that, pay and incentives should be based on performance differences among employees. Employees and those who do not perform satisfactorily receive little or no increase in compensation. It is therefore critical that, organizations align their compensation practice with performance to enhance the achievement of organizational goals and enhance competitive advantage. They however maintain that, more than any other area in human resource, ignoring pay and performance systems can be devastating. Therefore to make compensation easy, pay for performance should be used in order to reward employee contributions and the result achieved. This can have potentialities to engage and motivate employees to compensate in achieving high performance. Equally, in this type of pay, employees are paid based on the contribution they made in achieving organizational objectives and also based on the actual results to be achieved in performing his job.

However, "Previous researches in economics shows that compensation based on the pay-for performance Principle is effective in inducing higher levels of effort and productivity. On the other hand, researches in psychology argue that performance-based financial incentives inhibit creativity and innovation.

It was also argued that, previous researches on the effectiveness of incentive pay argues that paying an agent based on his performance induces the agent to exert more effort thereby improving productivity. There is ample evidence supporting this thesis in different types of studies, ranging from quasi-experiments in empirical data to economic field experiments and laboratory studies (Ederer & Manso, 2012).That is why Cho (2003) in his analysis observed that "An increasing number of organizations are trying to link pay to performance through programs such as variable or incentive pay, where a percentage increase in pay depends on the employee's achievement for predetermines measurable goals.

According to Vance (2006) pay-for-performance, can directly influence employees' productivity (and thus their engagement) as well as their commitment to their organizations (as workers learn to trust that they will be rewarded for good performance).Piecework, annual bonuses, merit raises and sales commissions are familiar examples of incentive pay that reward individual performance. You can also tie incentive pay to team or work group performance, and to organization-wide results through profit sharing, gain-sharing, and employee stock ownership plans (ibid).

It is however of paramount importance for organization to define and measure performance as well as select that aspect of performance that can be rewarded. Organization should also avoid rewarding performance that is easy to quantify as this may have a serious negative implication on the organization. For example, if you pay people based on how many units of a product they assemble per hour, you may encourage quantity at the expense of quality. Employees assemble the units as fast as they can in order to get the incentive pay, regardless of whether they're making mistakes along the way. The challenge in using incentive plans is to reward the results most important to your organization—even if those results are relatively difficult to quantify (Vance, 2006).

In his analysis, Bowles (2009) suggests a reflection on the fact of defining incentive systems only based on economic theories. He says that at the same time as the promise of a bonus prompts high performance, it can also cause the opposite effect, by restraining the very behavior that it should encourage. He exemplifies with a study that economists discovered that offering money to women to donate blood reduces, to almost half, the number who are willing to donate, and that to allow the payment be passed on to a philanthropic body reverses the effect. The main problem for most reward systems in organizations is not related to the measurement of performance, but rather to the distortions introduced by those which are being measured (Austin, 1996).

Aligned to this way of thinking, Baker*et al.* (1994) states that the reason for any dysfunction caused by changing behavior is not related to pay-for-performance systems in itself, but by inappropriate measures of performance on which these systems are based. He assumes that objective measures of performance are imperfect. Therefore, reward contracts based solely on these measures create distorted systems.

Finally, Compensation management literature highlights that performance based pay has two major characteristics: participation in pay systems and adequacy of Pay (Ismail et al., 2010). Therefore, in this study, pay for performance was measured by adequacy of pay and participation in pay systems as already identified, and in addition pay for individual performance and pay for team work were also added. This is due to the argument of Gupta and Shaw (1998) and Nelson (2004) that, monetary reward or compensation based on individual employee performance will make him to withdraw and put less effort on team work. In summary therefore, in this research four items were measured pay adequacy, participation in pay systems, individual pay for performance and pay for team work. Let us therefore examine these items for better understanding.

2.2.1.1: The Dimension of Pay Adequacy

Adequacy of pay is often defined as the type, level and/or amount of pay which is provided by an employer to an employee who work indifferent job groups based on the organizational policy and procedures (Henderson, 2009).However, from an individual perspective, Ismail et al. (2010) contends that, adequacy of pay is often viewed based on a social comparison theory, which posits that an individual perceives the adequacy of the type, level and/or amount of pay based on a comparison between what he/she receives and what he/she expects. An individual will perceive the type, level and/or amount of pay as adequate if he/she views that the pays are provided equitable with his/her contribution such as ability to perform job, merit, skills and/or performance (Adams, 1963, 1965). Therefore for pay adequacy indicate pay satisfaction, pay freedom and pay fairness as perceived by employee.

2.2.1.2: The Dimension of Pay participation

Pay participation implies given employee say in his pay. According to Lawler et al. (1993) Participation in the design of pay systems means employees who are given more opportunity to provide ideas in establishing pay systems to achieve the major goals of its system, stakeholder's needs and/or organizational strategy. Also participation in pay system makes employee to feel relevance in his working place. By implication, Participation in the administration of pay systems refers to employee participation in both input and output. Participation in input means employees provide suggestions to determine the enterprise's goals, resources, and methods. Participation in output means employees are permitted to share the organization's rewards in profitability and/or the achievement of productivity objectives (Kim, 1999). Pay needs to be characterized by egalitarianism, local control of decision making individual choice, and most importantly, a strong performance based system which ties to the business itself. Taken as a package, these new pay practices are congruent with employee involvement and promise to change the way work is done (Lawler, 1993).

2.2.1.3: The Dimension of Pay for individual performance

On the other hand, pay for Individual for performance means pay which is based on individual employee contribution to his organization. Pay for performance which is based on individual employee, increase employees' productivity and acceptance of organizational goals and objectives. Individual pay for performance also raises productivity, lower production costs and make individual employee happy because it increase his earnings. It also requires less direct supervision in maintaining output (McGraw, 2002). Surely, with individual pay for performance, there's less direct supervision required. You have laid out the goals. They know what they have to do in very specific terms and generally in quantitative terms. And, your job is to lay those goals out. Yes, supervision is required, but maybe not as close as it is for other jobs (Costello, 2009). Equally important however, employees feel confident in their own ability to perform better than average that they would like the opportunity to earn better than average pay. And they don't necessarily want to be hindered by a group. Individual pay for performance also helps in the closing and budgetary of controls. If you are able to quantify individual goals, you can tell exactly how much you are going to spend on employee compensation, given certain levels of performance (ibid).

Under this dimension, it is the performance of the individual that is rewarded. Therefore, his performance is the focal point rather than the individual himself. A target of performance is set, and an individual is rewarded when he achieves the set target. Likewise he received reward for his team performance. This is in order to make it a challenge for other individual employees to engage in competition and perform at higher level.

2.2.1.4: The Dimension of Pay for Team Work

Lastly, Group pay for performance is a pay that improve organizational performance, it includes gain sharing, profit sharing and earning at risks (McGraw, 2002). It increases participation of employees in decision making. It can also signal cooperation both within and across groups which is a desired behavior beneficial to organizations. "Group and organizational bonus plans are generally best at producing integration and team work. Under group and organizational plans, it is generally to everyone's advantage that an individual work effectively, because all share in the financial results of higher performance. As a result, good performance is likely to be supported and encouraged by others when group and organizational plans are used. If people feel they can benefit from another's good performance, they are likely to encourage and help other workers to perform well (Lawler, 1993, p. 13)."

2.2.2: Pay for knowledge

Pay for knowledge is also known as skilled based pay.There is no generally accepted distinction among them (Ledford, 1989). In this type of pay, employees receive compensation for the range, depth and types of skills they posses. They are paid for the skills they are capable of using, not for the job they are performing at a particular point in time (ibid). This is fundamental departure from traditional job based pay plans which pay employees for the job they hold (Jenkins & Gupta, 1985).

Successful and effective pay for knowledge plans depend on the organizations ability to develop and implement systematic training programs. With the developing and implementing systematic training programs, successful and effective pay for knowledge will be achieved (Anvari et al., 2011). Organizations that adopt pay for knowledge plans ensure that all employees have equal access to the training needed to equal higher level of skills (Martocchio, 2009). Also evidence does suggest that, pay for knowledge plans lead to improve employees according to Cauldron (1993) especially with regards to two items- skill variety and autonomy. It is however the assumption of this type of compensation that, people with more knowledge are more effective and more flexible. Milkovich and Newman (2008) argued that, employees in a multi-skill system earn pay increases by acquiring new knowledge, but the knowledge is specific to a range of related jobs. Pay increases come with certification of new skills, rather than with job assignment. Pay for knowledge plans reward managerial service or professional workers for successfully learning specific curricular (Martocchio, 2001).

Pay for knowledge pay systems imply that employees must move away from viewing pay as an entitlement instead these systems treat compensations as a reward earned for successful acquiring as well as implementing job – relevant skills(Ibid). In other words, pay for knowledge and skills are sometimes referred to as competency based pay programs. Through competency-based pay, you reward employees not only for mastering job-relevant knowledge and skills but also for using those abilities to produce results that your organization values. This type of pay can increase engagement by fostering employees' pride in their new mastery. And it can enhance commitment because workers learn that the company is willing to help them burnish their employability (Vance, 2006).Therefore designing and implementing a compensation system which reward continue acquisition of knowledge and skills and or competencies and upgrading some is very crucial to strategic compensation. According to Gupta, Schweizer and Jenkins (1987), "Pay-for-knowledge plans have been hypothesized to offer many advantages to organizations and employees. For example, many analysts suggest that organizations experience greater work force flexibility, leaner staffing, greater workforce stability, higher quality of output, lower absenteeism, less turnover, and higher productivity.

Based on the above discussion, this study measured pay for knowledge using pay for skills variety and pay for autonomy as conceptualized by Anvari et al. (2011), which they adopted from the work of Gupta et al. (1987).However for the purpose of this study, pay for work flexibility and pay for training where added as suggested by Ledford (1989) and Cauldron (1993), pay for flexibility and pay for training as argued by Anvari et al. (2011) to be very critical in pay for knowledge. Let us explain them briefly.

2.2.2.1: The Dimension of Pay for Autonomy

It was already argued that, pay for knowledge plans lead to improve employees (Cauldron, 1993) especially with regards to two items-skill variety and autonomy. Autonomy refers to freedom, independence and discretion. It is however important to note that, autonomy is initially viewed as the amount of freedom and independence an individual has in terms of carrying out his or her work assignment (Hackman & Oldham, 1975).Recent research has expanded this conceptualization to suggest that autonomy reflects the extent to which a job allows freedom, independence, and discretion to schedule work, make decisions, and choose the methods used to perform tasks (Breaugh, 1985),(Wall, Jackson, & Mullarkey, 1995). Thus, according to Mugeson and Humphrey (2007), autonomy includes three interrelated aspects centered on freedom in (a)work scheduling, (b) decision making, and (c) work methods.

Autonomy means the freedom to expand on the job duties and responsibilities you were hired to perform. Job autonomy also refers to how and when you perform your duties, as well as the level of independent judgment and discretion required to do your work. Job autonomy is perceived a number of ways, therefore, a concrete definition is improbable, but it generally means an employee can exercise free will and self-control on the job (Mayhew, 2013).

2.2.2.2: The Dimension of Pay for Skills Variety

Pay for Skills Variety, refers to different skills, abilities and talents which pay for knowledge seeks to promote. Therefore, an organization which engaged in pay for knowledge will increase its employees' skills, abilities and talents which will enable the employees to develop them and also impacts same to their organizations. Skill variety reflects the extent to which a job requires an individual to use a variety of different skills to complete the work (Hackman & Oldham, 1980). It is important to skill variety from task variety because the use of multiple skills is distinct from the performance of multiple tasks. The use of multiple skills is often challenging and thereby engaging to perform. Skill variety also implies range of abilities needed to perform a particular job. Pay for knowledge therefore encourages employees to possess different skill sets in order to perform a particular job. This is done through rewarding increase skills abilities or talents and providing regular training to employees.

2.2.2.3: The Dimension of Pay for Training

Furthermore, Pay for Training means attaching incentives to the training of employees to reinforce learning and applying what they learn to their job. According to Garg (2015) training plays a vital role in any company. She also argued that for company's success, employee training is very essential because it is the process of enhancing the skills, capabilities and knowledge of employees for doing particular job. Therefore the primary, purpose of organizational training is to provide the skills that the employees need to make business better. This is because trained employees help to achieve high quality performance in a short period of time (ibid).

It is therefore obvious that pay for knowledge can be measured in terms of employees training in an organization. Organization with pay for knowledge not only value training but also rewards employees who undergo training. In other words, the reward is popularly known as training allowance. Therefore, training here is defined as organized activity which is intended to impart information in order to help the trainee to attain a required level of knowledge or skills. Training is also very important in saving money, increase productivity, employee performance, decreasing cost and saving time in all hierarchical level of employee and managers too on day to day bases.

2.2.2.4: The Dimension of Pay for Flexibility

Pay for flexibility, involves attaching incentives to employee for being flexible in performing his job. That is he has the skills to work in all department depending on the need to do so. Pay for knowledge can be measured using work flexibility. That is organization which truly adopts pay for knowledge value and encourages flexibility. Pay-for-knowledge plans have been hypothesized to offer many advantages to organizations and employees. For example, many analysts suggest that organizations experience greater work force flexibility, leaner staffing, greater workforce stability, higher quality of output, lower absenteeism, less turnover, and higher productivity (Apcar, 1986).

Equally, According to Berchem (2013) respected researchers agreed that, companies or organizations that embrace workforce flexibility tend to be economically better. Flexible work force refers to those employees that understand how to perform a variety of different jobs and other functions within a company. Many organizations desire a more flexible workforce to avoid having the loss of any particular staff member damage its prospects for success, and so they might implement an extensive cross training program for employees. This therefore means that, for organizations to achieve workforce flexibility, they must reward employees to increasingly acquire new skills and abilities through extensive training of their staff.

2.3: Pay for Knowledge and Employee Commitment

Employee commitment may be influence by human resources practices such as pay for an employee skills knowledge and talent, otherwise now as pay for knowledge or skills based pay. Consequent upon this, employee will be willing to exert more effort as well as be creative in his work. That is why, Markora and Ford (2011) assert that, the real success of companies originate from employees willingness to use their creativity, abilities and know how in favor of the company and it is organizations task to encourage and nourish these positive employee inputs by effective reward practices in place. Skilled base pay, where employees are paid for the range of skills they have, and of recent competency based pay where an employee is paid for the range, depth and types of skills and knowledge he is capable of using in the job rather than for the position held. Also, pay for knowledge is in other word known as skilled based pay and there is no generally accepted distinction among them (Ledford, 1989). Cauldron (1993) argued that, pay for knowledge plans ensure improvement of employees.

Compared with job-based or market-based pay plans, pay levels tend to be higher under skill-based pay plans or pay for knowledge plans (Gupta and Shaw, 2001), (Milkovich &Newman, 2008). Equally, it is also important to note that, workforce attitudes are proposed to be superior under skill-based pay plans. Employees are expected to be more satisfied and committed under these plans because the organization invests in employee growth and development, employees enjoy higher job security, and the organization emphasizes employee individuality by basing pay on the person rather than the job (Al-Waqfi &Agarwal, 2006),(Gupta & Shaw, 2001),(Jenkins & Gupta, 1985).On the other hand, scholars like Kager (2000) refuted skilled based pay as having negative tendencies. These negative tendencies includes: producing higher pay levels as skills grow across the population, making external comparison become more difficult as the approach is compromised to the needs of the specific organization, producing greater demand on the training function as well as higher training costs and requiring valid measures of individual change in knowledge and skill which must be adjusted as the skills required in the organization change. These notwithstanding, a well design pay for knowledge can be a very strong factor that can influence employee commitment thereby inducing productivity and by extension lead to the achievement of organizational goals and objectives.

Consequently, Studies were under taken by scholars to link pay for knowledge and employee commitment. But surprisingly, these studies focused on one aspect of commitment observed by Allen and Meyer (1990), Culpepper *et al.* (2004) and Sweins (2011) that, previous research on employee commitment has mainly used one commitment construct, affective or emotional commitment. In the same direction, the studies link pay for knowledge more with constructs other than employee commitment such as employee performance, productivity and job satisfaction. However these two reasons are evidently clear in the studies of scholars reviewed below, basing on their dependent variables and the findings.

Gupta et al. (1987) found that, skill-based pay plans are expected to be positively associated with workforce attitudes such as employee satisfaction and commitment. In supporting this position, Sweins (2011), conducted a study on the impact of pay for knowledge on organizational performance in Finland, and the result revealed that the impact of pay for knowledge is directly connected to performance. The findings therefore suggest that, pay for knowledge make employee more committed to his organization which lead to increase performance.

Likewise, in their study titled empirical analysis of skilled based pay and plant performance outcome, Murray and Gerhard (1998) found that skill based increase greater productivity (58%), lower labour cost per part (16%), and favourable quality outcome (82%).These finding, significantly portrays the importance of pay for knowledge in increasing employee commitment towards organizational productivity and improve quality.

Furthermore, Mitra et al. (2010) in their examination pay for knowledge in comparison with traditional based pay, for their relationship with several workforce outcomes, the Results indicate a significant and positive relationship between pay for knowledge plans, workforce flexibility and workforce attitudes. He also added that, Skill-based pay plans, (pay for knowledge) when compared with market-based pay plans, are found to positively relate to workforce membership behaviors, and workforce attitudes mediate this relationship. Similarly, workforce flexibility mediates the positive relationship between skill-based plans and workforce productivity. However, the success of skill-based plans depends on significant improvements in workforce productivity and membership behaviors. The fit between the pay plan and the facility's climate/culture moderates the relationship between workforce productivity and the pay plan's success. By implication, the results indicate that skill-based pay plans are superior for achieving several organizational and employee outcomes. From this study, employee commitment can be clearly seen to manifest in employee attitude and behaviour.

Also in his argument, Kilundu regarded Training as an important aspect of human resource management in any organization. Hence it can serve as additional levers for enhancing engagement and commitment. He further suggest that, through training an organization can help new and current employees acquire the knowledge and skills they need to perform their jobs and employees who enhance their skills through training are more likely to engage fully in their work, because they derive satisfaction from mastering new tasks. Therefore he carried out a study which was intended to determine the relationship between training and employee commitment. The result of the study revealed that there is a strong correlation between training and employee commitment to the organization. By implication, employee training to a greater extent predicts employee commitment. However, we should have at the back of our minds that pay for training is part (in fact one of the strong building block) of pay for knowledge and engaging in frequent training of employee signifies the level of pay for knowledge the organization adopts. This study concurred with Brum (2007) who supported that, Training is a tool that can assist organizations in building a more committed and productive workforce, by helping to establish employee investment, reciprocity, identification, and by limiting alternative employment options. Hence an effective training program can lead to a greater commitment and less employee turnover. This was further supported by Ayodeji et al. (2011) who in his analysis revealed some evidence that suggested a positive statistical significant relationship between the different levels of training and employees' commitment to organization. The study revealed a positive statistical significant relationship between the different levels of training and employees' commitment to the organization. He further concluded that the more the training giving to employees, the higher their level of commitment to the organization.

Furthermore, in his study on pay for knowledge and its effect on commitment, Martocchio (2009) argued that, pay for knowledge can help organization to design a motivating work that increase skills variety, task identity, task significance, autonomy and feedback which reinforce employee affective commitment. In the same direction, evidence does suggest that, pay for knowledge programme leads to increase affective commitment, enhances work motivation, which results probably due to the fact that well designed pay for knowledge pans promote skill variety and autonomy (cauldron 1993). Anvari et al. (2011), also contended that, when an employer empowers teams to manage themselves, these managing duties includes training one another, learning multiple work, and different skills and abilities which represent autonomy and skills variety. These can make employee to experience meaningfulness in his job which by implication increases his commitment.

From the forgoing discussion, it is clear that, most of the attempt by scholars to link pay for knowledge with employee commitment either used one construct out of the three employee commitment construct, or the focused tend to be on productivity, performance and job satisfaction other than employee commitment. Therefore, this open a gap for a study that will used employee commitment as a multidimensional constructs as well as a study that will link pay for knowledge and employee commitment. Hence the one of the rationale of this study here is to link pay for knowledge with employee commitment as a multidimensional construct (affective, Normative and continuance).

To this end this study proposed the first alternate hypothesis of the study which states that, pay for knowledge significantly influences employee commitment.

2.4: Pay for Performance and Employee Commitment

Accordingly, there is much empirical evidence that suggests that reward systems influence the behavior and performance of the members of organizations (Maltz & Kohli, 2002), (Furtado *et al.*, 2009).According to Humphrey (1987) a reward is appropriate when the employee contributes in an extraordinary way to the profits of the organization. To qualify for a reward, the goal must be clear, meaningful and consistent with other rewards for similar goals. For a reward system to be effective and to be able to encourage commitment and motivation it needs to satisfy some individual need of an employee, in particular, besides keeping track of the changes in their needs. Otherwise, it is unlikely to achieve the performance desired.

According to Laakso (2012) Pay for performance means, rewarding the employees according to their level of performance at work. This practice is widely used in the organization and the aim of this type of rewarding is to recognize the high levels of effort employees are contributing in favor of organizations. Incentives are indeed effective because money matter to most of us and it motivates us because of the symbolic and instrumental value it bears (Gupta & Shaw, 1998). This indeed helps and send signal to employees about a particular behavior valued by the organizations.

However, there were arguments on the contrary suggesting that, pay for performance inhibited creativity and innovation, as argued by Pfeiffer (1998) because of its tendency to emphasize individual performance at the expense of teamwork, lack of concern for organizational performance, encouraging short term focus at the expense of long term, as well as creating fear in the work place. Baker et al, also contends that, the reason for any dysfunction caused by changing behavior is not related to pay for performance systems in themselves but by inappropriate measures of performance on which these systems are based. In the same vein, Austin (1996) also argued that if not properly measured, pay for performance may lead to distortions. Equally, Appelo (2014) when discussing about negative side of pay for performance contend that, some organizations pay employees for "performance," which seems to make sense in a results-only work environment.

However, history shows that pay for performance opens up a whole new dimension of dysfunctional behaviors. When pay depends on measured outcomes, it is virtually guaranteed that people will game the system, aiming for the shortest path to the optimal results. Also according to Beer (2003) the vast majority of employees, in general, also want pay-for-performance, while they may not think their current pay system is unfair, they do think pay-for-performance is an opportunity to make it more fair. They think they can outperform whatever pay they get, they usually assume they will benefit in terms of higher pay. However pay for performance lead to some negative consequences particularly in terms of quality of output and innovation. The employee will hate anything experimental because it may lead to low performance which would result to low pay. By implication therefore pay for performance hinders innovation and quality output.

On the contrary, it is equally important to note that, ample evidence support that incentives or pay based on performance induces more effort, improve productivity through increase commitment. Studies found that performance based pay can increase employee productivity motivation and commitment. For example, Lazear (2000) conducted a study on productivity of windshield installers in Safeliteglass Corporation and found that, employees' productivity increased when management changed their compensation strategy from fixed wages to piece rate pay. Therefore the peace rate pay which is part of pay for performance made the employees to view the organization positively which increases employee commitment and motivate them to increase their productivity

Also, Humphrey (2011) studied Reward systems, job satisfaction, employee commitment and employee performance in public higher institutions of learning in Uganda. The results showed a significant positive relationship between reward systems, job satisfaction, employee commitment and employee performance. It also showed that almost 38% of the variance in employee performance can be accounted for by reward systems, job satisfaction and employee commitment with reward systems as the significant predictor of employee performance. This therefore significantly shows the importance of reward which increases employee commitment and job satisfaction which both increase employee performance.

Vance (2006) also supported this position by asserting that, pay for performance can directly influence employee productivity, engagement and commitment to organization (since it encourages employees to trust their organizations. This is because good performance is always rewarded). This is also obvious because, most employees are usually motivated by financial incentives and can exert greater effort to produce more if the incentives offers by the organization made it worthwhile to do so.

Another study was conducted by Cho(2003) on the issue of pay for performance, where he argued that, increasing number of organizations are trying to link pay to performance through programs such as variable or incentive pay, where a percentage increase in pay depends on the employees achievement for predetermine measurable goals. This is in order to increase employee commitment, motivation and productivity.

Similarly, Idemobi, Onyeizugbe and Akpunonu (2011) also argued that, pay and other incentives should be based on performance differences among employees. Those employees, who perform poorly, receive little or no increase in compensation. This therefore signifies that pay based on performance has a strong force to induce commitment among employees. In the same direction, Grover and Crooker (1995) conducted a study using data collected in a national survey of 1500 U.S employees on the issue of pay for performance, that is availability of benefits on performance. Their findings indicated a positive relationship between availability of benefits and employee commitment. They further argued that, organizations that offer such benefits for employee performance are perceived by employees as showing greater support and a being fair in their dealing with employees.

Also in their study, Eisenberger et al. (1999) and Gavino (2005) argued that, pay for performance has been considered to foster development of job performance. This is because pay for performance has significant potentials to increase and reshape employee commitment. In support of this position, Martocchio (2009) argued that there are anumber of reasons why employer might introduce pay for performance schemes. They may be dedicated to keep current staff (that is to increase employee continuance commitment), they may also want to compete for new talent, and be seeking a fairer way of distributing wages (that is to increase employees' affective commitment).

From the foregoing discussions, it is clear that, the of pay for performance on employee motivation, commitment and by extension output have mixed finding. While some scholars are emphasizing on its importance, others are sending signals about its dis advantage. This argument need to be examined, which is one of the gap this study which was close in chapter five.

However, with all its mixed findings, pay for performance is not well researched. Even where it was done there was little attempt to link it with employee commitment, particularly as a multi dimensional constructs. Additionally, most of the studies links pay for performance with constructs other than employee commitment such as productivity, performance job satisfaction. This also opens a gap for a study to link pay for performance and employee multidimensional commitment of affective, continuance and normative commitment. Taken into considerations the studies above, it is also clear that most of the studies did not use either expectancy theory or equity theory for the study. This is also another Gap to be filled. Therefore, for this study, the influence of pay for performance was measured on employee commitment (affective, normative and continuance) as guided by equity and expectancy theory.

To this end therefore, the research proposed the second alternate hypothesis of the study as: Pay for performance significantly influences employee commitment.

2.5: Strategic Compensation and Employee Commitment

Despite the importance strategic compensation has in attracting and retaining employee commitment in the work place, few studies were found on this issue and almost all of them were based on quantitative method which was based on positivist epistemology and objectivist ontology- which used scientific enquiry to discover knowledge. Out of the little studies in this area, majority used one single dimensional construct of employee commitment (affective or continuance while normative commitment hardly featured) instead of using the three dimension as whole to appreciate each dimension of employee commitment. These are evident in the studies examine below:

Organizations need to strategically and methodically develop human resource practices that are designed to fully achieve commitment (Heyes et al., 1996). According to Miller (2005) it is important to identify the relationship of employees' commitment and their compensation for the following reasons. First, compensation is an important issue for both employers and employees. It is obvious that, the employees provide their service to the employer, and the employer on the other hand provides, rewards inform of wages, salaries and benefits to the employees. Therefore compensation is the pivotal point between employer and employees.

Secondly, Wages salaries and benefits paid to employees are the cornerstone of what drive our economy; therefore, commercial banks as well as other organizations should be concerned about the impact of the amount of compensation as well as the method used to compensate their employees. Obviously that was the reasons why Miller (2005) in his studies, found that there existed a significant relationship between compensating employees and employee commitment.

Furthermore, in his study of effective reward as a predictor of employee productivity, Yamoah (2013) emphasized the role of effective compensation by citing Labour unrest in the form of strike actions in both public and private corporate organizations as an indicator of the importance employees attach to the issue of compensation. He maintained that as a result, the human resource functions of many corporate organizations were challenged to develop and implement effective compensation schemes which would lead to the achievement of organizational goals. His study examines the relationship between compensation and productivity in the banking industry in Ghana. The results indicated a significant relationship between compensation and productivity which showed the significance of effective or strategic compensation towards making employee more committed to the organizational goals and objectives, which in turn increase employee output.

Equally, Richardson (1999), in his study, also indicated that most organizations lack effective incentive systems. According to him, the greatest motivational impact can be achieved when rewards are frequent, immediate, can be related to individual contribution, and are of significant value to the employee. Employee attached a greater importance to reward which is seen as the back bone of employee, employer relationship.

Also, in their study of Compensation packages- a strategic tool for employees' performance and Retention, in Nigeria private universities, Osibanjo et al. (2014) found strong relationship between strategic compensation packages and employees' performance and retention.

Another, relationship that exists between strategic compensation and employee commitment is that, Strategic compensation asks us to think about how we can use pay (in all its forms) to help our organizations achieve their goals, rather than simply seeing it as a cost to be minimized. Employee commitment is one of the objectives of organizations for their employees to be productive, and rewarding them in the best possible way, will ginger their commitment. This however can be supported by a study of Onyeizugbe and Akpunonu (2011) which investigated compensation management as a tool for improving organizational performance. The study revealed that financial compensation for staff members in the public service do not have a significant effect on their performance because the financial compensation received is not commensurate with the staff effort.

Again, the basic thrust behind strategic compensation is aligning employees' behaviour to the strategic direction of the organization. The chartered institute of personnel and development (CIPD, 2007), reviews compensation arrangement in the UK annually, and in their annual survey report 2007, the respondents said that by far the common goal for strategic compensation was that of supporting the achievement of business goals (84%), followed by compensating high performers through performance differentiation (77%), (Trevor, 2008).

There are three levels of compensation strategy that exist within human resources department. The first, level of strategy is only understood and supported by the department. The second is a strategy that is supported by the department and translated into practical solutions, polices and decisions. The third level, which should be an organization's ultimate goal, is the most difficult to achieve, It is a compensation strategy that supports a pay for performance system that transforms and permeates all levels of the organization (SHRM, 2010, p.22).

However, the most important issue of designing a strategic compensation is to design a compensation system that matches the organizational objectives. To do this therefore, it must be designed to attract and enforce employee commitment. This in turn will make the achievement of organizational objectives possible. This is because employee commitment, particularly affective commitment is central to strategic human resources management practices and individual effectiveness (Bratton & Hold, 1999). That is why, some scholars suggested that, compensation should be designed to achieve affective commitment as a strategic human resource practices (Ritzier& Trice, 1969), (Martocchio, 2009). They also argued that, certain types of compensation plans also lead to high effective organizational commitment. This is obviously true because it has been argued that, each organization will at least need its employees in using tools interactively, language, symbols and text interactively, use knowledge and information interactively, use technology interactively , interacting in Heterogeneous group, relate the others well. Others includes, ability to cooperate, ability to manage and resolve conflicts, acting autonomously, acting within the big picture(OECD ,2005) and above all to have all the required knowledge and skills that will enable them to make difference.

More importantly, Victor Vroom (1964) expectancy theory captures the relationship between strategic compensation and employee commitment when he said 'one assumption is that people join organizations with expectations about their needs, motivations and past experiences which in turn influence how they react to the organizations; and that an individual behavior is the result of conscious choice. That is people are free to choose behaviors suggested by their own expectancy calculations. By implication if the organizations compensation satisfy employee, he is going to put his effort at best and in turn will be committed to his organization. This can be supported by Vroom (1964, p. 134) who asserts that the expectation (reward) of employees on task performed motivates and encourages them to be committed. Thus, the higher the expectation of workers, the greater the commitment; on the other hand, the lesser the expectation of workers, the lower the commitment (Martin & Shawn, 1984)

Equally, in their study, Olaoye and Adeyemi (2013) also argued that, Reward helps management to retain efficient and experienced workforce in an organization. Their research examined the impact of reward on employees' performance with special reference to selected manufacturing companies in Ibadan, Oyo State, Nigeria. Result showed that reward dimensions jointly predicted employees' performance, which accounted for 71% variance of performance. By implication, reward make employee committed to the extent that he is motivated to increase his performance

Another study which was also conducted in United State of America was based on compensating employees through tipping to determine their commitment (Miller, 2005).The research takes a fresh and strategic approach from the existing research on tipping to look at the relationship between tipping as an employee's compensation method and commitment to their organization. Data were collected from 1362 foodservice employees. The findings supported that compensating employees through tips does have an effect on their commitment. That is, there is a significant relationship between compensating employee strategically and their commitment.

Another Study was the one conducted in Finland by Sweins and Kalmi (2008). The aim was to examine how communication, performance feedback and membership length are related to profit sharing knowledge, and how profit-sharing knowledge is related to profit-sharing satisfaction and employee commitment. The findings however revealed that there is strong evidence that better profit-sharing, communication and higher membership length increase profit-sharing knowledge. Furthermore, they found strong evidence that the relationship from profit sharing knowledge to commitment is mediated by profit-sharing satisfaction. However we should bear in mind that profit sharing is one of the approaches of compensating employee strategically, in order to increase their affective commitment.

Also, Akpinar and Tas (2013) conducted study which evaluated the relationships and impacts of distributive justice, procedural justice and organizational trust on affective commitment. Hypotheses were tested by multiple regression models with the data from health employees (medical doctors, nurses, medical secretaries, office staff and biomedical technicians) of Kocaeli University Research Hospital in Turkey. Results suggested that the employees' perception of affective commitment was positively affected by their perceptions of distributive justice, procedural justice and organizational trust. Hence, if managers understand this effect and their role in developing and fostering it, they will contribute to increase their organizational performance. This study, showed us how fairly the organizations rewarded their employees which made the employees to have positive perception about their organization. This in turn increases employees' affective commitment which leads to increase performance

Furthermore, Anvari, et al. (2011) undertook a study which investigated the relationships among strategic compensation practices, psychological contract, and affective organizational commitment. Results revealed that strategic compensation practices led to perceived fulfillment of psychological contract and the latter, in turn, led to higher employee affective commitment. In addition, employees with higher levels of affective commitment who perceived a fulfillment of psychological contract were less likely to leave an organization.

Equally, the above position was supported by Saleem (2011) who investigated the impact of financial incentives and rewards on employee's commitment in the Private Sector Banks, Public Sector Banks and Islamic Banks. Results however revealed positive and significant association between financial incentives and employee commitment and increase in financial incentives such as promotion and bonuses enhanced employee commitment which increases the employee's performance and reduced turnover and employees can only be loyal when their wants and desires are satisfied.

Another study was conducted by Nwosu et al (2013) which examined job characteristics as predictors of employee commitment among private sector workers in Anambra state of Nigeria. Two instruments were used: Job Characteristics Scale (Hackman & Oldham, 1975) and the employee Commitment Questionnaire (Meyer and Allen, 1993).The hypothesis stated that job characteristics dimensions will predict employee commitment among employees of private organizations, and it was partially accepted because only two dimensions of job characteristics namely dealing with others ($\beta = .27$, $t = 3.80$, $p<.01$) and task identity ($\beta = .20$, $t = 2.26$, $p<.01$) predicted employee commitment while the remaining five dimensions: skill variety, task significance, autonomy, feedback from the job, and feedback from agents did not predict employee commitment. The study strongly suggested that job characteristics are a predictor of employees' commitment.

In another study which is based on compensation management as a tool for improving organizational performance in the public sector of Anambra state civil service – Nigeria, Idemobi, Onyeizugbe and Akpunonu, (2011) conducted their study to establish relationship between compensation management and organizational performance. The results indicated that, financial compensation for staff members in the public service do not have a significant effect on their performance and that financial compensation received are not commensurate with the staff effort. Hence they recommended that, for any public service organization such as the Anambra state of Nigeria civil service commission to improve the performance of employees, they should offer financial compensation that would be specially designed to link it with performance. Therefore, management should relate pay rise directly to performance.

Furthermore, it is important that organization that adopted compensation toward progressing employee career will reinforce employee continuance commitment. This evident in the study conducted by Agaboh, Nkpoyen and Ushie (2010) which examined the relationship between career development and employee commitment in industrial organizations, in Calabar, Cross River State, Nigeria. Niger Mills PLC, Calabar and Cross River Newspaper Corporation, Calabar were selected for the study. Data was obtained through structured questionnaire. Three hypotheses were tested. Findings revealed that, career advancement, career counseling and career opportunities significantly influence workers commitment. The study recommended among others that, a comprehensive career development programme should be adopted by management.

Finally, a study was conducted by Omolayo and Owolabi (2007) which investigated and correlated monetary reward as a predictor of the commitment of employees in medium-scale organizations in Nigeria. Questionnaire was used to collect data from the participants, while t-test for independent groups was used to test the three hypotheses for the study. Result however revealed that no significant difference existed in the commitment level of more tenured and less tenured employees in monetary reward. Equally, no significant difference was found in the commitment level of male and female employees in term of monetary reward. Result also revealed that high educated employees have no significant difference in their commitment level with that of low educated employees.

However some studies cited here related strategic compensation and performance and productivity in order to indicate relationship between strategic compensation and employee commitment. This is due to the fact that commitment is strongly related to performance or productivity as can be seen clearly from the study of Dixit and Bhati (2012). They conducted a study with a sole purpose of identifying the impact of Employees' Commitment on sustained productivity in Auto-component Industry in India (Denso). The study was based on a review of the academic research papers and a survey. The results of the study indicated that the Employees Commitment (Affective, Normative, continuous) are significantly related to sustained productivity in Auto component industry. That is, there is a significant relationship between employees commitment (affective, continuance and normative) and sustained productivity in the auto component industry. Also, the research findings revealed that there existed positive relationship between the three commitments- affective, continuance and normative commitment and sustained productivity of the organization. It had also been proved from the results that there existed high degree of correlation between the three independent variables and sustained productivity the dependent variable. These outcomes in turn are associated with guiding the top management for working towards increasing commitment level.

Furthermore, where strategic compensation is related to job satisfaction, it is done because research evidence clearly indicates that job satisfaction is a strong predictor of employee commitment. See Nguyen at al. (2010) and Okpara (2004).

From the various studies and discussions above, it is clear that, there exists a relationship between strategic compensation/rewards with employee commitment. However, from the studies examined above it is clear that certain problems are obvious.

These include little or absence of enough studies on the relationship between strategic compensation and employee commitment, rather, the studies are more of examining the relationship between compensation and productivity, performance or job satisfaction. Another issue that can be identified from these studies reviewed here is that, using commitment as single dimensional rather than multidimensional as postulated by Allen and Meyer (1991, 1997).Likewise I felt to find any study which was guided by either Vroom Equity theory, or Stacey expectancy theory. Finally, all the studies reviewed above including those in the other objectives (pay for knowledge and employee commitment, pay for performance and employee commitment) are based on quantitative methods, using questionnaire and scientific enquiry to discover knowledge which is based on positivist epistemology and objectivist ontology. Based on this, the study therefore proposed a third alternate hypothesis which state that: Strategic compensation significantly influences employee commitment.

2.6: Study Gaps:

In the course of investigating literature for the purpose of this study, the following gaps were identified as follows:

There exist insufficient studies to established relationships between strategic compensation and employee commitment. This study is therefore designed to establish whether there is relationship between strategic compensation and employee commitment, which served as additional input to the area of the study.

Equally, the studies to determine the influence of pay for knowledge and employee commitment are grossly inadequate. Hence this study contributed to this area of study by determining the influence of pay for knowledge on employee commitment.

Similarly, there were little studies to examine the relationships between pay for performance and employee commitment in the work place. This study therefore aims at establishing whether there is significant relationship between pay for performance and employee commitment.

Furthermore, most of the studies that were found to established relationship between strategic compensation, pay for knowledge or pay for performance and employee commitment, used only one aspect of commitment(affective or continuance, while normative commitment was almost totally neglected) instead of approaching commitment in all its dimension as theorized by Allan and Meyer (1991,1997). Therefore this study used all the aspect of commitment as multidimensional (affective, normative and continuance) as postulated by Allan and Meyer (1991, 1997), instead of single aspect.

More so, from the literature examined, it was also clear that most of the studies focused on determining strategic compensation, pay for knowledge or pay for performance to predict other variables such as, employee performance, productivity or job satisfaction. However, although indirectly this indicated commitment which in turn leads to performance, productivity and a result of job satisfaction, but the studies intentionally or unintentionally left commitment silent. Therefore this study used strategic compensation, pay for knowledge and pay for performance as predictors of employee commitment.

Again, out of the literature investigated, it is clear that almost all the studies examined were empirical researches, using quantitative methods which was based on positivist epistemology with objectivist ontology (which employ scientific enquiry) to discover knowledge. However this study used a mixed research were qualitative data inform of interview was used to complement quantitative data. Hence, the study adopted both positivist and interpretivist epistemology with objectivist and subjectivist ontology respectively.

Lastly, it was also clear from the studies examine that, no study clearly indicated the usage of either equity or expectancy theory to guide or direct their studies. The studies used quantitative approach and concluded all through without recourse to the theory. However, one of the theoretical contributions of this study was using equity and expectancy theory as its theoretical perspective, and the study successfully concurred with both theories in explaining employee behavior at work.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter delves much into the general procedure and method of conducting the study. It clearly indicated the research paradigm, research design, research population, sampling strategy and the procedure of data gathering, processing and analysis.

3.1 Research paradigm/ Philosophical foundation

This study adopted both quantitative approach with positivist epistemology and objectivist ontology and qualitative with interpretivism epistemology and subjectivist ontology.

According to Thomas Kuhn's (1962) paradigm as a concept is defined as the underlying assumptions and intellectual structure upon which research and development in a field of inquiry is based. Similarly, Neumann (2006) argued that, research paradigm is a basic orientation to theory and research when conducting research study. It is also an interpretative framework, which is guided by "a set of beliefs and feelings about the world and how it should be understood and studied."

It is important to note that, there are various research paradigms commonly adopted in research. In their analysis, (Guba, 1990), Denzin and Lincoln (2001) stated three categories of those beliefs, viz: Ontology: which deals with the question of what is real? Epistemology: which deals with what is the relationship between the inquirer and the known? And Methodology: how do we know the world? Further more in their critique, Lincoln and Guba (2000) added two more categories which indicate different paradigms. These are beliefs in causality (nature and possibility of causal relationship) and axiology (which deals with the role of value).

In another dimension, Creswell (2009) identified four research paradigms that can guide a study, which include post-positivism, interpretivism/constructivism, participatory and pragmatism. But, Lincoln and Guba (2000) identified five research paradigms, namely, positivism, post-positivism, critical theory, constructivism and participatory.

However, Wibono (2008) on the other hand, argued that quantitative and qualitative are two main approaches that define any research or study. This classification is a more holistic measure of the type of research adopted by any study, after which specific issues pertaining to research paradigm can be defined. This study therefore adopted this approach.

A quantitative approach uses numbers or statistic to validate or prove any research hypothesis and is often premised on a positivist epistemology and objectivist/realist ontology which is best described as a world view which assumes that there is a tangible reality which can be assessed. This is in order to find out how things really are, and how things really work. Clearly, Positivists assume that reality is fixed, directly measurable, and knowable and that there is just one truth, one external reality. Therefore it employ scientific enquiry to discover knowledge. Therefore, Positivists have a claim that, there is a single, objective reality that can be observed and measured without bias using standardized instruments. Hence according to Irene (2014), realist ontology, asserts that reality is driven by immutable natural laws. The role of science is to strive for casual relationships, an essential criterion for research which corresponds to internal validity. Research then becomes objective, measurable, predictable and controllable.

Furthermore, for Qualitative data analysis, the paradigm or approach adopted is interpretivist epistemology with subjectivist ontology. Interpretivism is based on the assumption that reality constantly changes and can be known only indirectly, through the interpretations of people; they accept the possibility that there are multiple versions of reality. Therefore, interpretivists accept that there is a reality. However, they argue that it cannot be measured directly, only perceived by people, each of whom views it through the lens of his or her prior experience, knowledge, and expectations. However, ontologically speaking, there are multiple realities constructed by actors of research. Thus they argue that research is grounded on a relativist ontology which rejects the existence of any possible correct reality (Irene, 2014).

Once more, Miles and Hubermann (1994) argue that in dealing with qualitative research, researchers must lay out their epistemological starting points. An important point in making our preferences or choices clear is therefore to assess how the researcher views the data collected. This involves finding answers to questions like: how is the role of the interviewer treated? Do the answers of the respondents represent the reality oris the reality produced through the interaction between respondent and interviewer?

According to Folkestard (2008) this paradigm is of the view that social reality is really important and the researcher does not in any way affect or influences the data. Also quotes are marked with inverted commas "....." and focus on what question. Furthermore, according to this paradigm, the status of the data collected is a fact about behavior and attitudes.

The naturalistic paradigm is held to be the most dominant one. One of the reasons for this is the fact that this paradigm offers some concrete solutions in how to analyse qualitative data (Folkestard, 2008). This paradigm calls for a standardized procedure, with structured or semi-structured interviews, that usually are pre-tested. This result in data "...that give us access to 'facts' about the world" (Silverman 2001, p.86). While being dominant it has been subjected to criticism from so many researchers, which explains why there are several alternatives in how to collect and analyze qualitative data.

3.2: Research Design

This study by design is a mixed research because it employs both quantitative (which is situated within positivist epistemology and objectivists ontology) and qualitative data (which is suitable for interpretivists/naturalistic/constructionist epistemology with subjectivist ontology). Research advocating mixed research used both quantitative and qualitative methods. This is because the two method are used together in order to have a good and better research findings. From the quantitative perspective, the study is cross sectional survey. This is because the data is collected once and for all. It is also cross sectional survey because the data collected or gathered about the dependent and independent variables understudy represent what is going at only one point in time. In the same vein, the study is also descriptive because it used descriptive statistics (such as means, standard deviations) to described the variables under study. It is also correlational because it seeks to established relationship between the variables understudy (dependent and independent variable). Furthermore, from qualitative perspective, the study is analytical because it analyses the responses of the interview with the key informants (interviewees), which is one of the methods of qualitative research.

3.3: Study Population

The population of this study includes all the employees of twenty one commercial banks operating in Kano state Nigeria. It is important to note that, there are twenty one (21) commercial banks operating in Kano. However, out of them, 1226 (managerial and non-managerial) employees of the five largest commercial banks (those that have ten and or above branches) were targeted.

3.4: Sample Size:

The sample size of this study was determined by using Krejcie and Morgan (1970) table of determining sample size for a given population for easy reference (find attached a copy as appendix vii). Thus, based on the Krejcie and Morgan's' (1970) table of determining sample size, the sampled population of this study is one thousand two hundred and twenty five (1226) and the sample size is two hundred and ninety one (291), refer to table 3.1 for details.

Table 3.1: Respondents of the Study

	Population	**Sample Size**
Managerial Employees	496	117
None Managerial Employees	731	174
TOTAL	**1226**	**291**

Source: Researchers' Sample Computation (2015).

3.5: Sampling Technique

To ensure that employees of these commercial banks were appropriately selected, stratified sampling technique was adapted to group the respondents according to their managerial and non managerial employees. Then simple random sampling through proportional allocation was utilized to arrive at the final respondents from strata.

3.6: Selection Procedure:

In this research, it is of paramount importance to note that, there are employees of twenty one (21) commercial banks in Kano state. But for this study, the employees of five (5) banks (Union Bank, First Bank, Unity Bank, Access Bank and Mainstreet Bank) were selected (using inclusion criteria). The inclusion criteria were used to select employees of these five banks. As can be seen and already stated under population as follows:

Firstly, the employees must operate in either managerial or non managerial position. Managerial employees are those who attend a managerial position. But non managerial employees are those employees who have not attended managerial positions.

Secondly, the respondent must be an employee of one of the five selected banks.

Thirdly, the respondent must be a middle cadre and or senior staff, because a middle cadre and senior staff is more likely to better understand the questionnaire.

Lastly, the respondent must be a permanent (not a casual/auxiliary) staff of the bank.

3.7: Selection of Interview Respondents

Ten interviewees or key informants were selected and interviewed. These respondents were either head of operation, branch managers and or head of marketing. However four respondents were selected from each bank and convenience and interest of the respondents in participation guided the selection of the employees to participate.

3.8: Research Instruments

The research instruments used in this study reflect the triangulation or mixed methods adopted for the study. Therefore both questionnaire and interview schedule were used to gather data.

3.8.1: Questionnaire

The questionnaire was designed to have three parts. The first part dealt with demographic profile of the respondent, the second part measures the independent variable which is strategic compensation, which consists of pay for knowledge (which is measured in terms of pay for autonomy, pay for flexibility, pay for training and pay for skills variety) and pay for performance (which consists of pay participation, pay adequacy, pay for individual performance and pay for teamwork). The third part which is the last part, dealt with employee commitment which consists of affective commitment, continuance commitment and normative commitment.

However, to measure both dependent and independent variable under the study, a four point Likert scaling was used (to measure the items in the questionnaire). A Likert scale is composed of a series of four or more Likert-type items that represent similar questions combined into a single composite score/variable (Likert, 1973).

Therefore in this study, the independent variable is strategic compensation which contains two constructs. That is pay for knowledge (with constructs as pay for skills variety, pay for flexibility, pay for training and pay for autonomy) and pay for performance (with constructs as pay adequacy, pay participation, pay for individual performance and pay for team work). All items under strategic compensation (pay for knowledge and pay for performance) were measured using Likert Scale with four points ranging from 1= Strongly Disagree, 2= Disagree, 3= Agree, and 4 = Strongly Agree.

On the other hand, the dependent variable is employee commitment which has three dimensions. That is affective commitment, normative commitment and continuance commitment. All items under employee commitment (affective, continuance and normative) were also measured using Likert scale with four points ranging from 1=

Strongly Disagree, 2= Disagree, 3=Agree, and 4 = Strongly Sgree. The respondents were required to indicate the extent to which they agree with each of the items or statements in the questionnaire, by filling or ticking in the number that (they thought) best describes their choices or perceptions.

3.8.2: Interview Schedule

Interviews were conducted to collect qualitative data from the respondents so as to supplement the questionnaire. The interviews were personally administered by the researcher to the branch managers, head of operation and head of marketing as the case may be despite their tight schedules. The interview took average of fourty five (45) to sixty (60) minutes. The interview schedule consists of structured questions which were asked in order to gain more inside.

3.9: Data gathering procedures

***Before the administration* of the questionnaires**

1. The researcher obtained an introduction letter from College of Higher Degrees and Research (CHDR) in order to solicit approval from the respective organization to conduct the study.
2. The researcher secured the consent of each employee, bank manager, and through random sampling, selected those to administer with the questionnaire.
3. The researcher duly explained to the respondents about the study and they were requested to sign the informed consent form.
4. Research assistants were identified, and oriented adequately in order for them to be consistent in administering the questionnaires
5. The questionnaires were distributed to the respondents.
6. An initial meeting was held with the interview respondent (one of the official of the bank), the aim and objectives of the interview and the study were discussed.
7. Based on the initial meeting with an interview respondent, an appointment was booked for the interview.

During the administration of the questionnaire

1. The respondents were requested to answer the questions in complete manner without leaving any question in the list unanswered.
2. The respondents answered the questionnaire with least error because as they confessed they are used to filling in questionnaire in their organization on issues concerning both themselves and their organizations.
3. The researcher gave strong emphasis for retrieving of the questionnaire in 3 month from the distribution date.
4. The interview answers were recorded using pen and paper as well as a tape recorder.

After the administration of the questionnaire

1. Upon retrieval however, all returned questionnaires were carefully checked whether all questions were answered.
2. The questionnaires were coded and imputed into SPSS software in the computer for analysis.
3. After conducting the interviews the responses were transcribed and summarized and major points regarding the objectives of the studies were retained.

3.10: Pilot study

Before the actual survey, pilot study was conducted with a sample of (thirty) 30 respondents similar to the final population in the sample to test and refine the questionnaire, with purpose of identifying any problem or defects in the questionnaire and anticipate any logistical problems during the actual survey. In view of this, the pilot study was conducted to gather feedback about the language used in the questionnaire. Since this study was conducted among employees of commercial banks with differences in educational qualifications, it is of paramount importance to ensure that the language used in the instrument (questionnaire) is understood by the respondents. Any difficulty in answering will negatively affect and reduce the response rate which may result in bias (intentional or unintentional). Similarly using the pilot study validity and reliability was determined. In respect of the validity, face validity, content validity and construct were determined. Equally, in respect of reliability Cronbachs Alpha values were obtained. Therefore all the result of the validity and reliability of this pilot study are provided below in their respective subheadings.

3.11: Pilot Validity Test

To determine the validity of the instruments, face validity, content validity and constructs validity were undertaken.

3.11.1: Face Validity

This is where the supervisors were provided with the draft of the instrument (questionnaire) to check for its validity. Face validity was important because it provides an Idea about the validity of the instruments used (questionnaire). Therefore, the supervisors were provided with the draft of the questionnaire for their input. Hence their inputs were used to improve the instrument.

3.11.2: Content Validity

The content validity of the instrument was also carried out using five experts. That is, after face validity, five experts were provided with the instrument (questionnaire) to assess its validity. Hence, the validity was determined using the content validity index as depicted in table 3.2. The results reveal that, the average scoring of the 5 experts who validated the instrument (questionnaire) are all within acceptable region, which is above 0.70 as provided by (Amin, 2005).

Table 3.2: Content Validity Index (CVI) of the Questionnaire

'ARIABLES	EXPERT 1	EXPERT 2	EXPERT 3	EXPERT4	EXPERT 5	AVERAGE
'ay for skill Variety	1	0.75	0.8	0.83	0.85	0.85
'ay for flexibility	0.8	0.7	1	0.9	0.8	0.84
'ay for training	0.8	0.78	0.7	0.9	0.8	0.8
ay for Autonomy	0.9	0.8	0.9	0.7	0.88	0.84
'ay for Knowledge						**0.83**
ay Adequacy	0.7	1.0	0.9	0.9	0.8	0.86
ay for individual erformance	0.85	0.74	0.8	0.9	1.0	0.85
ay Participation	0.9	0.83	0.9	0.79	0.8	0.84
ay for Teamwork	0.8	1	0.9	0.8	0.8	0.86
'ay for Performance						**0.85**
trategic 'ompensation						**0.84**
ffective Commitment	1	0.9	0.7	0.8	0.7	0.82
ontinuance Commitment	0.9	0.8	0.7	0.9	0.9	0.84
ormative Commitment	0.9	1	0.9	0.9	1	0.94
mployee ommitment						**0.87**

Source: field study 2015

3.11.3. Constructs Validity

The instrument (Questionnaire) was also subjected to construct validity using factor analysis. This is in order to test for convergent and discriminant validity.

3.11.3.1 Convergent validity

For convergent validity, the tables of communalities, table of KMO and Bartlett's Test as well as determinant were considered.

Table 3.3: Table of Communalities for Pay for Knowledge

Communalities		
Items	**Initial**	**Extraction**
i receive pay increase or bonus as a result of performing multiple task	1.000	.858
I receive pay increase because of skills demonstrated to my new job	1.000	.818
I receive no pay increase or bonus upon my promotion	1.000	.857
My job requires unique innovative ideas or solutions	1.000	.741
i receive pay increase because of my talent in performing my job	1.000	.812
I always receive pay increase because of my increased abilities	1.000	.788
we have an attractive training allowance	1.000	.829
I receive training regularly in this organization	1.000	.865
The training i receive in this organization improve my skills	1.000	.897
Extraction Method: Principal Component Analysis.		

Source: field study, 2015 ***the Determinant=0.20***

Table 3.4: Pay for Knowledge KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.767
Bartlett's Test of Sphericity	Approx. Chi-Square	98.828
	df	36
	Sig.	.000

Source: *field survey, 2015*

From the communalities table, and KMO and Bartlett's table (table 3.3 and 3.4 respectively) above, the items reduced to nine (9) items. It is also clear that there is convergent validity for the instrument measuring pay for knowledge because all the values of communalities are greater than 0.5 which is the rule of thumb for accepting the values under communality table, the KMO Bartlett's value is 0.767 which is greater than 0.5 which is the rule of thumb in accepting KMO and Bartlett's values according to field (2009) and lastly, the determinant is 0.20 which is greater than 0.00 which is the rule of thumb in accepting the determinant value.

3.11.3.2: Discriminant validity of pay for knowledge

The discriminant validity was determined using rotated factor, determinant, percentage of variance, cumulative variances and Eigen value.

Table 3.5: Rotated Component matrix of pay for Knowledge

Items	Component			
	1	2	3	4
I receive pay increase or bonus as a result of performing multiple task	.911			
I receive pay increase because of skills demonstrated to my new job	.747			
I receive training regularly in this organization		.919		
The training i receive in this organization improve my skills		.605		
I receive no pay increase or bonus upon my promotion		-.601		
My job requires unique innovative ideas or solutions			.710	
I always receive pay increase because of my increased abilities			.813	
I receive pay increase because of my talent in performing my job			.775	
we have an attractive training allowance				.887
Eigen Value	2.561	1.888	1.435	1.281
Variance%	28.46	20.98	15.95	14.24
Cumulative%	28.46	49.43	65.38	79.61
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.				
a. Rotation converged in 9 iterations.				

Source: field Survey, 2015

From table 3.5 above, it is clear that the discriminant validity is achieved because all the factor loadings values are greater than 0.5 which is the rule of thumb in accepting factor loading values; also all the Eigen values are acceptable because they are greater than one signifying that all the constructs are acceptable as measure of pay for knowledge. The results further reveal that, pay for skills variety, pay for flexibility, for autonomy and pay for training explained (79.61%) variation in pay for performance, with pay adequacy as the most important(28.46%) followed by pay for participation (20.98%), then pay for individual performance (15.95%) and pay for teamwork (14.24%).

3.11.3.3: Convergent Validity of pay for performance

The convergent validity was determined from factor analysis results using communalities table and KMO Bartlett's test.

Table 3.6:: Communalities of pay for performance

Communalities		
	Initial	Extraction
may pay in this organization is fair	1.000	.636
I deserve more than my current pay	1.000	.759
I always receive pay increase or bonus when i put on more effort	1.000	.912
I always receive a bonus when i exceed normal target	1.000	.863
I receive pay increase based on my individual contribution to this organization	1.000	.829
My pay always depend on my performance	1.000	.666
our organization has a policy of pay secrecy	1.000	.856
it is always the top management that decide on pay issues	1.000	.758
sometimes I am given opportunity to chose reward i prefer	1.000	.829
i carried out many tasks in a team(as team member)	1.000	.829
i received pay increase based on my participation in group task or teamwork	1.000	.760
i received pay increased based on my contribution to the organization as a whole	1.000	.838
we received an award or bonus if our department excel	1.000	.813
Extraction Method: Principal Component Analysis.		

Source: field survey, 2015 ***Determinant =0.25***

Table 3.7: KMO and Bartlett's

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.631
Bartlett's Test of Sphericity	Approx. Chi-Square	249.266
	df	78
	Sig.	.000

Source: field survey, 2015

Equally, from the communalities table, and KMO and Bartlett's table (table 3.6 and 3.7 respectively) above, the items used to measure pay for performance were reduced to thirteen (13) items. The tables also reveals that, there is convergent validity for the instrument measuring pay for performance because all the values of communalities are greater than 0.5 which is the rule of thumb for accepting the values under communality table, the KMO Bartlett's value is 0.631 which is greater than 0.5 which is the rule of thumb in accepting KMO and Bartlett's values according to field (2009) and lastly, the determinant is 0.25 which is greater than 0.00 which is the rule of thumb in accepting the determinant value.

3.11.3.4: Discriminant Validity of pay for performance

Table 3.8: Rotated factor matrix of pay for performance

Rotated Component Matrix[a]				
	Component			
	1	2	3	4
i always receive pay increase or bonus when i put on more effort	.937			
i always receive a bonus when i exceed normal target	.920			
i receive pay increase based on my individual contribution to this organization	.725			
may pay always depend on my performance	.686			
i carried out many tasks in a team(as team member)		.857		
it is always the top management that decide on pay issues		.842		
sometimes I am given opportunity to chose reward i prefer		.818		
i received pay increased based on my contribution to the organization as a whole		.569		
i received pay increase based on my participation in group task or teamwork			.501	
our organization has a policy of pay secrecy			.914	
may pay in this organization is fair			.742	
we received an award or bonus if our department excel				.830
I deserve more than my current pay				.779
Eigen Value	4.412	2.922	1.633	1.378
Variance%	33.94	22.48	12.57	10.60
Cumulative%	33.94	56.42	68.99	79.59
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.				
a. Rotation converged in 6 iterations.				

Source: field survey, 2015

Table 3.8above reveal that there is discriminant validity because all the factor loadings values are greater than 0.5 which is the rule of thumb in accepting factor loading values; also all the Eigen values are acceptable because they are greater than one meaning that all the constructs are acceptable as measure of pay for performance. The results further reveal that, pay adequacy, pay for individual performance, pay participation and pay for teamwork accounted for (79.59%) variation in pay for performance, with pay adequacy as the most important(33.94%) followed by pay for participation (22.48%), then pay for individual performance (12.57%) and pay for teamwork (10.60%).

3.11.3.5: Convergent Validity for employee commitment

Table 3.9: Communalities of Employee Commitment

Communalities		
Items	**Initial**	**Extraction**
i really feel as if this organization's problems are my own	1.000	.849
this organization has a great personal meaning for me	1.000	.861
i consider myself an important part of this organization	1.000	.914
it will be very hard for me to leave my organization now even if i wanted	1.000	.934
it is a betrayal to leave my organization now	1.000	.976
Extraction Method: Principal Component Analysis.		

Source: field survey, 2015 Determinant=0.141

Table 3.10: KMO and Bartletts of employee commitment

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.650
Bartlett's Test of Sphericity	Approx. Chi-Square	51.891
	df	10
	Sig.	.000

Source: field survey, 2015

Equally, from the communalities table, and KMO and Bartlett's table (table 3.9 and 3.10 respectively) above, the items used to measure employee commitment were reduced to five(5) items. The tables also reveals that, there is convergent validity for the instrument measuring employee commitment because all the values of communalities are greater than 0.5 which is the rule of thumb for accepting the values under communality table, the KMO Bartlett's value is 0.650 which is greater than 0.5 which is the rule of thumb in accepting KMO and Bartlett's values according to field (2009).

3.11.3.6: Discriminant Validity for employee commitment

Table 3.11: Factor Loadings of Employee Commitment

Rotated Component Matrix[a]			
Items	**Component**		
	1	2	3
this organization has a great personal meaning for me	.898		
i really feel as if this organization's problems are my own	.868		
i consider myself an important part of this organization	.698	.529	
it will be very hard for me to leave my organization now even if i wanted		.961	
it is a betrayal to leave my organization now			.983
Eigen Value	2.276	1.142	1.117
Variance%	45.51	22.84	22.34
Cumulative%	45.51	68.35	90.69
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.			
a. Rotation converged in 5 iterations.			

Source: *field survey, 2015*

From the table 3.11above it is clear that the discriminant validity is achieved because all the factor loadings values are greater than 0.5 which is the rule of thumb in accepting factor loading values; also all the Eigen values are acceptable because they are greater than one meaning that all the constructs are acceptable as measure of employee commitment. The results further reveal that, affective commitment, continuance commitment and normative commitment accounted for (90.69%) variation in employee commitment, with the affective commitment as the most important(45.51%) followed by continuance commitment (22.84%), and normative commitment (22.34%) and pay for teamwork (10.60%).

Table 3.12: Validity Coefficients for all Constructs

Construct	KMO value	interpretation
Pay for skills variety	.711	Good
Pay for flexibility	.727	Good
Pay for training	.609	Acceptable
Pay adequacy	.751	Good
Pay for autonomy	.605	Acceptable
Pay for individual performance	.604	Acceptable
Pay participation	.677	Acceptable
Pay for team work	.742	Good
Affective commitment	.770	Good
Continuance commitment	.626	Acceptable
Normative commitment	.698	Acceptable

Source: *Primary Data (2015)*

3.12: Reliability test of the Instruments

The reliability is concerned with the consistency of measures. The reliability of an instrument to a greater extent depends on the ability of instrument to produce the same result when used repeatedly. According to Rumor (2005) the greater the degree of consistency and stability in an instrument, the greater the reliability and vice versa. Cronbach reliability test was performed to compute the reliability Co-efficient and the result is depicted in table 3.4 below:

Table 3.13: Cronbach Alpha Value for Variables

Variable	Cronbach alpha	Interpretation
Pay for skills variety	.811	Good
Pay for flexibility	.825	Good
Pay for training	.828	Good
Pay adequacy	.819	Good
Pay for autonomy	.826	Good
Pay for individual performance	.833	Good
Pay participation	.816	Good
Pay for team work	.818	Good
Affective commitment	.844	Good
Continuance commitment	.827	Good
Normative commitment	.816	Good

Source: *Field survey, 2015*

Note that, Classification on quality of Cronbach Alpha value by George and Mallery (2003) state that value exceeding 0.9 is excellent, between 0.9 and 0.8 is good, 0.7 to 0.8 is acceptable, 0.6 to 0.7 is questionable and 0.5 to 0.6 is poor, and below 0.5 as unacceptable. Therefore, the results in table 3.4., Shows that Cronbach Alpha values for all variables were acceptable.

3.13: Data preparation

Data preparation is significantly important before data entry and analysis can start. This is because data preparation focuses on defining variables, assigning appropriate numeric codes to alphanumeric data and dealing with missing data. Preparing the data involved several processes from data source to data filing (Coakes & Steed, 2008). Therefore in this section, the researcher clearly shows the steps taken during data preparation with coding and editing the data, screening the data, detecting missing values and the remedies used to treat missing values.

3.13.1 Data Coding

It is of critical importance to note that, the data gathered from the survey were coded before they were keyed in to the computer. Coding is the term used to translate lengthy question responses and information to brief and specific categories for ease of analysis (Kerlinger & Lee, 2000). Following the usual protocol in this process, this study used character symbols to code the data and clearly identified the information represented in the data according to the thematic category it belonged to, such as age, sex, years of service, pay for knowledge, and pay for performance and employee commitment.

3.13.2 Initial Data Screening and statistics overview

After the coding process, then data was entered into the computer. The researcher also carefully edited the data in order to make sure there were no faulty entries during the data entry in statistical package for social sciences (SPSS).

First step, the researcher took a lot of time to check and go through each data column and check for faulty data entries. Any of such faulty entry discovered, the researcher goes back to the questionnaire number, pick the questionnaire and input the right entry. This was done throughout the data set.

Secondly, the research run descriptive statistics and found that all the means lies between 1(one) and 4(four) as properly used in the Likert scaling which is ok.

Thirdly, incomplete questionnaires were found to be very few. This is likely due to the nature of the respondents of the study who are the bank employees who are used to filling questionnaire in their organizations regularly. Therefore, due to the fact that the incomplete questionnaires were few in number (fourteen in number (14)), they were deleted entirely.

Lastly, Z scores were also considered and checked but very few values (four) of outliers were found and using estimation they were replaced with the average values.

3.13.3 Missing Data

Usually, missing data can arise from two sources (Hair et al., 2006). These can either originate from the researcher or the respondent due to data entry error or data collection procedure by the researcher. However, it can also be due to refusal of respondents to answer a certain part of the questionnaire. One important point to note is that, Missing data can affect the general ability of the results (Aryani, 2009)). To remedy a situation of missing data therefore, two actions can be taken, either delete the entry if the missing data is not much (because to delete the entry means to reduce the sample size which can then reduce the validity of the data) or apply some techniques such as Estimation Minimization to make up for the missing data. In this study 14 incomplete questionnaires were deleted.

3.13.4: Normality Test

Normality is the reflection of the distribution of sample that matches a normal distribution (Aryani, 2009). According to Gravetter and Wallnau (2000) a normal data distribution is represented by a symmetrical, bell-shaped curve with most frequencies in the middle and lower frequencies on both ends. A normal distribution in sample data is important particularly when the researcher intends to conduct a multi-variate analysis. In fact, in some parametric analysis a normal data distribution is part of the requirement (Hair et al., 2006). In addition, he argued that the data needs to act in accordance with the statistical assumptions for a successful analysis as statistical tests conducted on non-normal data may be invalid (Kerlinger & Lee, 2000). Non-normality can also be related to the sample size. This is because small sample size will cause larger non-normality distribution whereas a large sample will have less non-normality.

Furthermore, the purpose of testing normality is to define if the distribution of the scores on the independent and dependent variable is normal. If not, the subsequent results could be invalid. In this study, normality was assessed by analyzing skewness and kurtosis. Skewness presents the symmetry of the distribution and kurtosis is about the peakedness of the distribution. The closer the skewness and kurtosis values to 0, the more normal the distribution. Furthermore, Kolmogrov-Smirnov was also used. In this type test, it generally clear that the rule of thumb of interpreting the result is that if the test is not significant, then the data are normal, so any value above .05 indicates normality. Therefore, if the test is significant (less than .05), the data are non-normal.

3.13.5: Linearity

The linearity test was under taken using ANOVA results, where sig value is less than p value 0.05, the data is linear and otherwise it is not linear. Also scatter plot was used. This is to ascertain whether the data is linear.

3.13.6: Collinearity

The Collinearity was also checked to make sure there is no multicollinearity. Collinearity diagnostics in linear regression, can be ascertain by Checking for VIF<5 or Tolerance value>0.2 (Prez, 2015).

3.14: Response rate

Response rate is very important in determining the responses obtained for validity and analysis. Response rate refers to the percentage of the total completed attempts in gathering information by the investigation (Sekaran, 2003) and is calculated by the number of completed survey questionnaire returned divided by the total number of eligible respondents who were contacted or are requested to participate in the study multiplied by 100. The response rate is important for validity and analysis leading to statistical inference and bias in terms of data reliability and quality (Zikmund, 2003). Baruch and Holton (2008) discovered that the average response rate for a research study that utilizes data collected from individuals is 52.7%, and the average response rate from firms is 35.7%.

3.15: Data Analysis

The data collected was analyzed with special consideration to the type of data at hand that is quantitative (questionnaire) and qualitative (interview).

3.15.1 Quantitative (Questionnaire)

The researcher used the frequency and percentage distribution in order to determine the respondent's demographic characteristics. Also means obtained as a result of analysis were used to describe the extent or level of strategic compensation (a combination of pay for knowledge and pay for performance) which is the independent variable and the extent of employee commitment which is dependent variable. Pearson's Linear Correlation Coefficient (PLCC) and linear and multiple linear regressions were used to test all the hypotheses.

3.15.2: Qualitative (Interview)

The analyses of the qualitative data (interview responses) were made after transcriptions from data display. According to (Hubermann and Miles, 1994, p. 432) "Valid analysis is immensely aided by data displays that are focused enough to permit viewing of a full data set in one location and are systematically arranged to answer the research questions at hand."

Therefore the first step of this analysis was organizing the interview data in other word known as data reduction (Miles &Hubermann, 1994). The data was organized in a way that was easy to look at, and that allowed the researcher to go through each topic to pick out concepts and themes. To this end all the data in the transcript were organized in matrices.

Secondly, the researcher identified words/phrases used frequently, picked them out and organizing them into categories. In other words this refers to as data display stage (Miles & Hubermann, 1994).

Thirdly, the identified words/phrases used frequently, as well as ideas of the interviewee were organized into codes and or categories. Lastly, the researcher built over-arching themes in the data. Different categories were collapsed under one main over-arching theme. Therefore the underline ideas were used taken into consideration the objectives of the study.

3.16: Ethical Consideration:

Like many other endeavors, research has a great consideration for ethical issues, and according to David (2015) there are several reasons why it is important to adhere to ethical norms in research. These include, promoting knowledge, truth and avoiding errors, promoting the values that are essential to collaborative work, such as trust, accountability, mutual respect, and fairness, ensuring that researchers can be held accountable to the public and build public support for research as well as promote a variety of other important moral and social values, such as social responsibility, human rights, and compliance with the law.

Therefore the research consideration for ethical issues is not isolation. The responses collected from respondent were kept in strict confidentiality. To ensure this, and to comply with ethical requirement in research, the following steps were utilized:

1. The respondents of the study were coded, thereby avoiding their real names to ensure anonymity.
2. Wrote a request for permission to the respondents' organizations. In other word transmittal letter was obtain and tendered to the concern banks.
3. The respondents were requested to sign Informed consent. This is in order to make their participation voluntary rather than compulsory.
4. Also any literature (text books, journals, dissertation or thesis) used for the purpose of this study were duly acknowledged. Therefore, all the quoted scholars and authorities were acknowledged through citations and comprehensive reference was provided at the end of the dissertation.
5. The research findings were presented in a general manner.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0: Introduction

This chapter as it implies, dealt with presentation, analysis and interpretation of the data collected from the respondents. It presented descriptive statistics and inferential statistical results of the research according to variables studied. Therefore, the biographical information of the respondents was first presented, analyzed and interpreted. Then the descriptive and inferential statics of the independent and dependent variable was treated thereafter.

4.1: Preliminary findings of Main Study

In considering the acceptability of an instrument in this study, face validity, content Validity were conducted for both questionnaire and interview guide at pilot study, and arrived at coefficients of content validity index which were greater than 0.7 which is the rule of thumb for accepting content validity index (CVI) value. While for ascertaining the construct validity for the questionnaire, pilot study was conducted with 30 respondents. This was done through exploratory factor analysis of convergent and discriminant validity, where the appropriateness of the constructs and items in measuring study variables was established. The factors considered are Eigen value greater than 1, cumulative % of variance greater than 60%, and all the rotated factor loadings and the communalities greater than 0.5.

However, based on the item evaluation on strategic compensation and employee commitment, constructs under both variables were maintained, but all the unrelated items were detached. The study does not use all the items under each constructs, but only those extracted by factor analysis.

4.2: Response rate

It is clear that 291 questionnaires as the sample of the study were distributed to the employees of the banks. However two hundreds and seventy one (271) questionnaires were filled and returned. Also out of those return, 14 were incomplete and hence excluded from analysis. This made the valid return questionnaires to two hundred and fifty seven (257). This therefore clearly showed that the response rate was 88%.

Table 4.1: Response rate

Categories	Number of employees	Percentage (%)
Sample	291	100
Total responses	271	93.10
Incomplete	14	4.8
Valid responses	257	88.30

Source: primary data (2015)

4.3: Descriptive statistics of the study variables (strategic compensation and employee commitment)

The descriptive statistics of independent variable (pay for skills variety, pay for flexibility, pay for autonomy, pay adequacy, pay participation, pay for individual performance and pay for team work) as well as that of dependent variable(affective commitment, continuance commitment and normative commitment) are depicted in the table 4.2:

Table 4.2: Descriptive Statistics for the Study Variables

Factor	Means	Standard deviation	Skewness	Kurtosis
Pay for Skills variety	2.3800	.52826	.290	.585
Pay for flexibility	2.4732	.53774	-.190	.323
Pay for training	2.5696	.57948	-.105	.055
Pay for autonomy	2.5832	.52088	.000	-.164
Pay for knowledge	**2.5000**	**.40299**	**.155**	**.903**
Pay adequacy	2.5420	.45946	-.169	1.342
Individual performance	2.1732	.68228	.380	.359
Pay participation	2.4241	.59011	.060	.252
Pat for Team work	2.5004	.62674	.078	.305
Pay for participation	**2.4185**	**.45772**	**.166**	**.520**
Strategic compensation	**2.4604**	**.39691**	**.238**	**1.255**
Affective commitment	2.9645	.65821	-.480	.313
Continuance commitment	2.5934	.52782	.217	.703
Normative commitment	2.3735	.71505	.309	.151
Employee commitment	**2.6464**	**.48387**	**.047**	**.072**

Source: *Field survey 2015*

Table 4.2 indicated low level of pay for skills variety (mean=2.3800)and pay for flexibility (mean=2.4732), but high level of pay for training (mean=2.5696) and pay for autonomy (mean= 2.5832). On the general note, from the table 4.2, it is clear that the employees enjoy high level of pay for knowledge (mean=2.5000). Table 4.2 also indicated high level of pay adequacy (mean=2.5420) and pay for team work (mean= 2.5004), while at the same time, indicated low level of pay participation (mean=2.4241) and pay for individual performance (mean=2.1732). On the general note the result also indicated low level pay for performance was shown (mean=2.4604) and strategic compensation hence low level of strategic compensation.

Furthermore, on the dependent variable, table 4.2 shows a high level of affective commitment (mean= 2.9645) and continuance commitment (mean=2.5934), but low level of normative commitment (mean=2.3735). However it shows high commitment among employees (mean=2.6464).

4.4: Test of Normality

The aim of performing normality test is to assess whether the distribution of scores of the variable is normal, otherwise the subsequent results could be invalid (Hair et al., 2005).

4.4.1: Skewness and Kurtosis.

It is worthy to note that, the normality test is assessed by skewness and kurtosis. Hence the more the values are close to zero (0), the more normal the distribution (Pallant, 2001). Therefore, from table 4.2, it is clearly shown that the data of the factors can be considered normally distributed because the skewness and kurtosis values are all close to zero (0).

4.4.2: Kolmogorov-Smirnov

Kolmogorov-Smirnov was also used to test the normality of the data as shown below:

Table 4.3: Kolmogorov-Smirnov

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
itotalECC	.079	257	.072	.984	257	.052
itotal SC	.055	257	.068	.983	257	.060

a. Lilliefors Significance Correction

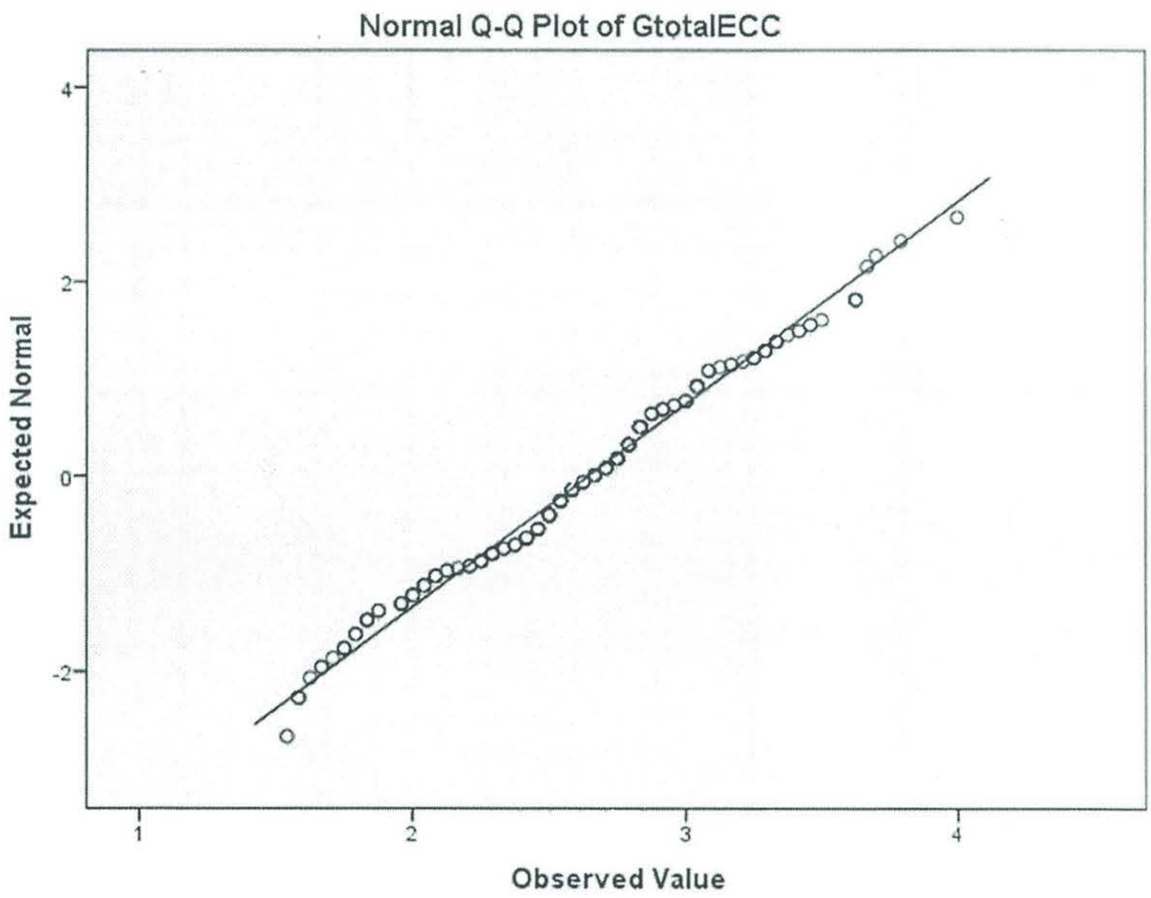
Source: Primary Data, 2015

Kolmogrov –Smirnov test from table 4.4 indicated that, the sig value is is greater than the p value of 0.05 which shows that it is not significant and implying that the data is fairly normally distributed.

4.4.3: Q Q Plot

The Q Q plot graph was also useful for testing normality of the data. Therefore the Q Q Plot was used to test the normality of data of this study as indicated below:

Figure 4.1: Q-Q Plot of the data

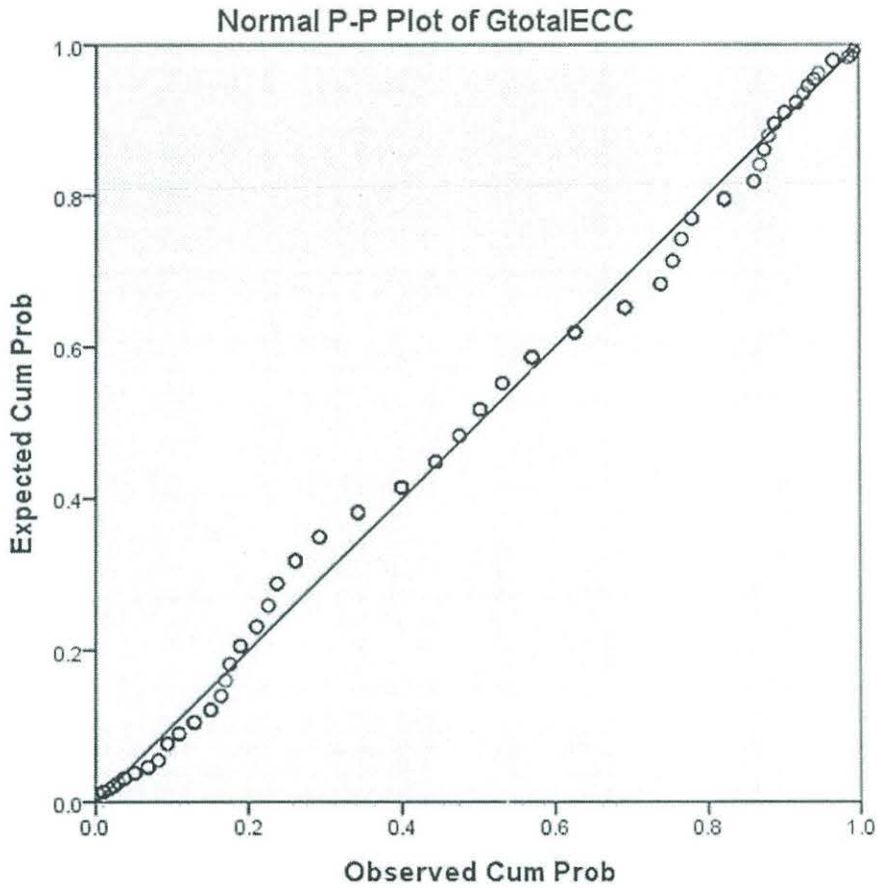


The Q-Q plots are vastly used to evaluate the skewness of distribution. Here it shows the positive direction of the relationship. This is because most of the points are located near the straight line which reveals that, the data is normally distributed.

4.4.4: P-P Plot

The normal P-P Plot was also used to test whether the data was normally distributed in this study as indicated in the figure 4.1 below:

Figure 4.2: P-P Plot of the data



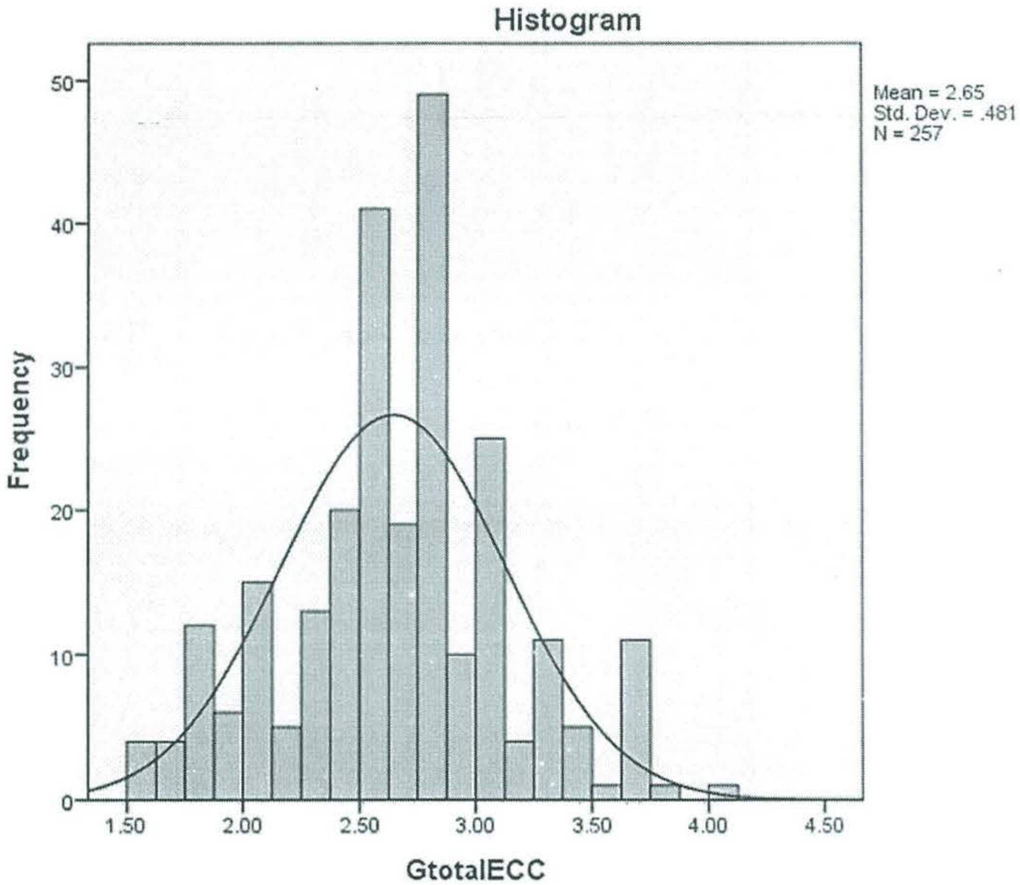
Source: *Field survey, 2015*

The result from the P-P plots graph reveal that there is positive direction of the relationship where most of the points are located near the straight line which clearly show the normality of the data.

4.4.5: Histogram

Histogram was also used to test the normality of the data distribution. Hence normal curve signifies that the data is normally distributed, but positively or negatively skewed curve signifies otherwise.

Figure 4.3. Histogram



Source: primary data, 2015

The result from the figure 4.3 clearly reveals that, the data is normally distributed because the histogram depicted a normal curve shape.

4.5: Linearity Test

The linearity test was carried out using ANOVA F-Statistic and Sig F value<0.05 of linear regression as indicated in table 4.4 also drawn scatter plots.

4.5.1: Linearity Test using ANOVA

Table 4.4: Linearity Test using ANOVA

ANOVA						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	17.404	2	8.702	51.966	.000[a]
	Residual	42.534	254	.167		
	Total	59.938	256			
a. Predictors: (Constant), GtotalPFP, GtotalPFK						
b. Dependent Variable: GtotalECC						

Source: Primary Data, 2015

The result from the **ANOVA** table 4.4 above, reveal that the relationship between pay for knowledge, pay for performance and employee commitment it indicates a linear relation between independent and dependent variables. This is because the sig value is less than the p value of 0.05 (sig. = 0.000).

4.4.2: Scatter Plots

The scatter plots were also drawn to test the linearity of the data as indicated in the figure 4.4 below:

Figure 4.4 : Scatter Plot

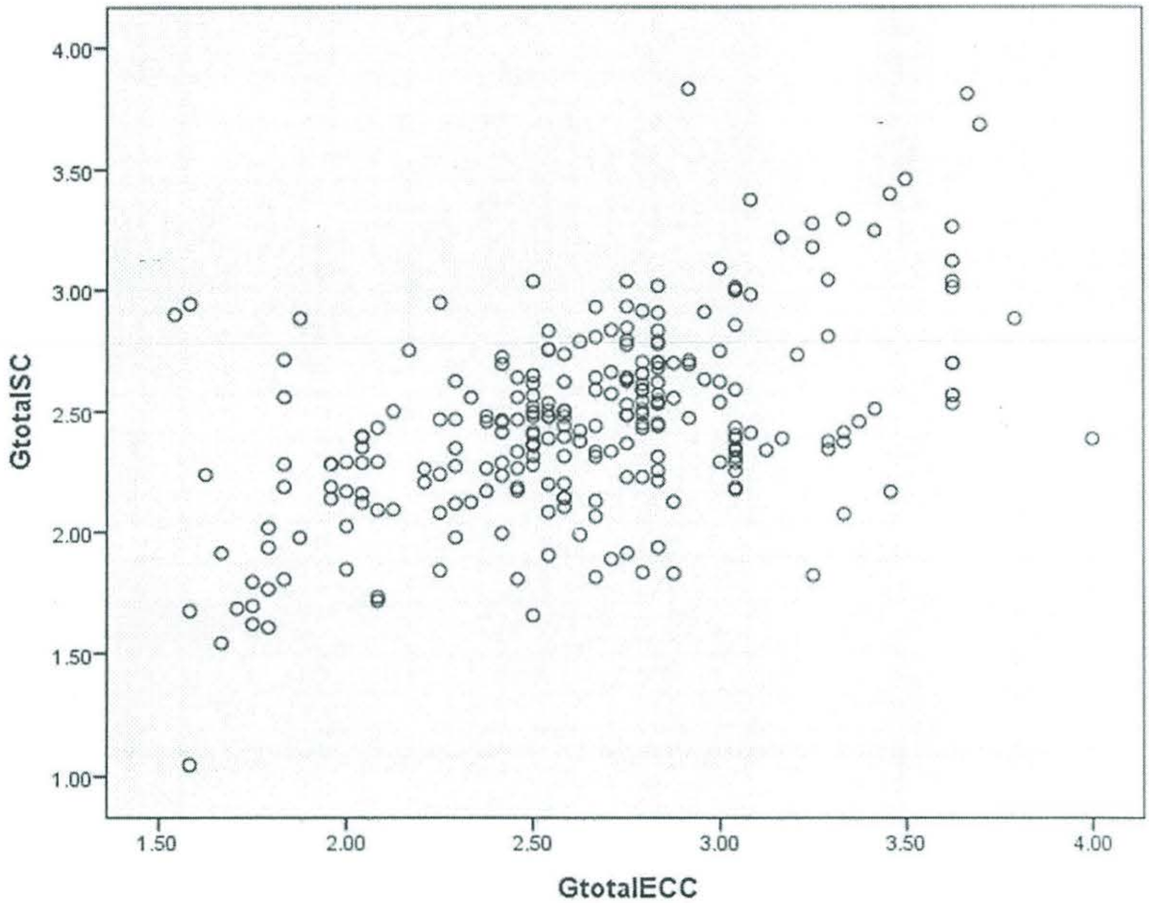


Figure 4.5 above reveals a linear relation between strategic compensation and employee commitment which clearly implies that an increase in strategic compensation will results in an increase in employee commitment.

4.6: Collinearity

Collinearity was also undertaken for the data. The rule of thumb for interpreting Collinearity diagnostics in linear regression was to Check for VIF<5 or Tolerance value>0.2(Prez, 2015).This was done for the study in table 4.5 below:

Table 4.5: Collinearity Statistics

	B	Std. Error	Beta		Tolerance	VIF
1 (Constant)	1.115	.157				
Pay for knowledge	.192	.072	.179		.625	1.600
Pay for performance	.434	.071	.410		.625	1.600

Dependent variable: employee commitment

Source: primary data, 2015

The table 4.5 reveals that the tolerance level should be greater than 0.2 while variance inflation factor (VIF) is less than 5. Hence there is no multicollinearity.

4.7: Homogeneity Test

This was tested using levene's test. This is in order to test the equality of variance. The sig value should be greater than the p value of 0.05 which indicate that the data is homogeneous.

Table 4.6: Test of Homogeneity

Variable/Constructs	Levene Statistic	Sig.
Pay for skills variety	2.401	.122
Pay for flexibility	.899	.344
Pay for training	1.754	.187
Pay for autonomy	.911	.341
Pay for adequacy	.815	.368
Pay for individual performance	2.858	.092
Pay participation	2.484	.116
Pay for teamwork	.069	.793
Pay for knowledge	2.496	.115
Pay for performance	.863	.354
Affective commitment	.937	.334
Continuance Commitment	.485	.487
Normative Commitment	.098	.754
Employee Commitment	1.477	.225
Strategic Compensation	1.960	.163

Source: field survey, 2015

Lavene's test is performed to determine the homogeneity of variances when sig value is not significant. This is according to Field (2009) who postulate that if Lavene's statistics is greater than the p value of 0.05, it means that it is not significant and therefore the data is homogeneous. Therefore table 4.6 clearly reveals that the data is homogeneous because all the sig values are greater than the p value of 0.05.

4.8: Biographical information of the Respondents.

This section dealt with the biographical information of the respondents of the study, which include age, qualifications, gender and years of service with the banks. To do this analysis, frequencies, simple percentages and tables were used. Below are the results of the analysis in table 4.7:

Table 4.7: Frequency and percentage distribution of Biographical Information of the Respondents

Respondents	Items	Frequency	Percent (%)
Gender	Male	187	72.8
	Female	70	27.2
	Total	**257**	**100.0**
Respondents Age	Young	202	78.6
	Middle age	54	21.0
	Old age	1	0.4
	Total	**257**	**100.0**
Marital Status of the Respondents	Single	105	40.9
	Married	148	57.6
	Widowed/widower	4	1.6
	Total	**257**	**100.0**
Qualifications of the Respondents	Secondary school	4	1.6
	Diploma/NCE	55	21.4
	Degree/HND	136	52.9
	Postgraduate	62	24.1
	Total	**257**	**100.0**
Respondents Years of Service	New employee	211	82.1
	Old employee	46	17.9
	Total	**257**	**100.0**

Source: field study 2015

From table 4.7, it is clear that, in respect of the respondents' gender, it is obvious that, males are the dominant, numbering one hundred and eighty seven (187) representing (72.8%). While females are seventy (70), representing (27.2%).

Secondly, in respect of the age of respondents there are three categories which include young age (20-39 years), middle age (40-49years) and old age (50 years and above) as already shown from table 4.3. this indicated that, young age are the dominant with two hundreds and two (202) respondents representing (78.6%) , followed by middle age with fifty six (56) respondents representing (21%) and the least is old age with only one single member.

Thirdly, according table 4.7, majority of the respondents which constitute one hundred and forty eight (148) respondents representing (57.6%), are married while one hundred and five (105) respondents which constitute (40.9%) are single and only four (4) respondents are either widowed/widower.

Further, concerning the qualifications, most of the respondents numbering one hundred and thirty six (136) which represent (52.9%), are graduates (having degree or Higher National Diploma (HND), then followed by those who have additional qualification over Degree/HND, constituting sixty two (62), out of the total respondent, representing (24.1%). Diploma/NCE holders are fifty five (55) out of the total respondents, representing (21.4%) and lastly those with secondary school with only four (4) respondents, which represent only (1.6%).

Lastly, from the table 4.7, it is clear that, the length of years of service employees spent with their respective employers (banks), indicated that, the new employees, who spent only nine (9) years or below constitute the highest number of respondents (211) which represents (82.1%), given only a small merging for those who spend ten (10) years and above representing only forty six (46) which is equivalent to only (17.9%) signifying wide gap.

4.9: Construct Validity of the Main study.

Although from the Pilot study face validity, content validity and construct validity were conducted and achieved, it is equally important to examine the constructs validity of the main study as well. This is in order to test and ensure for convergent and discriminant validity. This is done by examining the factor structure of the variables understudy.

4.9.1: Discriminant Validity of Pay for Knowledge, Pay for Performance and Employee Commitment

An analysis of the factor structure of pay for knowledge, pay for performance and employee commitment was carried out to find out what constitutes these constructs. Hence in order to achieve discriminant validity. Therefore the data was factor analyzed using the principal components method with varimax rotation, Eigen values, variances and cumulative variances to determine whether the items and the constructs created to measure these variables were representative of these concepts. Rotation maximizes the loading of each variable on one of the extracted factors and at the same time minimizes the loadings on other factors (Field, 2009). Also, for Keiser criterion, factors with Eigen values larger than one should be selected. Also according to Stevens (2009) a factor loading level of 0.5 is regarded as significant. The results are depicted in table 4.8, 4.9 and 4.10.

Table 4.8: Factor Structure of Pay for Knowledge

Rotated Component Matrix[a]				
Items	**Component**			
	1	2	3	4
i receive pay increase or bonus if i learn or applied additional skills to my job	.854			
i receive pay increase or bonus as a result of performing multiple task	.823			
I always receive pay increase because of my increased abilities	.731			
I receive pay increase because of skills demonstrated to my new job	.649			
am given freedom to use any method in performing my job		.815		
am allowed to used my discretion in performing my job		.790		
I receive a bonus because of being capable in every department		.581		
My job requires variety of different skills to perform			.745	
Pay increase in this organization depend on my skills not my position			.676	
I am encouraged to perform my job with little or no interference from my supervisor				.789
I request little or no assistance from my supervisor in carrying out my job				.503
Eigen value	3.599	1.906	1.397	1.239
Variance%	27.68	14.67	10.75	09.53
Cumulative%	27.68	42.35	53.09	62.63
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.				
a. Rotation converged in 8 iterations.				

Source: *field survey (2015)* ***Determinant****= 0.21*

Table 4.8: indicates that pay for flexibility, pay for skills variety, pay for training, and pay for autonomy accounted for 62.63% variation in pay for knowledge. It is further revealed that pay for flexibility (27.68%) was the most important, followed by pay for skills variety (14.67%), pay for training (10.75%), and lastly pay for autonomy (09.53%).However, all the constructs have Eigen values of greater than one, implying that they should all be accepted. The results further indicated that all the items are significant as they all have a factor loading value of more than 0.5. And all the construct

measured pay for knowledge and the determinant is greater 0.21 which is greater than 0.000.Hence there is discriminant validity or the discriminant validity is achieved.

Table 4.9: Factor Structure of pay for performance

Rotated Component Matrix[a]				
Items	**Component**			
	1	2	3	4
i received pay increased based on my contribution to the organization as a whole	.861			
i received pay increase based on my participation in group task or teamwork	.827			
may pay always depend on my performance	.581			
sometimes iam given opportunity to chose reward i prefer	.527			
iam quite sure any additional performance will be rewarded		.814		
i always receive a bonus when i exceed normal target		.755		
i always receive pay increase or bonus when i put on more effort		.671		
i carried out many tasks in a team(as team member)			.784	
it is always the top management that decide on pay issues			.716	
i deserve morethan my current pay			.595	
our organization has a policy of pay secrecy				.807
I participate in pay decision of this organization				.778
Eigen value	3.402	2.038	1.598	1.133
Variance%	26.17	15.68	12.30	08.72
Cumulative%	26.17	41.85	54.14	62.86
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.				
a. Rotation converged in 7 iterations.				

Source: *field survey (2015)* ***Determinant****= 0.24*

Table 4.9 reveals the results of an analysis of what constitutes pay for performance among employees. As depicted, all the constructs were accepted as they all have an Eigen value greater than one. The results further revealed that pay adequacy, pay for individual performance, pay participation and pay for teamwork accounted for (62.86%)

variation in pay for performance. It is indicated also that, pay adequacy (26.17%) was the most important, followed by pay participation (15.68%), also followed by pay for individual performance (12.30%) and lastly, pay for teamwork (08.72%). It is also important to note that, all the items were significant (factor loading greater than 0.5) and the determinant 0.24 which is acceptable because it is greater than 0.000 which is the rule of thumb of accepting determinant value. Therefore the four constructs extracted are the measures of pay for performance. Hence the discriminant validity is achieved.

Table 4.10: Factor Structure of Employee Commitment

Rotated Component Matrix[a]			
Items	**Component**		
	1	2	3
i believe this organization deserves my loyalty	.888		
i feel a strong sense of obligation to my organization	.860		
this organization means so much to me	.856		
i really feel as if this organization's problems are my own	.846		
even if i had another alternative, idon't feel it is right to leave my organization now		.872	
i feel it is an obligation to remain with my organization		.853	
i will be very happy to spend the rest of my career with this organization		.668	
there is nothing wrong moving from one organization to another			.815
staying with this organization now is a matter of necessity			.629
if i had not put so much of myself into this organization i may have considered working elsewhere			.575
Eigen value	3.842	1.639	1.386
Variance%	38.42	16.39	13.86
Cumulative%	38.42	54.82	68.72
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.			
a. Rotation converged in 4 iterations.			

Source: *Field Survey (2015)* ***Determinants****= 0.015*

Analysis was carried out to examine what constitutes commitment among employees. Table 4.10 indicates that affective commitment, continuance commitment and normative commitment accounted for (68.72%) variation in employee commitment. It is further revealed that affective commitment was the most important (38.42%), followed by continuance commitment (16.39%), and lastly normative commitment (13.86%). The results indicated that all the Eigen values are greater than one and the determinant is 0.015 which is greater than 0.000.The factor loadings on all the items were greater than 0.5, which is the rule of thumb for accepting factor loadings value. This therefore indicated that the three extracted factors are the true measures of employee commitment. Hence they were all significant and the discriminant validity is achieved.

4.9.2: Convergent Validity of Pay for Knowledge, Pay for Performance and Employee Commitment

Factor structure was also examined to achieve convergent validity. Therefore communalities table were used and all the value under communality should be greater than 0.5 (Field, 2009). Also KMO Bartlett's test value was also considered and for a value to be accepted, it must be greater than 0.5.

Table 4.11: Table of Communalities of Pay for knowledge

Communalities		
	Initial	Extraction
i receive pay increase or bonus as a result of performing multiple task	1.000	.704
i receive pay increase or bonus if i learn or applied additional skills to my job	1.000	.749
I receive pay increase because of skills demonstrated to my new job	1.000	.725
Pay increase in this organization depend on my skills not my position	1.000	.607
My job requires variety of different skills to perform	1.000	.606
I always receive pay increase because of my increased abilities	1.000	.592
I receive bonus for performing a wider range of tasks in my organization	1.000	.636
I receive a bonus because of being capable in every department	1.000	.632
I am encouraged to perform my job with little or no interference from my supervisor	1.000	.663
I request little or no assistance from my supervisor in carrying out my job	1.000	.510
am given freedom to use any method in performing my job	1.000	.743
am allowed to used my discretion in performing my job	1.000	.695
Extraction Method: Principal Component Analysis.		

Source: *field Survey, 2015*

Table 4.12: Table of KMO and Bartlett's Test for Pay for knowledge

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.723
Bartlett's Test of Sphericity	Approx. Chi-Square	968.003
	df	78
	Sig.	.000

Source: *field survey, 2015*

From the communalities table, and KMO and Bartlett's table (table 4.11 and 4.12 respectively) above, the items used to measure pay for knowledge were reduced to twelve (12) items. The tables also reveals that, there is convergent validity for the instrument measuring pay for knowledge because all the values of communalities are greater than 0.5 which is the rule of thumb for accepting the values under communality table, the KMO Bartlett's value is 0.723 which is greater than 0.5 which is the rule of thumb in accepting KMO and Bartlett's values according to field (2009).

Table 4.13: Table of Communalities of Pay for Performance

Communalities		
Items	**Initial**	**Extraction**
i deserve morethan my current pay	1.000	.654
i always receive pay increase or bonus when i put on more effort	1.000	.540
i always receive a bonus when i exceed normal target	1.000	.608
I am quite sure any additional performance will be rewarded	1.000	.690
may pay always depend on my performance	1.000	.571
I participate in pay decision of this organization	1.000	.769
our organization has a policy of pay secrecy	1.000	.745
it is always the top management that decide on pay issues	1.000	.659
sometimes I am given opportunity to chose reward i prefer	1.000	.598
i carried out many tasks in a team(as team member)	1.000	.639
i received pay increase based on my participation in group task or teamwork	1.000	.754
i received pay increased based on my contribution to the organization as a whole	1.000	.772
Extraction Method: Principal Component Analysis.		

Source: *Field survey, 2015*

Table 4.14 Table of KMO and Bartlett's Test for Pay for Performance

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.713
Bartlett's Test of Sphericity	Approx. Chi-Square	936.989
	df	78
	Sig.	.000

Source: *field survey, 2015*

The communality table, and KMO and Bartlett's table (table 4.13 and 4.14 respectively) above, reveal the items used to measure pay for performance were reduced to twelve (12) items. The tables also reveals that, there is convergent validity for the instrument measuring pay for performance because all the values of communalities are greater than 0.5 which is the rule of thumb for accepting the values under communality table, the KMO Bartlett's value is 0.713 which is greater than 0.5 which is the rule of thumb in accepting KMO and Bartlett's values according to field (2009).

Table 4.15 Table of Communalities of Employee Commitment

Communalities		
	Initial	Extraction
this organization means so much to me	1.000	.752
i really feel as if this organization's problems are my own	1.000	.746
i believe this organization deserves my loyalty	1.000	.798
i feel a strong sense of obligation to my organization	1.000	.778
i will be very happy to spend the rest of my career with this organization	1.000	.653
staying with this organization now is a matter of necessity	1.000	.522
there is nothing wrong moving from one organization to another	1.000	.713
if i had not put so much of myself into this organization i may have considered working elsewhere	1.000	.570
i feel it is an obligation to remain with my organization	1.000	.775
even if i had another alternative, don't feel it is right to leave my organization now	1.000	.760
Extraction Method: Principal Component Analysis.		

Source: *field Survey, 2015*

Table 4.16: Table of KMO and Bartlett's Test for Employee Commitment

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.792
Bartlett's Test of Sphericity	Approx. Chi-Square	1062.824
	df	45
	Sig.	.000

Source: *Field survey, 2015*

Table 4.15 and 4.16above; reveal that the items used to measure employee commitment were reduced to Ten (10). The tables also indicated that, there is convergent validity for the instrument measuring employee commitment because all the values of communalities are greater than 0.5 which is the rule of thumb for accepting the values under communality table, the KMO Bartlett's value is 0.713 which is greater than 0.5 which is the rule of thumb in accepting KMO and Bartlett's values according to field (2009). This therefore indicated that the items measure employee commitment.

4.10: Reliability test of the main study

The reliability of the main study was also examined by providing the Cronbach Alpha values of all the constructs. However, according to Rumor (2005) the greater the degree of consistency and stability in an instrument, the greater the reliability and vice versa. Cronbach reliability test was performed to compute the reliability Co-efficient and the result is depicted in table 4.17 below:

Table 4.17: Cronbach Alpha Value for Variables

Variable	Cronbach alpha	Interpretation
Pay for skills variety	.820	Good
Pay for flexibility	.832	Good
Pay for training	.822	Good
Pay adequacy	.812	Good
Pay for autonomy	.811	Good
Pay for individual performance	.813	Good
Pay participation	.826	Good
Pay for team work	.810	Good
Affective commitment	.834	Good
Continuance commitment	.821	Good
Normative commitment	.821	Good

Source: *field Survey (2015)*

Therefore, the results from table 4.17., Shows that Cronbach Alpha values for all constructs are all greater than 0.6, hence, they are acceptable, as classified by George and Mallery (2003).

Table 4.18: Correlation Matrix of Variables

	1	2	3	4	5	6	7	8	9	10	11	12
›r skills variety	1.000											
›r flexibility	.226**	1.000										
›r training	.256**	.450**	1.000									
›r Autonomy	.446**	.333**	.388**	1.000								
'or Knowledge	.621**	.748**	.787**	.557**	1.000							
dequacy	.501**	.322**	.489**	.508**	.738**	1.000						
for individual 'mance	.378**	.265**	.321**	.518**	.469**	.456**	1.000					
articipation	.205**	.180**	.331**	.192**	.358**	.349**	.354*	1.000				
›r teamwork	.382**	.268**	.306**	.542**	.479**	.507**	.611**	.307**	1.000			
'or Performance	.465**	.343**	.442**	.725**	.612**	.600**	.843**	.614**	.823**	1.000		
egic ›ensation	.604**	.606**	.682**	.715**	.896**	.745**	.732**	.542**	.726**	.899**	1.000	
oyee nitment	.401**	.237**	.257**	.436**	.452**	.426**	.356**	.361**	.428**	.516**	.531**	1.000

**Correlation is significant at the 0.01 level (2-tailed)
* Correlation is significant at the 0.05 level (2- tailed)
Source: Primary data (2015)

The result on table 4.18 Indicates that the components of strategic compensation consisting of pay for knowledge (with all of its constructs) and pay for performance (with all its constructs) are positively related with all aspects of employee commitment at 0.01 level of significant (sig. 0.000), manifesting in pay for knowledge(r=0.452), pay for performance (r=0.516), and as a whole strategic compensation (r=0.531).

4.11: Relationship between study variables and the influence of independent variables on dependent variable.

In this aspect, the variables the relationships were established between the independent variables from dependent variable and their influence directly based on correlation matrix and hierarchical regression model respectively.

4.11.1: Pay for Knowledge and Employee Commitment

Table 4.18, indicate that pay for knowledge and employee commitment are significantly correlated ($r = 0.452$, Sig = 0.000). This therefore implies that, based on these findings, Sig value reveals a positive and significant correlation (Sig. = 0.000 < 0.005).

Furthermore, for more details on their relationships, consider the hierarchical regression in table 4.19 and 4.20, where the strength of predictions of the control variables, constructs of pay for knowledge and pay for knowledge itself were provided.

Table 4.19: Hierarchical Regression of Pay for knowledge constructs

	Model 1		Model 2		Model 3		Model 4		Model 5	
Variable	B	Beta	B	Beta	B	Beta	B	Beta	B	Beta
Constant	2.753**		1.935**		1.641**		1.605**		1.404	
Gender	-.0125	-.116	-.142	-.131	-.129	-.120	-.134	-.124	.-.126	-.177
Age	.259**	.228**	.295**	.259	.282	.248	.282	.248	.297	.261
M/status	-.143	-.155	-.144	-.155	-.143	-.155	-.142	-.154	-.135	-.147
Education	.006	.044	.004	.005	.005	.000	.004	-006	-.017	-.026
Year of Service	-.044	.109	-.134	-.107	-.112	-.090	-.120	-.096	-.135	-.108
PSV			.383**	415**	.348**	.373**	.332**	.360**	.245	.266
PFF					.145*	.162*	.090	.100*	.048	.054
PFT							.093	.112*	.036	.043
PA									.261**	.281**
R^2	.054		.223		.248		.255		.308	
Adjusted R2	0.035		.204		.227		.231		.283	
R^2 Change	.054		.169		.025		.008		.053	
F-Change	2.585		54.351		8.230		2.579		18.877	
Sig F Change	.016		.000		.004		.110		.000	
F	2.858		11.946		11.711		10.635		12.232	
Sig	.016		.000		.000		.000		.000	

** P<0.01

*P<0.05

Source: *field Study, 2015*

From table 4.19, it is clear that all the constructs of pay for knowledge (pay for skill variety, pay for flexibility, pay participation and pay for autonomy) linearly predicted employee commitment among employees of commercial banks (F=2.858, Sig =.016; F=11.946, Sig= .000; F=11.711, Sig=000; F=10.635, Sig =.000; F = 12.232, Sig=.000).

Model one

Result from Model 1 reveal that, that the control variables of employee gender, Age, marital status, education and year of service predicted 5.4% (Sig F-Change =0.016) of commitment of employees of commercial banks.

$E = 2.753 - 0.125G + 0.259A - 0.143MS + 0.006EL - 0.044Y$

$E = 2.753 + 0.259\ (Age)$

Model two

Result from Model 2 clearly indicated that pay for skills variety significantly predicted 22.3% (Sig F- Change =0.000) of commitment among employees of commercial banks.

$E=1.935 + 0.383\ (PSV)$.

Model three

Equally, result from model 3 reveal that pay for skills variety and pay for training predicted 24.8% (Sig F-Change= 0.004) of commitment among employees of commercial banks, with the pay for skills variety as the only significant predictor.

$E = 1.641 + 0.348Psv + 0.145Pft$

$E = 1.641 + 0.348(PP)$

Model four

The result from Model 4 also reveal that, pay for skills variety, pay for training and pay for flexibility predicted 25.5% (Sig F- Change=0.110) of employee commitment among commercial banks, with pay for skills variety as the only significant predictor.

$E = 1.605 + 0.332Psv + 0.090Pft + 0.093Pff$

$E = 1.605 + 0.332(Psv)$

Model five

The result from Model 5 also reveal that, pay for kills variety, pay for training, pay for flexibility and pay for autonomy predicted 30.8% (Sig F-Change= 0.000) variation in the commitment of employees among commercial banks, with pay for skills variety and pay for autonomy as both significant predictors.

$E = 1.404 + 0.245Psv + 0.048Pft + 0.036Pff + 0.281Pfa$

$E = 1.404 + 0.245(Psv) + 0.281(Pfa)$

Table 4.20: Hierarchical Regression of Pay for knowledge

	Model 1		Model 2	
Variable	B	Beta	B	Beta
Constant	2.753**		1.472**	
Gender	-.0125	-.116	-.131	-.121
Age	.259**	.228**	.263**	.231
M/status	-.143	-.155	-.134	-.145
Education	.006	.009	-.008	-.011
Year of Service	-.044	.035	-.074	-.059
PFK			.539**	452**
R^2	.054		.257	
Adjusted R2	.035		.239	
R^2 Change	.054		.203	
F-Change	2.585		62.251	
Sig F Change	.016		.000	
F	2.858		11.946	
Sig	.016		.000	

** P<0.01

*P<0.05

Source, *field survey, 2015*

The table 4.20 indicated that, the control variables (gender, age, marital status, education and years of service) and the independent variable (pay for knowledge) were linearly predicting commitment among employees of commercial banks (F=2.858, Sig=0.016 and F=14.395, Sig= 0.000).

Model one

From table 4.16, the result from Model 1 reveal that, control variables of gender, age, marital status, education and years of service predicted 5.4% (Sig F- Change = 0.016) of commitment among employees of commercial banks.

EC = 2.753 - 0.125G + 0.259A – 0.143MS + 0.006E – 0.044Y

EC = 2.753 + 0.259(Age)

Model two

Result from Model 2 Also reveal that, Pay for Knowledge predicted 25.7% (Sig F Change =0.000) variation in commitment among employees of commercial banks with employee age as one of the control variables.

EC = 1.472 + 0.259A + 0.539 (Pay for Knowledge)

An improvement or change in pay for knowledge led to 0.539 increases in the commitment of employees. Therefore, the first null(H01) hypothesis of the study which state that pay for knowledge does not significantly influences employee commitment was rejected.

4.11.2: Pay for performance and Employee Commitment

Table 4.18, indicate that pay for performance and employee commitment have significant relationship (r = 0.516, Sig = 0.000). This implies that, based on these findings, Sig value reveals a positive and significant correlation (Sig. = 0.000 < 0.005). Furthermore, for more details on their relationships, consider the hierarchical regression in table 4.21 and 4.22, where the strength of predictions of the control variables, constructs of pay for performance and pay for performance were discovered.

Table 4.21: Hierarchical Regression of Pay for Performance Constructs

	Model 1		Model 2		Model 3		Model 4		Model 5	
Variable	B	Beta	B	Beta	B	Beta	B	Beta	B	Beta
Constant	2.753**		1.713**		1.679**		1.461**		1.358	
Gender	-.125	-.116	-.129	-.120	-.140	-.130	-.131	-.122	.-.133	-.105
Age	.259**	.228**	.263**	.231	.242	.213	.250	.220	.249	.219
M/status	-.143	-.155	-.139	-.150	-.127	-.137	-.135	-.146	-.133	-.144
Education	.006	.009	-.001	-.002	-.007	-.010	.009	.013	.016	-.023
Year of Service	-.044	-.035	-.063	-.050	-.068	-.054	-.097	-.078	-.123	-.099
PFA			.423**	404**	.303	.315	.279	.367	.219	.209
PIP					.145*	.205	.108*	.153	.034	.048
PP							.168*	.206**	.163*	.200**
PTW									.167*	.217**
R^2	.054		.217		.251		.285		.311	
Adjus. R2	.035		.198		.230		.262		.286	
R^2 Change	.054		.163		.033		.034		.026	
F-Change	2.585		52.133		11.117		11.853		9.272	
Sig F Change	.016		.000		.001		.001		.003	
F	2.858		11.555		11.894		12.342		12.232	
Sig	.016		.000		.000		.000		.000	

** P<0.01

*P<0.05

Source: *field survey 2015*

From table 4.21, it is clear that all the constructs of pay for performance (pay for adequacy, pay for individual performance, pay participation and pay for team work) linearly predicted employee commitment among employees of commercial banks (F=2.858, Sig =.016; F=11.555, Sig= .000; F=11.984, Sig=000; F=12.342, Sig =.000; F = 12.367, Sig=.000).

Model one

Result from Model 1 reveal that, that the control variables of employee gender, Age, marital status, education and year of service predicted 5.4% (Sig F-Change =0.016) of commitment of employees of commercial banks.

$$E = 2.753 - 0.125G + 0.259A - 0.143MS + 0.006EL - 0.044Y$$

E = 2.753 + 0.259 (Age)

Model two

Result from Model 2 clearly indicated that pay for adequacy significantly predicted 21.7% (Sig F- Change =0.000) of commitment among employees of commercial banks.

EC = 1.713 + 0.423 (PFA).

Model three

Equally, result from Model 3 reveal that pay adequacy and pay for individual performance predicted 25.1% (Sig F-Change= 0.001) of commitment among employees of commercial banks, with the pay adequacy as the only significant predictor.

EC = 1.679 + 0.303Pfa + 0.145Pip

EC = 1.679 + 0.303(Pfa)

Model four

The result from Model 4 also reveal that, pay adequacy, pay for individual performance and pay participation predicted 28.5% (Sig F- Change=0.001) of employee commitment among commercial banks, with pay adequacy as the only significant predictor.

EC = 1.461 + 0.279PFA+ 0.108Pip + 0.168Pp

EC = 1.605 + 0.279(Pfa)

Model five

The result from Model 5 also reveal that, pay adequacy, pay for individual performance and pay participation and pay for teamwork predicted 31.1% (Sig F-Change= 0.003) variation in the commitment of employees among commercial banks, with pay adequacy as a significant predictors.

EC = 1.358 + 0.219Pfa + 0.034Pip + 0.163Pp + 0.167Ptw

EC = 1.358 + 0.219(Pfa)

Table 4.22: Hierarchical Regression of Pay for Performance

	Model 1		Model 2	
Variable	B	Beta	B	Beta
Constant	2.753**		1.472**	
Gender	-.0125	-.116	-.119	-.110
Age	.259**	.228**	.245**	.215**
M/status	-.143	-.155	-.123	-.133
Education	.006	.009	-.003	.004
Year of Service	-.044	.035	-.126	-.100
PFK			.533**	508**
R^2	.054		.307	
Adjusted R2	.035		.290	
R^2 Change	.054		.253	
F-Change	2.585		91.081	
Sig F Change	.016		.000	
F	2.858		18.416	
Sig	.016		.000	

** P<0.01

*P<0.05

Source: *field survey, 2015*

The table 4.22 indicated that, the control variables (gender, age, marital status, education and years of service) and the independent variable (pay for performance) were linearly predicting commitment among employees of commercial banks (F=2.858, Sig= 0.016; F=18.416, Sig= 0.000).

Model one

From table 4.22, the result from Model 1 reveal that, control variables of gender, age, marital status, education and years of service predicted 5.4% (Sig F- Change = 0.016) of commitment among employees of commercial banks.

EC = 2.753 - 0.125G + 0.259A – 0.143MS + 0.006E – 0.044Y

EC = 2.753 + 0.259(Age)

Model two

Result from Model 2 Also reveal that, Pay for Knowledge predicted 25.7% (Sig F Change =0.000) variation in commitment among employees of commercial banks with employee age as one of the significant predictor from the control variables.

EC = 1.546 + 0.259A + 0.533(Pay for performance)

It is therefore clear that a change or improvement in pay for performance resulted in the 0.533 increases in the commitment of employees. Therefore, the null hypothesis (H02) which state that pays for performance does not significantly influences employee commitment was rejected.

4.11.3: Strategic Compensation and Employee Commitment

Table 4.18, indicate that strategic compensation and employee commitment have significant relationship (r = 0.531, Sig = 0.000). This implies that, Sig value reveals a positive and significant correlation (Sig. = 0.000 < 0.005).

Furthermore, for more details on the relationships, between strategic compensation and employee commitment, consider the hierarchical regression in table 4.19, where the strength of predictions of the control variables and strategic compensation were revealed.

Table 4.23: Hierarchical Regression of Strategic Compensation

	Model 1		**Model 2**	
Variable	B	Beta	B	Beta
Constant	2.753**		1.272**	
Gender	-.125	-.116	-.134	-.124
Age	.259**	.228**	.253**	.223**
M/status	-.143	-.155	-.121	-.131
Education	.006	.009	-.005	-.007
Year of Service	-.044	-.035	-.109	-.087
SC			.639**	527**
R^2	.054		.329	
Adjusted R2	.035		.312	
R^2 Change	.054		.275	
F-Change	2.585		102.297	
Sig F Change	.016		.000	
F	2.858		20.392	
Sig	.016		.000	

** P<0.01

*P<0.05

Source: *field study, 2015*

The table 4.23 indicated that, the control variables (gender, age, marital status, education and years of service) and the independent variable (Strategic Compensation) were linearly predicting commitment among employees of commercial banks (F=2.858, Sig=0.016 and F=20.392, Sig= 0.000).

Model one

From table 4.23, the result from Model 1 also reveal that, control variables of gender, age, marital status, education and years of service predicted 5.4% (Sig F- Change = 0.016) of commitment among employees of commercial banks.

EC = 2.753 - 0.125G + 0.259A – 0.143MS + 0.006E – 0.044Y

EC = 2.753 + 0.259(Age)

Model two

Result from Model 2 reveal that, Strategic Compensation predicted 32.9% (Sig F Change =0.000) commitment of commercial banks employees with employee age as one of the control variables.

EC = 2.752 + 0.259A + 0.639 (Strategic Compensation)

An improvement or change in Strategic Compensation led to 0.639 increases in the commitment of employees. Therefore, the alternate hypothesis, which state that, "Strategic compensation significantly influences employee commitment among employees of commercial banks" was accepted and rejecting the null (H03) hypothesis. This means the employee commitment relies 32.9% on strategic compensation. Hence changes in strategic compensation significantly influences change in the commitment of employees.

4.12: Qualitative Data Analysis and the Themes Identified

It is equally important to present the qualitative data analysis after the quantitative. This is because, the research design employs both quantitative from positivist perspective and qualitative from interpretivist perspective. Hence the qualitative data which was gathered using self administered interview to the twenty (20) key informants was transcribed. The data was then was organized in a way that was easy to look at, as argued by Miles and Hubermann (1994) that valid analysis is immensely aided by data displays that are focused enough to allow viewing of a full data set. Therefore the data was organized in matrixes, and based on the objectives the research seek to achieve and the hypothesis intended to test, frequent words and phrases were identified which lead to the building overarching themes and these themes were used for the discussions.

Table 4.24:The Themes Identified from Qualitative Data Analysis

The basis of employee pay (P-position,, A achievement M=mgt)	P	A	P	M	P	M	M	M	P	P	A	P	M	A	A	P	M	P	A	A	6A,6M,8P,
Relevance of knowledge and skills in rewards(relevant, somewhat relevant, not relevant)	R	SR	R	NR	R	SR	R	R	R	SR	NR	SR	R	SR	SR	R	NR	NR	SR	R	9R,7SR,4N R
Performance priority (high, medium, low	M	H	H	M	H	H	H	M	L	L	L	H	M	H	H	L	M	H	M	H	10H,6M,4L
Feeling of fairness about job (fair, somewhat fair, not fair)	F	SF	F	NF	SF	F	SF	F	SF	SF	NF	SF	F	SF	F	SF	F	SF	F	NF	8F,9SF,3NF
intension to quit (willing, not willing,)	W	W	N W	N W	N W	W	N W	N W	N W	N W	N W	W	N W	W	W	N W	N W	N W	W	N W	7W, 13NW
Quitting as a betrayal or morally wrong(yes, no, it fence	N	N	Y	N	Y	N	N	N	N	ID	N	N	ID	N	N	N	N	N	N	N	15N,Y2,31 D
Relevance of pay to hard work(very relevant, relevant not relevant)	VR	R	R	R	VR	NR	VR	VR	R	R	VR	R	VR	R	VR	NR	NR	R	R	VR	8VR,9R,3N R
Pay as preventer of quitting(preventer, Somewhat preventer not preventer)	P	P	NP	P	NP	P	P	NP	P	P	NP	SP	P	SP	P	P	SP	NP	P	SP	11P, 4SP,5NP
The nature of pay make it Morally wrong to quit because of (yes, No)	N	N	N	Y	N	N	Y	N	Y	N	N	Y	N	Y	N	Y	N	N	N	N	14N, 6Y
Relevance of Pay knowledge and skills in feeling of fairness and happiness(relevant, somewhat relevant not relevant)	R	R	SR	R	R	NR	NR	R	R	SR	R	R	SR	R	NR	R	NR	SR	R	R	12R,4SR,4 NR
Rewarding knowledge, skills and talent as	H	H	H	NH	H	NH	H	NH	H	NH	H	H	H	H	NH	H	H	NH	H	H	14H,6NH

hindrance to quit(hindrance, not hindrance																					
Feeling of betrayal or morally wrong to quit due to adequate rewarding of talent, skills and knowledge(yes, no)	N	N	Y	N	Y	N	Y	N	N	N	N	N	N	N	N	N	N	N	Y	N	16N,4N
Relevance of Rewarding performance is fair and increase loyalty(relevant, somewhat relevant not relevant)	R	R	R	NR	R	NR	SR	SR	SR	R	SR	R	R	R	NR	SR	R	SR	R	SR	10R,7SR,3 NR
Adequate rewarding of performance ensuring trust and hindering quitting(Yes, No)	Y	N	Y	Y	Y	N	Y	N	Y	Y	Y	Y	N	N	Y	Y	Y	N	Y	N	13Y,7N
The Moral challenge of quitting as result of rewarding effort and performance(challenge, somewhat challenge, not challenge)	C	NC	C	SC	C	NC	NC	SC	NC	NC	NC	NC	NC	C	NC	SC	NC	NC	NC	NC	4C,3SC,13 NC

Source: *Field survey, 2015*

4.12.1: The extent of strategic compensation enjoy as a basis of employees pay

From the analysis of the interview in the table 4.24, it was learned that the basis of employee pay is his position as majority of the informant emphasized (8 out of 20). However, this does not mean that the employees enjoy traditional base pay according to the key informant, but that it is based on employee contribution and professionalism that he gets promotion which implies an increment of his entire package. Also, the analysis also indicated that pay is decided by management (6 out of 20),that is it is the management that decides the rewards employee enjoys, which is mainly by the organizations objective the management seek to achieve. For example a key informant candidly argued that "it is the management that decide employees pay, and although they solicit your advice, but they do not normally take it." Others (6 out of 20) also emphasize the issue of achievement. That is, employees who achieve a lot always get rapid promotion (particularly exceeding the target in terms of soliciting for deposit from customers) which also increases his entire pay package and status. From this analysis, it is clear that although the quantitative analysis shows somewhat low strategic compensation, but this analysis shows high strategic compensation.

Furthermore, regarding the relevance of knowledge and skills in rewarding employees it is important to note that based on the analysis, the employees skills and knowledge also form the basis of reward. This is evident because the key informant (9 out of 20) testify that their knowledge, skills and talent are considered for their reward likewise also the other category of the key informant (7 out of 20) also agreed to the relevance of their skills, knowledge and talent in the reward they received. Only few (4 out of 20) de emphasized the relevance of their knowledge and skills are not considered for their reward. Hence the result from this interview analysis justified further the quantitative analysis which already shows a high in terms of relevance of skills and knowledge in rewarding employees.

Equally, from the qualitative analysis in table from table 4.24, indicated the priority given to employee performance as a basis of the reward they received. It clearly shows that the key informant emphasized the priority of performance in rewarding employees where by half of them (10 out of 20) described that, high priority is given to the performance of employees as a basis of compensation and other categories of key informant testify that performance serve as the basis of employee compensation, although they consider the priority as medium. Only few of them (4 out of 20) de emphasized the priority as basis of reward. This analysis however contradicts the quantitative analysis where the descriptive statistics (mean) indicated a low priority on performance as a basis for compensating employees. The contradiction can be attributed to the methods used.

On the general note, the qualitative analysis indicated a high strategic compensation enjoy by employees or as a basis of rewarding employees.

4.12.2: The extent of employee commitment among employees of commercial banks.

From the qualitative analysis also the employees emphasized that there is high commitment in terms of affective domain. This was evident in terms of fairness perceived by the interviewees. That is, fairness in terms of what they contribute and what they earned from their job. The perception resulted from the good package normally employees earn as a compensation for their jobs. That is why out of the 20 interviewees 17 emphasized the principle of fairness in their pay.

Equally, continuance commitment was found to be high. This was evident from the analysis where the employees are not willing to quit their jobs (taken into consideration those who are not willing to quit, 13 out of 20)

However, the analysis from the interview also reveal a low level of employee commitment in normative dimension because the key informant were not seen it as moral challenge or betrayal to quit their jobs (taken into consideration that 15 out of 20 key informant). They emphasized that once they get better job they will quit. Only 2 out of 20 (they are new employees who signed bond) see emphasized that it was morally wrong.

On the general note employee show a high affective and continuance commitment, while at the same time showing low normative commitment. The result of this analysis also supports the result from the qualitative analysis which hither to reveal the same result.

4.12.3: Strategic Compensation and employee commitment

The analysis of interview from table 4.20 indicated that the key informant emphasized the relevance of their entire pay package as their reasons for hard work. Almost all of them (17 out of 20) see it as a predictor of their hard work and as a promoter of trust between them and their organization. Example one of the key informants succinctly said:

> *"We have an attractive pay and as such must of bank employees have a lot of investment and that make them happy to continue employment with their organization."*

Furthermore, on the theme of whether their pay package as a whole deters them from quitting their job, the analysis emphasized that. Most of them risk not quitting their job. This is because of the believe that, there exist difficulty in securing similar job elsewhere. This clearly shows the extent of influence of strategic compensation on employees' continuance commitment which is high.

Also from the qualitative analysis, there is low influence of strategic compensation on employee normative commitment. This is because, the employees does not see it in any way wrong to quit when they wish. The key informant kept emphasizing there was nothing wrong to quit now if they wish.

4.12.4: Pay for knowledge and employee commitment

The interview analysis on this issue emphasized the high influence of pay for knowledge on employee commitment. The key informants appreciate the recognition of their knowledge, skills and talent as a basis for their pay. This manifested in their feeling of necessity to work hard. Therefore, the employees see it relevant towards their hard work. From the analysis made, most of them emphasized its relevance (17 out of 20 key informants). Therefore pay significantly influences employees' hard work.

Furthermore, the analysis from the qualitative data also revealed that the pay receives for their knowledge, talent and skills to a greater extent prevent them from quitting their jobs. The reasons they gave was the unavailability of similar job in the job market and even where there is the pat package is below their current pay. Therefore (no matter what), they need to remain with their current job.

However, in terms of whether the pay on their knowledge, skills and talent, they earn made them to see it s a betrayal to quit from their job. The interview analysis revealed that the employees did not see it in anyway wrong or betrayal to quit their job if they so wish. This is because, according them, since their organizations can ask them to at anytime, they also don't see it as morally wrong or betrayal to quit anytime they quit. This clear because 14 out of 20 key informant emphasized that.

4.12.5: Pay for Performance and employee commitment.

The interview analysis from table 4.24 emphasized the relevance of fairness in increasing their loyalty. It seems they have clearly understood the message from their compensation package as fair. For example take into consideration a statement by key informant below:

> *"Since any additional contribution, attract reward, this made me to enjoy working with my organization and increase trust between us."*

"When I perform exceptionally, I was promoted, therefore I always perform better and I enjoy that because my contribution to the organization is always recognized"

Therefore the key informant emphasized the relevance of fairness in preventing them to quit (17 out of 20) which made the pay as significantly increasing employees loyalty and sense of belonging to their organizations.

Furthermore, rewarding performance was seen as a hindrance to quit from their job. They view the pay as adequately rewarding their performance (13 out of 20). This force those to stay with their organization because they consider it adequate and it will be difficult to secure similar job elsewhere with same or better reward. Consider a statement by a top employee:

"We have a very good pay and anybody who complain to you about the issue of he is not enjoying his job, ask him to tell you his pay and he will not because he knows it is very high and he will not risk quitting the job because."

However the key informant deemphasized the rewarding of performance as throwing moral challenge for them to quit or as making them to feel that they betray their organizations when they quit. For them there is nothing wrong for them to quit if they so wish. Therefore the influence of rewarding their performance on their normative commitment is low.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0: Introduction

This chapter dealt with the discussion of the research findings, conclusion and recommendation of the study. In order to be clear, these items were taken and treated one by one.

5.1: Discussions of Research findings

In this section, the results of the study (both qualitative and quantitative) which were presented and analyzed in the previous chapter were discussed. This chapter also provided conclusion, suggested recommendations (based on the findings) and areas of further research as well as the limitations of the study.

5.1.1: Background Information

5.1.1.1: Respondents sex

The results from table 4.2 indicated that, males are the dominant, numbering one hundred and eighty seven (187) representing (72.8%). The implication of this study shows that, males constitute the large chunk of commercial banks employees. This can be attributed to the fact that, the banking job is a very challenging and therefore that it is more of masculine than feminine. That is why women are found in minority. Culture and traditions are also responsible for this as postulated by Covin, Green and Slevin (2007).

5.1.1.2: Employee Age

From table 4.2.,it shows that, young age are the dominant with two hundreds and two (202) respondents representing (78.6%).This indicated that commercial banks are interested in young energetic employees because of the nature of their business and or operation which required such types of employees. The interview conducted also indicated that the commercial banks job is so challenging that requires young energetic individuals, who can deliver their services to their customers.

5.1.1.3: Respondents Marital Status

The results from table 4.2, shows that majority of the respondents which constitute one hundred and forty eight (148) respondents representing (57.6%), are married.

The implication of the above is that the commercial banks salary is to some extent adequate for the employees to conduct stable marriage which evidently indicate only four (4) widowed/widower. It is however important to note that in the society where it was alleged to have rampant divorce, this figure is suggesting a different scenario.

5.1.1.4: Respondents qualification

Results in table 4.2, shows that, most of the respondents numbering one hundred and thirty six (136) which represent (52.9%), are graduate (having degree or Higher National Diploma (HND), then followed by those who have additional qualification over Degree/HND. This reveals that, banking jobs are so challenging. That is why commercial banks are interested in young graduates with degree or Higher National Diploma due to the nature of their operation. This can evidently be seen in the number of graduates, and postgraduates in their employment.

5.1.1.5: Respondents Year of Service

Lastly, from the table 4.1, it is clear that, the length of years of service employees spent with their respective employers (banks), indicated that, the new employees, who spent only nine (9) years or below constitute the highest number of respondents (211) which represents (82.1%). This scenario therefore signifies employees in the banks do not stay much in the banking job up to ten years which indicated higher employee turnover. This can be due to the fact, that, firstly, the nature of the banking operation made it necessary for zero tolerance of mistakes. And this was evidently supported by the interview conducted. Secondly, this can be due to the merger and acquisition that banks underwent in the present dispensation which requires them to lay off their employees as such. Thirdly, it may be due to the world economic meltdown. In this situation, banks are challenged with the problem of cutting cost which necessitates cutting the number of employees in order to maximize profits.

In summary therefore, from the analysis above, the following points are clear:

- The salaries and wages of employees are above average which results in having stable marriage (at least when they are in the banking employment).
- The banking job is so challenging to the extent that, young male graduates dominates the workforce of the commercial banks.
- The nature of the zero mistakes tolerance in the banking operation, request the employment of energetic young employees with high qualification (degree and postgraduate qualification).
- Equally, the zero mistake tolerance, frequent merger and acquisition underwent by the commercial banks as well as an intention to cut cost for profit maximization made employee turnover higher.

5.2: Extent of Strategic Compensation

The first objective of this study was to investigate the extent to which employees reward was determine base on their performance, knowledge, skills talent and abilities which in other word is referred to as strategic compensation. Therefore based on the data collected and analyzed from quantitative and qualitative data, the findings were drawn. The findings indicated that, there was relatively high level of pay for knowledge enjoy by the employees. This clearly shows that, the employees' abilities, skills, talent and knowledge are valued by their organizations. Both the findings from quantitative and qualitative agreed on that. The quantitative result which was based on systematized method of enquiry as contain in the positivist epistemology and objectivist/realist ontology provided a descriptive statistics (Mean= 2.500) which is high according to the Likert scale used. However, on the other hand, the findings from the qualitative analysis which was done in accordance with interpretative epistemology with subjectivist or relativist ontology also confirmed that. This therefore implies that there exist the presence of strategic compensation both in terms of pay for knowledge and pay for performance. Hence employees received their reward or compensation based on their performance, knowledge, skills, talent and abilities.

Similarly, although the findings, from the quantitative indicated that, there was relatively low level of pay for performance practices enjoy by the employees, but the result from the qualitative indicated a high level of pay for performance. The differences between the findings of the two methods can be as the result of their philosophical standpoint. Since quantitative assigned numbers and interpret numbers, the respondents May likely miss the exact interpretation of a particular value, while that of qualitative is based on analysis which does not need assigning numbers. Therefore the respondent of the qualitative (interview) could grasp and explain the meaning of what he was ask with more precision than that of quantitative. Another reason is that from the surface, and as responses indicated from the quantitative view, basing pay on promotion and positions seems to give impression that the employees are rewarded based on traditional pay system.

However, from the interpretative perspective it proves otherwise. That is, the promotion and position of an employee depends largely on his performance, knowledge, skills, talent and abilities. The employees are always on target. The achievement of target implies promotion, while otherwise the employee remain not promoted which keep his reward stagnated. At the same time, employees under performance may result to sack. Therefore this signifies the importance of mixed methods in research because what appears weakness of one method can be complemented by the other method.

5.3: Extent of Employee Commitment

Another objective which this study seeks to achieve was to investigate commitment of employees in all its three dimensions among employees of commercial banks in Kano. Therefore, based on the data collected from both quantitative and qualitative data and analyzed from positivist/realist and interpretative/relativist perspectives, the studies came out with the findings.

The findings from qualitative and quantitative analysis surprisingly reveal that, there is high level of affective commitment and continuance commitment among employees. That is, the employees, portrays tremendous affective and continuance commitment to their jobs. In his study, Ogba (2007) attributed the commitment of these employees from their concerns about the disruption of their life and their family if should they risk quitting their jobs. It could also be attributed to the exceptional reward they enjoy which may be difficult to secure similar elsewhere. Theoretically, this signifies how employees are viewing their personal employment relationship as congruent to the goals and values of their organization, which result in the high strength of the employees' identification and involvement with their organizations. It also means that, the employees' needs and expectations are matched. This findingvindicated and supported Vroom expectancy theory positions and assumptions.This result is therefore beneficial to the employees' organizations, as argued by Robinson (2001) who asserts that, employees with high affective commitment are those who will go beyond the call of duty for the good of their organization.

The findings further suggested that, the employees consider their job with the banks very important and so they dare not quit in order not to lose them and it suggested that there was difficulty in securing another job if they quit. This therefore clearly indicates that, the contribution ration is favorable to the employee, or rather, the employees' effort or contribution is in balance with what they get from their organization. It also implies that, the employees enjoy good pay and other forms of material benefits which employees feared that they can lose if they quit employment with their organization. This is clearly correct because few opportunities exist which is the same or more lucrative in terms of pay and benefits than those of these commercial banks. The employees in this instance have very few or lack alternatives job that can pay like that of their organization and by implication leaving these banks employment means they are going to lose the good pay and other associated benefits from their banks.

However the findings from both qualitative and quantitative data analysis also agreed on the low level of normative commitment among employees of commercial banks. The findings from both qualitative and quantitative analysis reveal that employees do not consider it wrong to quit their jobs as they wish. This indicated that, there is no strong fit between organizational and employees values and norms which create strong sense of being part of the whole.The findings from the interpretative analysis provided that employees can be ask to go anytime, therefore they also see it as nothing wrong to quit whenever the need aroused. The findings also showed that low normative commitment indicated that the employees do not feel it is obligatory to remain with their organizations. Therefore it reflects lack of internalized normative pressures (family pressures and cultural orientation) on the employees to remain with their organizations. Family pressures only worked when the employee lack alternative so that the family life cannot be disrupted because of income stoppage. However, once the employees got a better alternative job, the family will even put pressure on the employee to join the better job. Equally, it is still an indication that, the employees are not enjoying reward in advance (for example, payment of college tuition fee to employee). This is evidently correct if we take the argument of Manktelov (2007) who said, normative commitment resulted when you feel a sense of obligation to your organization, even if you are not happy in your role or even if you want to pursue better opportunities. You feel that you should stay with your organization because it is the right thing to do. This sense of obligation can stem from several factors; which include but not limited to investing money in your training, providing reward in advance and family stressing that you should stay loyal to your organization. Finally the lack of normative commitment among employees also indicate that there is no strong fit between organizations and individual values and norms which create strong sense of being part of the whole ,there by leading the employee to think that he/she ought to stay with the organization.

This finding filled one of the gap identified in the literature review that there was insufficient study in the area particularly among employees of commercial banks.

Generally the findings revealed that there is high level of employee commitment among employees in terms of affective and continuance with low normative commitment. This study therefore signifies Meyer and Allen (1991, 1997) model of employee commitment which indicate that the employees feel commitment in three dimension always; therefore it should be approach in that direction. The findings therefore added and contributed to the areas of employee commitment particularly the multidimensional model of Allen and Meyer (1991, 1997).

5.4: Pay for Knowledge and Employee Commitment

Another objective which the study seek to achieve, was to determine the influence of pay for knowledge on employee commitment, among employees of commercial banks in kano, nigeria.

The findings from the quantitative which is seen from correlation, revealed a positive and significant relationship between pay for knowledge and employee commitment among employees (r = 0.452, Sig. = 0.000). Also, the hierarchical regression run indicated that all the constructs of pay for knowledge contributed towards commitment of employees among commercial banks (pay for skills variety with coefficient of B = 0.389, pay for flexibility with the coefficient of B = 0.145, pay for training with B = 0.093 with least contribution and pay for autonomy with coefficient of B = 0.261). The findings also indicated that, any changes or improvement of pay for knowledge led to a .539 increase in the commitment among employees of commercial banks. on the general note the finding reveal that pay for knowledge explained 25.7% variation in employee commitment ($\mathbf{R}^2$ =.257) which invariably indicated that pay for knowledge is a significant predictor of employee commitment. However, 74.5% is explained by other factors other than pay for knowledge. This clearly indicated that, according to this finding, pay for knowledge accounted for 25.7% rate of employee commitment.

Furthermore, from the qualitative analysis which was based on interpretative epistemology of knowledge, the findings also reveal the positive and significant influence of pay for knowledge on the commitment of employees among commercial banks. The employees emphasized the relevance of rewarding their knowledge skills and talent as a pre requisite for their loyalty and hard work to their organization. They also emphasized the adequate rewarding of their knowledge, skills and talent as a hindrance to their willingness to quit even if they want to because of difficulty in securing similar job. While with all the reward in terms of their knowledge, skills and talent, they don't see it as morally difficult to quit their job.

The findings from both qualitative and quantitative indicated the influence of pay for knowledge on affective and continuance, while at the same time does not influence normative commitment of the employees. Therefore, strategic compensation can be considered and administered on employees to attract and retain their affective and continuance commitment, while it may not be a remedy for normative commitment.

It is however important to note that there are previous research findings that this research agreed with. For example, the findings of, this study agrees with Cauldron (1993) who asserts that, pay for knowledge lead to improved employees. This also is in agreement with Vance (2006) who also found that pay for knowledge enhance employee commitment because workers learn that the company is willing to help them burnish their employability. On the contrary, the study also disagree with the findings of Gerald (2011) and Messmer (2014) who found no influence or somewhat negative influence of pay for knowledge on employee commitment. Additionally, this study contributed to the justification of equity theory as well as expectancy theory. This is because the employees of commercial banks considered their input and output with others because they seek fairness. Therefore, since they are paid fairly Based on their knowledge, skills and talent, it increases their commitment so even if they make comparison, they found it fair and it make them to increase their expectations by increasing their used of knowledge, talent and skills to their job which they considered the basis of increasing their reward. Hence, the commercial bank employees seek equity, they are found committed when they perceived equity in their relationships. Also they committed themselves when they belief their expectation can be fulfilled. Otherwise, they perceived inquity which will make them to feel distress, thereby changing their expectations about their pay from their output from a negative perspective.

Specifically therefore, this study provided an important evidence that pay for knowledge has a significant influence on the commitment of employees of commercial banks in Kano. This therefore filled the gap already identified that the area of pay for knowledge and its relationship with employee commitment receive little attention. Therefore the finding provides important contribution to the area using the both quantitative and qualitative approaches (mixed method). Additionally the study also provided direct link between pay for knowledge and employee commitment, unlike previous studies that link pay for knowledge to performance or job satisfaction.

5.5: Pay for Performance and Employee Commitment

This study also seeks to established relationship between pay for performance and employee commitment. In other word, the study seeks to find out to what extent compensation based on rewarding employees influence of the commitment of employees among commercial banks. All the necessary analysis was done to achieve these objectives which include, quantitative and qualitative which were based on the respective paradigms (positivist and interpretivist). Based on this the finding of the study were drawn.

The findings of this study clearly from quantitative data analysis shows that, there exist a positive and significant relationship between pay for performance and employee commitment among employees of commercial banks (r = 0.516, Sig. = 0.000). However clear picture was provided by the results from hierarchical regression where all the constructs of pay for performance (pay adequacy with coefficient, $\mathbf{B}$ = 0.423, pay for individual performance with coefficient $\mathbf{B}$ = 0.145, pay participation with coefficient B = 0.168 and pay for team work with co efficient B = 0.167). Also the influence of control variable is $\mathbf{R}^2$ = 5.4% with age as significant. However, pay for knowledge contributed 0.533. That is, and improvement or changes in pay for performance led to $\mathbf{R}^2$ = 0.533 increase in the commitment among employees of commercial banks. Also pay for performance explained 30.7% variation in employee commitment. That is, commitment among employees of commercial banks relies 30.7% on pay for performance, while 69.3% is explained by factors another than pay for pay for performance.

Furthermore on the other hand the analysis from interpretive perspective also reveals strong influence of pay for performance on employee commitment. However the analysis in this perspective provided that pay for performance has strong influence on employees' affective and continuance commitment but has low influence on normative commitment of employees. The key informant emphasized the relevance of rewarding their performance in influencing their loyalty, trust and unwillingness to quit, while saw did not see any obligation for them to stay with their jobs. This signifies the importance of mixing quantitative and qualitative methods together.

The importance findings of this study is that it succeeded in filling the gap already identified in this area, which is insufficient researches or empirical study on the relationship between pay for performance and employee commitment. Also unlike previous studies that relate compensations with productivity, job satisfaction and performance such as (Akpunonu, 2011), (Lazear (2000), (Ederer and Mason, (2012), this study directly relates pay for performance with employee commitment. The study also was supported by Vance (2006) who found that Incentive pay, also known as pay-for-performance, can directly influence employees' productivity as well as their commitment to organization (as workers learn to trust that they will be rewarded for good performance). It is also supported by Ayanda and Sani (2011). However, the findings disagreed with Beer (2003), Nelson (2004) and Ahmed (2013) who on the contrary found pay for performance as problematic.

Lastly, on the theoretical aspect, this study finding was in agreement with the theories that guided the research (equity and expectancy). This is because the employees of commercial banks recognized the relevance of rewarding their performance in ensuring their loyalty and trust. Therefore the higher and sure the employees' performance is rewarded, the higher they perceived it as fair thereby increasing trust and expectations to a positive perspective, otherwise, they experience inequity which led to distress and this inturn bring mistrust and change the employees expectation to a negative perspective resulting in lower commitment.

5.6: Strategic Compensation and Employee Commitment

The last objective seeks to establish the influence of strategic compensation on the employee commitment, with aim of whether it has any positive or negative relationship on employee commitment. This was achieved based on both quantitative and qualitative data findings as an integrative approach (mixed research).

The finding from quantitative perspective reveals a positive and significant correlation between strategic compensation and employees commitment among employees (r = 0.531, Sig. = 0.000). Furthermore, the hierarchical regression reveals that strategic compensation contributed to a coefficient of B = 0.639. Meaning that, any change or improvement on strategic compensation led to 0.639 increases in employee commitment among employees of commercial banks. On the general note the findings reveal the extent to which strategic compensation explained employee commitment. It explained R^2 32.9% variations towards employees' commitment among employees.

On the other hand the interpretative method signifies the relevance of strategic compensation in retaining employee commitment particularly affective and continuance commitment. The finding of the qualitative emphasized the importance of strategic compensation in ensuring loyalty and feeling of sense of belonging a well as making it difficult for the employees to quit, although the employees did not see it as morally challenging for them to quit in so far as they wish.

The finding of this study is also supported by previous research such as Miller (2005), Vance (2006), Omolayo & Owolabi (2007) Anvari et al.(2011), Salem(2011),Shukla and Sinha (2013),and Ahmed (2013), who found the predictive power of strategic compensation on employee commitment in their various studies. The findings of this study also disagree with the finding of Trevor (2008) who emphasized problematic aspect of strategic compensation on employee commitment.

The study therefore filled the gap identified by the study of insufficient studies in the area. It therefore adds to the new input to the field. The study further justifies Vroom

Expectancy theory and Adam Stacey equity theory which assume that workers are sensitive to the fairness in their pay. Also employees always have expectation from their organizations and therefore they act on that direction. That is once employees perceived that the reward he receive is fair in comparison with his colleagues, he increases his trust and feeling self belonging as well as increasing his expectation to the positive direction. This tends to make them more committed, otherwise employees experience distress and for them to correct it, they change the expectations to a negative direction and adopt measures to correct it. Hence the result will manifest in low commitment.

Importantly however unlike studies that correlate strategic compensation and other issues like productivity, job satisfaction and performance such as Cho (2003), Nawab & Bhati (2011), Katua et al. (2014), and this study clearly links strategic compensation and employee commitment which is an input to the area. This is particularly important because the study used employee commitment in its multidimensional perspective which clearly pays attention to the three commitment dimension and employee feel from different reasons. This is also to appreciate that must previous study considers one of these dimensions in their studies.

5.7: Conclusion

This study seeks to achieve five objectives, the investigation of extent of strategic compensation enjoy by employees of commercial banks, the determination of extent of commitment among employees of commercial banks and the establishment of relationship between pay for knowledge and employee commitment, pay for performance and employee commitment and strategic compensation and employee commitment.

Therefore based on the data gathered and analyzed from both qualitative and quantitative approaches from their respective philosophical underpinnings of positivist epistemology with objectivist/realist ontology and interpretivist epistemology with subjectivist/relativist ontologythe data were analyzed, hypotheses were tested and the findings were obtained, which were integrated. Therefore based on the findings of the study, the following conclusions were drawn:

Strategic compensation was examinedin terms of pay for knowledge and pay for performance and findings were discussed in the previous chapter. Based on that, employees enjoy a high level of pay for knowledge and pay for performance. However, that notwithstanding, the strategic pay is instrumental in maintaining employees relationships with their organization. Therefore, rewarding employees from strategic compensation perspective which was based on performance, knowledge, skills, talent and abilities were the basis employees are compensated in commercial banks.strategic compensation was used in order to reward and keep high performers.

Furthermore, on the second objective, the study also examined employee commitment with a view to finding the extent to which employees are committed to their job in terms of affective, continuance and normative. Based on this, the study found high affective and continuance commitment which signified the pay they enjoy and the difficulty in securing similar or better job. However, low normative commitment was found which clearly showed that,the employee does not see it as a necessity or obligation to remain with their jobs. These employees are ready to go upon securing better opportunities and majority of them are highly ambitious.This however justified Meyer and (Allen 1991, 1997)multidimensional model of employee commitment which signified approaching commitment from three different perspective (affective, continuance and normative), rather than single dimensional perspective. It therefore indicated that although the employees are committed, the commitment differs interms of its causes and or determinant. Therefore, solution to the area of normative commitment is a desirable endeavor. The findings also emphasized multidimensional solution to employee commitment. That is a single measure cannot solve employees commitment issue.

On the third objective, the study examined the relationship between pay for knowledge and employee commitment. The integrative finding of this study from both approaches showed positive and significant relationship between them. Based on this therefore, employees' skills, talent, and abilities as well as increased acquisition of knowledge and experiences should be rewarded increasingly. This will encourage them to a greater extent to dedicate themselves to their organizations and to develop and acquire more skills, talent, knowledge and capabilities to be applied to their jobs. Here also the conclusion should be carefully made because pay for knowledge have influence on both affective and continuance commitment but less normative commitment. This, serves as a contribution to both equity and expectancy theory which postulate employer employee relationship in terms of equity and expectancy principle. The employees have expectation from the effort they put. They also compare their input and earning against others.

Equally, another objective of this study was to establish relationship between pay for performance and employee commitment. The findings from the study indicated that increased rewarding of employee performance will give them positive perception regarding their organization and maintain their commitment. Rewarding performance will wake employees up from their slumber and increases their performance. Therefore, this signifies the importance of pay for performance in retaining employee commitment. Rewarding performance is a strong predictor of employee commitment among employees of commercial banks. However the finding from quantitative strongly provides that while the one from qualitative approach found normative commitment not strongly predicted by rewarding performance. This also contributes towards validating equity and expectancy theory and indicates the importance they have in managing employees in an organization.

Lastly, the study also proposed to achieve an objective which is establishing relationship between strategic compensation and employee commitment. The integrative findings from both quantitative and qualitative approaches used reveal positive and significant relationship between them, leading to rejection of the null hypothesis. This clearly indicate that rewarding employees skills, talent, abilities and their increased acquisition and application of knowledge on one hand and their performance at the same time will, to a greater extent succeed in retaining and increasing employees commitment. Therefore a combination of pay for knowledge and pay for performance will be much better than using either pay for knowledge or pay for performance alone. This conclusion also contributes to the two theories which underpin the study (equity and expectancy theory). For example it clearly justifies equity theory because equity theory proposed that, there is a need for a balance between inputs and output received; and if employees perceived in balance, they cannot be committed (Adam, 1960). Therefore this study clearly shows the relevance of these theories in managing employees of an organization. A point to note here also is that, the interpretative methods suggest less influence of strategic compensation on employee commitment, as against quantitative which provide strong relationship between them. The researcher found the used of the two methods with their respective philosophical underpinnings very interesting; this is because they provide a kind of hidden fact which will not be possible using one approach alone. For example where quantitative conclude straight away, but the findings from the qualitative approach may need an explanation.

5.8: Theoretical Contribution

The first contribution of this study is that it achieved the five stated objectives which it seeks to achieve. The study also succeeded in filling the gaps open in the literature review, which include insufficient studies in strategic compensation, employee commitment in the area of the study, using commitment as single dimensional by researchers which left normative commitment unresearched or receive little attention, insufficient studies to link pay for knowledge and employee commitment, pay for performance and employee commitment as well as strategic compensation and employee commitment. The findings of this study validates existing theories of equity(which postulate that employees seek to maintain equity between the input that they bring to a job and the outcome they receive from it against the perceived input and outcome of others), and expectancy(which is based on the assumption that, people believe there are relationships between the effort they put forth at work, the performance they achieve from the effort and the rewards they receive from their effort and performance).The findings also validates other studies which hither to confirm to this relationships.

Furthermore, another contribution of this study is that, although strategic compensation significantly influences employee commitment, normative commitment is found to be low signifying that employee commitment should be approached in a multidimensional way.

That is researchers should approach employee commitment in the three dimensions (affective, continuance and normative) which will provide better understanding of the concept.

Also unlike Ogba (2008) who argued that, the multidimensional commitment of Meyer and Allen (1991, 1997) cannot be used in the African context unless domesticated, but this study showed the applicability of the model.

The study also theoretically contributed to the direct relationship between strategic compensation and employee commitment, which is unlike other previous studies in the literature which in most cases study their relationship between compensation and other constructs such as productivity, performance and job satisfaction.

The study also contributed towards the arguments in the Nigerian context (that is where some argued that Nigerian employees are not committed while others said they are committed). This study shows that Nigerian employees are committed (affective and continuance commitment), but it showed that they don't have normative commitment which adds to the contradiction of the argument.

The study used strategic compensation as a predictor of employee commitment, while most of the previous studies examined in the literature used other constructs as predictor of employee commitment. Example, organizational structure, work environment, suggestion scheme, gender, age among others.

The study used mixed approaches (quantitative and qualitative) with their respective paradigm. That is both quantitative methods which is based on positivist epistemology and realist ontology and qualitative method which is based on interpretative epistemology with relativist ontology. The usage of the two approaches in this research shed more light on the findings more than using a single approach. This is a deviation from the previous researches that were based on quantitative approach that present result based on numbers or scientific enquiry.

5.9: Recommendations

From the findings and conclusion of the study, the researcher made the following recommendations which were based on the study objectives and hypotheses

The study found high affective and continuance commitment but low normative commitment. Therefore there is need to find a way of increasing employees' normative commitment since it was found to be low among the employees. So, since this implies that employees does not see it as an obligation to remain with their organizations, measures such as developing a socialization process and organizational orientation that would induce employees to feel obligation to remain with their job. Equally, it can also be done by increasing reward in advance such as paying college fee in advance and house loan. This is because, an organization that sponsored its employee to study by providing him or her with loan for him to repay in some years later will be obliged to reciprocate by remaining with that organization. Likewise, emphasizing on increased provision of car loan and house loan will also impact on the employee normative commitment.

Secondly, although the study found strategic compensation in terms of pay for knowledge and pay for performance, however there is a need to increase rewarding employees based on their performance, talent, knowledge, and skills as well as abilities. this will to a greater extent increase the influence of strategic compensation the commitment of employees among commercial banks. Increasingly however employees' performance must be valued appraised and rewarded accordingly. To do this, good performance appraisal system must be put in place to reward the best performers, so that employees can be encouraged to perform at peak. Also in some other dimensions where it indicated low contribution like pay for participation pay for individual performance and pay flexibility should be prioritized. That is employees should receive reward from those dimensions. For example, employee should be rewarded for his flexibility to perform in every department or many departments. Also employee should be given a voice in his pay. This will to a greater extent increase the extent of strategic compensation in terms of pay for knowledge and pay for performance. Hence the influences pay for knowledge, pay for performance will significantly improve and increase from their current contribution (27.7%, 30.7% and 32.9%) respectively.

Finally, taken into cognizance the importance of employee commitment at work place, it should always be viewed as a multi dimensional variable. This is because, one of the gaps of the study was most of the studies of employee commitment used to be single dimensional with affective as mostly the point of departure of most researchers. This does not provide good and better understanding of scenario of employee commitment. To this end, managers should always view and manage employee commitment in its affective, continuance and normative commitment. Likewise any research should take into cognizance the multidimensional aspect of employee commitment.

5.10: Areas for Further Research

The current study did not exhaust all measures of employee commitment. Therefore there is still need for more studies relating to the topic understudy particularly in the following areas:

1. Strategic compensation(pay for knowledge and pay for performance) and talent management, among employees of commercial banks
2. The determinant of turnover, among employees to ascertain other factors responsible employees' commitment other than strategic compensation.
3. The determinant of Employees' normative commitment among employees, to ascertain the reason behind their low commitment in that aspect.
4. There is also need for studies on other strategic human resources issues (example, recruitment and selection, training, retirement, stress management), to determine their relationship with employees commitment.

5.11: Limitations of the Study

This study may have the following limitations:

Attrition: Some questionnaires out of those distributed could not be retrieved back due to circumstances on the part of respondents which include, but not limited to sickness, refusal to answer and return, travels, very busy. Therefore two hundreds and ninety one (291) questionnaires were distributed to the respondents for their responses. However, it is important to note that only two hundred and fifty seven questionnaires were returned which made the rate of return as 88.3%.

Extraneous variables: These are those factors beyond researcher's control which also include, but not limited to respondents, honesty in filling the questionnaire which is of critical importance to the responses they provided. In ability of the respondents to provide honest response, seriously undermined the accuracy of their responses. Secondly, respondents' personal biases also seriously undermined the accuracy of their responses and by implication, negatively affect the findings of the study. Also, uncontrolled setting of the study also hindered the findings of the study. The setting upon which the study was undertaken was not controlled.

Equally, the data collected and used in this study was a cross sectional survey which have potentials of preventing examining the effect of changes overtime on employees' commitment

However, Measures were used in order to minimize and or eradicate the threats to the validity of these research findings. For example the researcher explained clearly what was needed from the respondents and the need to explain to the respondents to be honest in their responses. Equally, there was insistence from the research and the research assistance to the respondents to be honest in their responses.

REFERENCES

Abrahamson, M., & Anderson, W., P. (1984). *People's commitments to institutions.* Social Psychology Quarterly, Vol. 47, pp. 371-381.

Acheampong, A. (2003). *Ghana study.* World Bank Report, 50, 103-112.

Agyemang, C., B. (2013). *Perceived Organizational Climate and Organizational Tenure on Organizational Citizenship Behaviour*: Empirical Study among Ghanaian Banks'. *European Journal of Business and Management, Vol. 5 No 26, Pp.132-142*

Agyemang, C., B. and Ofei, S., B.(2013). *Employee work engagement and organizational commitment a comparative study of private and public sector organizations in Ghana*. European Journal of Business and Innovation Research Vol.1, No.4, pp.20-33. Available from :www.ea-journals.org

Ahiauzu, A. and Asawo, S, P. (2012*). The Impact of Clear and Compelling Vision on Worker's Commitment in Nigerian Organizations: An Examination of Workplace Spirituality*. Journal of Leadership, Accountability and Ethics. Volume 9, No, 6, pp: 113–124.

Adenguga, R. A., Adenuga, F. T., and Ayodele, K. O., (2013). *Organizational Commitment and Turn over Intention among Private Universities' Employees InOgun State, Nigeria*: Open Journal Of Education. Sciknow Publication Limited.Adams, J, S, (1965). *Inequity in Social Exchange.*Journal of social psychology.volume 6 No:2 pp:335-343.

Adeyinka, T., L. Ayeni and S.O. Popoola, (2007). *Work motivation, job satisfaction and organizational commitment of library personnel* in academic and research libraries in oyo state, Nigeria Library Philosophy and Practice.

Ahiauza, A. and Asawo, S. P. (2009*). Unwavering Hope and Workers' Commitment in the Nigerian Manufacturing Industry: a study in Workplace Spirituality, The Business Renaissance Quarterly*, volume 4 No.1,Pp. 105-124.

Ahmad, R. (2013): *Compensation System and Organizational Commitment- A Case Study of Langkawi Hotels In Malaysia.* A paper presented at Global conference on business economics and social sciences. Kuala Lumpur organized by world research conference.com. Access on 20/11.2014

Akinbode, G. A., and Fagbohunbe, O. N. (2012): *Leadership And Organizational Factors As Predictors Of Employees Organizational Commitment In Nigeria-An Empirical Analysis.* Business and Mgt Research Journal Available From: www.sciedu.ca/bmr.

Akpinar, A. T., and Tas, Y. (2013). *Effect of Distributive Justice, Procedural Justice and Organizational Trust on Affective Commitment.*Interdisciplinary Journal of Research in Business.Vol. 2, Issue. 8. pp.61- 66

Alarape, A., I. &Akinlabi, F. M. (2000). *"Influence of Perceived Organizational Support and Discretionary Treatment on Work Attitude of Industrial Workers"*.African Journal for the Psychological Study of Social Issues. Vol.5, No:1, pp: 23-36

Allen, N. J., & Meyer, J. P. (1996). *"Affective, Continuance, and Normative Commitment: An Examination Of Construct Validity".* Journal of Vocational Behavior, 49, 252- 276. http://dx.doi.org. retrieved on 15/05/2014

Allen, N. J., and Meyer, J. P. (1990): The Measurement and Antecedents of Affective, Continuance and Normative Commitmentto the Organization, *The Journal of Occupational Psychology*, 63, p.18.

Amin, M. E. (2005): *Social Science Research Conception, Methodology and Analysis.* Makerere University Printery, Kampala-Uganda.

Anvari, R., Amin, S.M., Ahmad, N.U, Seliman, S. & Garmsari, M. (2011): *Relationships between Strategic Compensation Practices and Affective Organizational Commitment.* Inter disciplinary Journal of Research in Business, Vol. 1., No. 2.pp: 44-55. Available from:www.ijdrb.com/article: Retrieved on 22/03/2013

Angle, H.L. & Perry, J.L. (1981): *An empirical assessment of organizational commitment and effectiveness.* Administrative Science Quarterly, 26, 1-14.

Adams, J. (1965). *Inequity in Social Exchange.* In Advances in Experimental Social Psychology, vol. 2, ed. L. Berkowitz, p. 267-299. New York: Academic Press..

Ardrey, W. J., Pecotich, A.J., and Ungar, E. (2001) *Sturcute, Commitment and Strategic action for Asian Transitional nation's financial systems in crisis.* International Journal of Bank Marketing.Vol.19 No.1. pp: 18-36

Argyle, M. (1989). *The Social Psychology of Work.* Penguin. London. Armstrong, M. (2003).*A Handbook of Human Resource Management Practice*: Kogan. London. Armstrong, M. (2000): *Strategic Human Resource Management: A guide to action.* Kogan .UK

Armstrong, M. (2009). *A Handbook of Human Resource Management Practice* (11 Ed.) Cambridge, UK: Kogan Page Limited.

Armstrong, M.; Brown, D. & Reilly, P. (2010). Evidence-Based Reward Management: Creating Measurable Business Impact from Your Pay and Reward Practices. London, UK: Kogan Page Ltd.

Armstrong, M.; Brown, D. & Reilly, P. (2011). *Increasing the effectiveness of reward management: an evidence-based approach.* Employee Relations, Vol. 33 No. 2, 106-120.

Arnold, J. et al. (2010). *Work Psychology: Understanding Human Behavior on the Workplace.* (5 Ed.) Harlow, UK: Prentice Hall.

Ary, D., Jacobs, L., C. and Razavieh, A. (1972):*Introduction to Research in Education,* New York: Holt, Rinehart and Winston, Inc.

Aryani, A. Y. (2009). The effect of fairness perception of performance measurement in the balanced scorecard environment. *Doctor ofphilosophy dissertation, Victoria University Australia.*

Ashman, I. (2007): *An Investigation Of The British Organizational Commitment Scale: A Qualitative Approach To Evaluating Construct Validity,* Management Research News. Vol 30, No 1, pp: 5-24.

Ayadi, O. F., Adebayo, A. O., and Omolehinwa, K. (1998): *Bank Performance Measurement in a developing Economy. An application of Data Analysis,* Managerial finance, volume 24, Number 7

Ayanda, D. J., & Sani, A. D. (2011): *An Evaluation of Strategic Human Resource Management (SHRM) Practices in Nigeria Universities:* The impact of Ownership and Age. European Journal of Economic Finance and Administration. from: www.eurojournals.com.Retrieved on 15/03/2013.

Ayodeji, O. O., Michael, O. and Tunde, E. (2011): *Enhancing Employee Commitment to Organization Through Training.* Ijbm, vol.6 no.7.available from: www.ccnet.org. retrieved on 15/10/2015

Baker, G., Gibbons, R. & Murphy, K., J. (1994). *Subjective Performance Measures in Optimal Incentive Contracts.* The Quarterly Journal of Economics.

Balfour, D, Wechsler, B (1996), *'Organisational commitment: Antecedents and outcomes in public organisations',* Public Productivity and Management Review, Vol. 29, pp. 256-277

Balkin, D. B., & Gomez-Mejia, L R. (1990): *Matching Compensation and Organizational Strategies.* Strategic Management Journal, Vol. 11. Pp.153- 169.Available from: www.onlinelibrary.wiley.com. Retrieved on 22/03/2013.

Barber, L., Hayday S, Bevan, S (1999), *From people to profits,* IES Report 355

Baruch, Y., and Holton, B. C. (2008). *Organizational Research Methord.* Human Relation Journal. Vol 6, No 18, 1139-1160

Bauer, T, Maertz C, Dolen, M, Campion, M. (1998). *'The Longitudinal assessment of applicant reactions to employment testing and test outcome feedback'*, Journal of Applied Psychology, Vol. 83, pp. 892-903

Baumeister, R, Leary M (1995). *'The need to belong: Desire for interpersonal attachments as a fundamental human motivation',* Psychological Bulletin, Vol. 117, pp. 497-529

Bateman, T. and Strasser, S. (1984*): A Longitudinal Analysis of the Antecedents of Organizational Commitment:* Academy of Mgt Journal, Vol. 27, No. 1, pp. 95-112.

Becker, T., & Billings, R. (1993). *Profiles of commitment: An empirical test.* Journal of Organizational Behavior, vol. 14, pp: 177-190.

Becker, T. E. (1992). *Foci and bases of commitment: Are they distinctions worth making.* Academy of Management Journal, vol.35, pp.232-244.

Becker, H. S. (1960). *Notes on the concept of commitment.* American Journal of Sociology, vol. 66, pp: 32–40

Berchem, S. (2013). *Workforce flexibility for better bottomline.* Available from: www.Americanstaffing.net. Retrieved on 6/07/2014

Bergman, M. E. (2006). *The relationship between affective and normative commitment:* Review and research agenda. Journal of Organizational Behavior. Vol 27 No 5: pp 645-663.avilable from: www. DOI.org/job.Retrieved on 26/05/2013.

Bowles, S. (2009). *Quando os incentivos econômicos atrapalham,* Harvard Business Review,

Bratton J, Gold J (1999). *Human Resource Management: Theory and Practice.* Macmillan, Basingstoke. London:

Brown, D. 2008. *Measuring The Effectiveness Of Pay And Rewards:* The Achilles' Heel Of Contemporary Reward Professionals. Compensation and Benefits Review. Vol. 40 No. 5, pp: 23-41.

Brow, S. (1996*). A meta-analysis and review of organizational research on job involvement,* Psychology Bulletin, vol. 120, pp: 235-255.

Brown, D. (2003*): Reward Strategies:* Journal of Personnel Management. Vol.1 pp: 17-29

Brum, C. (2007): *What impact does training have on employee commitment and employee turn over*

Buchanan, B. (1974). *Building Organizational Commitment: the socialization of managers in work organization.* Administrative Science Quarterly. Available from: www.dx.doi.org. retrieve on 20/05/20114.

Buchanan, B. (1974). *Government managers, business executives, and organizational commitment*. Public Administration Review, 34, 339-347.

Camilleri, E. (2002): *Some Antecedents of Organizational Commitment*, Results from an Information System Public Sectors Organization", Ministry of Finance, Malta.

Campbell, J.P., and Prichard, R. (1976): *Motivation Theory in Industrial and Organizational Psychology*, Rand McNally, Chicago.

Carmeli, A,. and Gefen, D. (2005): *The Relationship between Work Commitment Models and Employee Withdrawal Intentions*. Journal of Management Psychology, Vol.20, No.2, pp.63-86

Cascio, W, F. (2010): *Managing Human Resources-Productivity, Quality of Work life, Profits*. (8th eds). McGraw Hill –Irwin; Boston. Cho, C.H. (2003): *Classification and Compensation Strategies*: Republic of Korea Civil Service Commission. Available from: www.CSC.Go.Kr.Retrieved on 20/02/2013.

Chandra, G. (2009): *Human Resources Management in WIHG*. Master's Thesis, Ljubljana University. Slovenia.

Coakes, S. J. and Steed, L. G. (2008). *SPSS version 15.0 for window (Analysis without Anguish)*. Queensland, Australia.

Coetzee, M. (2005): *Employee Commitment:* University of Pretoria (eds). Available from:www.upetd.up.ac.za/thesis. Retrieved on 20/02/2013

Cohen A (1991). '*Career stage as a moderator of the relationship between organisational commitment and its outcomes: Ameta-analysis*', Journal of Occupational Psychology, Vol. 64, pp.253-268

Cohen, A. (1992), '*Antecedents of organisational commitment across occupational groups: A Meta-Analysis*', Journal of Organisational Behaviour, Vol. 13, pp. 539-558

Cohen, A. (1993). *'Age and tenure in relation to organizational commitment: A meta-analysis',* Basic and Applied Social Psychology, Vol. 14, pp. 143-159

Cohen, A. (2003). Multiple commitments in the workplace: An integrative approach. Mahwah, NJ: Lawrence Erlbaum Associates.

Connor, H. O., & Gibson, N.(2007). *A step by Step Guide to Qualitative Data Analysis.* A journal of Abroginal and indegeneous community health.

Cook, J., Wall, T. (1980), *'New work attitude measures of trust, organisational commitment and personal need non fulfillment'*, Journal of Occupational Psychology, Vol. 53, pp.39-52

Cook, L. F., (2000). *Human Resources Strategy to improve organizational performance: Acase of British firms.* 9(3), 171-197.

Coopey, J. (1995). *Managerial Culture and the Stillbirth of Organizational Commitment,* Human Resources Management Journal, vol. 35 No, 3.Pp 56-76

Cresswell, J. (2009). *Research design, qualitative, quantitative and mixed research methords Approaches.* Thousand Oaks, London

Croswell, J. W. (2002): Educational Research Planning, Conducting And Evaluating Quantitative And Qualitative Research, University Of Netvaska: Merrill,Prentice Hall.

Covin, J.G. and Slevin, D.P. (1988). The influence of organization structure on the utility of an entrepreneurial top management style. *Journal of Management Studies, 25(3) 217-234.*

Cozby, P., C. (2004). *Methords In Behavioural Sciences 8th Ed.* California State University.

Daley, D. M. (2002): *Strategic Human Resource Management: People and Performance Management in the Public Sector.* Pearson education, U.S.

Davis, T. J., and Gabris, G.T. (2008): *Strategic Compensation: utilizing efficiency wages in the Public Sector to achieve desirable organizational outcomes.* Review of Public Administration vol.28.pp.327-348. Sage. Available from:www.roppa.sagepub.com. Retrieve on 15/03/2013

DeCotiis, T. A., & Summers, T. P. (1987). *A path analysis of a model of the antecedents and consequences of organizational commitment.* Human Relations, Vol.40, pp: 445-470.

Deloria, J. E. (2001): *A Comparative Study Of Employee Commitment:Core And Contract Employees In A Federal Agency,* University of Virginia-USA. Unpublished Thesis.

Denzin, N. K. (1970). *The Research Act in Sociology: a Theoretical Introduction to Sociological Methods,* London, Butterworths.

Denzin, N. K., and Lincoln, Y. S. (2000). *The Discipline and Practice of Quantitative research.* Sage publication, California, USA

Dessler, G. (1999). *How to win your employees' commitment,* Academy of Management Executive, *13* (2), 58.

Dixit, V., and Bhati, M. (2012). *A Study About Employee Commitment And Its Impact On Sustainable Productivity In Indian Auto Component Industry.* European Journal of Business and Social Sciences. Vol.1, No.6,:34-51:from: *www.ejbss.com/recent.aspx.* retrieved on 20/05/2014

Donaldson, L. (2001): *The contingency theory of organizations,* Sage Publishers; Auckland.

Dordevic, B. (2004) *Employee Commitment in times of radical change Economics and Organization,* vol.2, No.2, pp 111-117.

Drost, E. A. (2011): *Validity and Reliability in Social Science Research.Education, Research Perspectives.* Vol. 38, No. 1: California University Los Angeles.

Durna, U. and Eren, V. (2005).*The examination of organizational commitmentin connection with three components of commitment. The DoğuşUniversity Journal, vol. 6, No.* 2, pp:210- 219.

Durham, R.B., J.A. Grube and M.B. Castaneda, 1994.*Organizational commitment: The utility of an integrative definition.* Journal of Applied Psychology, Vol. 79: pp: 370 - 380.

Dyer, L. (1985). *Strategic Human Resources Management and Planning* in K. M. Rowland and G. R. Ferris (eds), Research in personnel and Human Resources Management, Volume 3(pp1-30).

Ederer, F., and Manso, G. (2012); *Is Pay-For-Performance Detrimental To Innovation.*

Essien, E. A., Adekunle, O. A., and Oke-Bello, A. M. (2013): Managerial Style and Staff Turnover in Nigerian Banks-A comparative analysis. American Journal of Social Sciences.Vol.2, No6. Available from: www.aijssnet.com

Etzioni, A. (1961). *A Comparative Analysis Of Complex Organizations.* New York: Free Press.

Farndale, E., Ruiten, J.V., Kelliher, C, and Hope-Hailey, V. (2011): *The Influence of Perceived Employee Voice on Organizational Commitment: An Exchange Perspective*. Human Resource Management Vol.50, No.1, Pp113-129.

Field, A. (2009): Discovering Statistic Using Spss. Sage Publication, Los angelous

Folkestard, B.(2008). *Analysing Interview Data Possibilities and Challenges*. EUROSPHERE online working papers. Available from: www.eurosphere.uib.no

Gbadamosi, G. (2003). *Human Resource Management and the Commitment Rhetoric: Challenges for Africa*. Journal of Management Decision, Vol.41, No. 3, pp 274-280.

Gaertner, K. N., & Nollen, S. D. (1989).*Career experiences, perceptions of employment practices, and psychological commitment to the organization.* Human Relations, 42, 975-991.

George D. and Mallery, P. (2003): *SPSS for Windows Step by Step. A Sample Guide and reference.*Alyn and Bacons, Boston.

Gay, L, R., and Airasian, P., (2003). *Educational Research: Competencies for Analysis and Applications* 7th(ed) Printice Hall. New Jersey.

Gogia, P. (2010). *Equity theory of motivation.*available from http://www.businessihub.com/equity-theory.retrieved on 22/12/2015

Graig, M. (2015): *Employee Training is Crucial in Present Scenario.* Tactful Management Journal.vol.3, Issue 4. Available from: www.istj.in. Access on 30/05/2015

Gravetter, F. and Wallnau, L(2000); *Statistics for the Behavioural Sciences.* Belmut, C A wards wouths

Green, K. M., Covin, J. G. and Slevin, D. P.(2009). *Applying multivariate Statistics for the Social Sciences.* 5th Ed., Routledge, New York.

Greenberg, J. (1990). Employee Theft as a Reaction to Underpayment Inequity: The Hidden Cost of Pay Cuts. Journal of Applied Psychology, 5, 561-568.

Guth, W.D., & Macmillan, I. C. (1986): *Strategy implementation versus management self-interest.* Journal of Strategic Management, 36, 300-313.

Gupta, N., Schweizer, T. P., and Jenkins, D (1987).*Pay-For-Knowledge Compensation Plans: Hypotheses and Survey Results.* Monthly Labor Review.

Grover S, Crooker K (1995).*Who Appreciates Family-Responsive Human Resource Policies: The Impact Of Family-Friendly Policies On Organizational Attachment.* Journal of Personnel Psychology.Vol.48: pp271-288.

Guba, E. G.(1990). *The Paradigm Dialogue.*Sage. New York Park, USA

Hall, D.T., Schneider, B.,& Nygren, H.T.(1970) *Personal factors in organizational identification,* Administrative Science Quarterly, vol.15, pp:176-189.

Hamel, G. and CPrahlad, C.K (2005):*Competing For the Future*: McGraw-Hill Publishing company limited, Boston.

Hair, J. F; Black, W. E; Babir B. J. and Anderson, R. E. (2006).*Multivariate Data Analysis: A global perspective.* Prentice Hall, Newjersey, U.S.A.

Henderson, R.I. (2009). *Compensation management in a knowledge based-world.* New Jersey: Prentice-Hall.

Heneman, H.G. & Judge, T. A (2009): *Staffing Organizations.* 6thed, McGraw Hill Irwin.Boston.

Heyes, J., & Stuart, M. (1996). *Does trainingmatter? Employee experiences and attitudes.*Human Resource Management Journal,6(3): 7-21.

Hopkins, J. (2007): *Reliability and Validity Measures:* John Hopkins University. Available from: www.jhsph.edu. Access on 20/02/2014

Humphrey, W. S. (1987). *Managing for Innovation: Leading Technical People,* Prenctice Hall,Englewood Cliffs, New Jersey.

Humphrey, T. (2001): *Reward System, Job Satisfaction, Organizational Commitment, and Employee Performance in Public Higher Institution of Learning in Uganda.* Unpublished thesis

Hunter, J.E.; Schmidt, F.L. & Judiesch, M.K.(1990).*Individual Differences in Output Variability as a Function of Job Complexity.*Journal of Applied Psychology. Vol. 75 No. 1, 28-42.

Huseman, R. C., Hatfield, J. D., & Miles, E. W. (1987). A New Perspective on Equity Theory: The Equity Sensitivity Construct. *The Academy of Management Review, 12*(2), 222-234.

Idemobi, E., Onyeizugbe, C.V., &Akpunonu, E.O. (2011): *Compensation Management asa tool for improving organizational performance in the public sectors: A Study of the Civil Service*;journalofStrategic Studies Vol.1.No.1 pp. 109-120.from:www.sachajournals.com. Retrieved on 15/03/2013.

Isma'ila, et al (2010): *performance based pay as a determinant of job satisfaction- a study in Malaysia Giamatra centres.* Available from: retrievd on 6/07/2014

Ivancevich, J. R. (2001): Human Resources Management, McGraw Hill Irwin, Boston

Iverson, R, D. and Buttigieg, D, M. (1999): *Affective, Normative And Continuance Commitment: Can The 'Right Kind' Of Commitment Be Managed*: Journal Of Mgt Studies Oxford, U K

Jacobsen, D. (2000). *Managing Increased Part Time; Does Part Time Work Imply Part Time Commitment?* Managing Service Quality, Vol 10, No 3.Pp 183-200.

Jaros, S.T., Jermier, J. M., Koehler, J.W., & Sincich, T. (1993). *Effects of continuance , affective anmoral commitment on the withdrawal process: an evaluation of eight structural equation models*,Academy of Management Journal, vol.36, pp 951-995.

Jaros, S. (2007): *Measurement issues in the Meyer and Allen model of organizational commitment.* ICFAI Journal of Organizational Behavior, vol.6: pp: 7-25.

Jaros S., Jermier J., Koehler J. and Sincich T. (2004): *Effects of continuance, affective, and moral commitment on the withdrawal process: An evaluation of eight structural equations models.*Academy of Management Journal, vol. 36, pp: 951-995.

Jensen, D.; McMullen, T. & Stark, M. 2007. *The Manager's Guide to Rewards: What You Need to Know to Get the Best for – and from – Your Employees.* USA: Hay Group Inc.

Jenkins, G, D, and Gupta, N, (1985). *The Payoffs Of Paying For Knowledge*,Journal ofNational Productivity Review, Spring Pp . 121-30.

Jha, S. (2011) *Influence of Psychological Empowerment on Affective, Normative and Continuance Commitment*: A study of Indian IT Industryin International Journal of Organizational Behaviour Vol.15, No.1, pp53-72.

KENPRO (2012): *Sample Size Determination Using Krejcie and Morgan.* Available from: www.kenpro.org/sample. Access on 10/12/2014

Kerr, S. (1999). *Organizational Rewards: practical, cost-neutral alternatives that you may know but you don't practice.* Organizational Dynamics, Vol. 28 No. 1, 61-70.

Ko, J. W., Price, J. L., & Mueller, C. W. (1997). *Assessment of Meyer and Allen's three-component model of organizational commitment in South Korea.*Journal of Applied Psychology, Vol. 82, pp: 961–973

Kohn. A. 1993. *Why Incentive Plans Cannot Work.* Harvard Business Review. Vol. 71 No. 5, pp: 54-63.

Kozlowski, J. & Farr, D. (1988): *Employees attitude and competitiveness.* Psychological Bulleting, *521,* 346-424.

Kvale, S. & Brinkmann, S. (2009): *Interviews: Learning the Craft of Qualitative Research Interviewing,* Los Angeles, Calif., Sage publication.

Kvale, S. (1996):*Interviews: An Introduction to Qualitative Research Interviewing,* Thousand Oaks, Calif., Sage publication.

Kanter, R. M. (1968). *Commitment and social organization: A study of commitment mechanisms in utopian communities.* American Sociological Review, vol. 33, pp: 499–517.

Katua, T. N., Mukula, E and Gachunga, G. H. (2014): *Effect of Reward And Compensation Strategies On The Performance Of Commercial Banks In Kenya.* International Journal of Education and Research. Vol 2, no1. Available from: www.ijern.com. Access on 30/2/2015

Katz, D. (1964). *The Motivational Basis Of Organizational Behavior*. Behavioral Science, vol. 9, pp: 131–146.

Kiesler, C. A. (1971). *The psychology of commitment: Experiments linkingbehavior to belief*. San Francisco, CA: Academic Press.

Kanter, R. (2001). *Evolve*. Boston: Harvard Business School Press.

Kilundu, E. (2013): *Relationship between Training and Employee Commitment InKenyan Port Authority*. Master's thesis unpublished

Kim, D.O. (1999). *Determinants of the survival of gainsharing programs. Industrial and Labor Relations Review,*vol. 53 NO.1,PP: 21-38.

Krejcie, R.V. and Morgan, D.W. (1970) *Determining Sample Size for research activities* Educational and Psychological Measurement, vol.30, pp. 601-610

Klein, K. J., and Hall, R.J. (1988). *'Correlates of employee satisfaction with stock ownership:Who likes an ESOP most?' Journal of Applied Psychology, Vol 73: No. 4, pp: 630–638.*

Kohn, A. (1993): Why Incentive Plans Cannot Work. *Harvard Business Review,* Vol. 71. No: (5), pp54-63.

Kohn, A. (1993): *Rethinking Rewards*. Harvard Business Review*, vol.*71, No.(6), pp. 48-49.

Laakso, L. (2012)*The Impact Of Financial And Non Financial Rewards On Employee Motivation*. Unpublished thesis.Turku University of applied sciences.

Lawler, E. E, (1993): *Effective Rewards System: Strategies, Diagnosis, Design and changes.* Centre for Effective Organizations. Available from: www.marshall.usc.edu/ceo. Retrieved on 16/06/2014

Lawler, E. E. (1981). *Pay and Organization Development*, Reading, MA: Addison-Wesley Publishing Company.

Lawler, E. (1971) *Pay and organization effectiveness: A psychological view.* NewYork: McGraw Hill.

Lawler, E. (1973) *Motivation in Work Organizations.* Monterey, Calif.: Brooks/Cole.

Lawler, E. (1981) *Pay and Organizational Development.* Reading: Addison-Wesley Publishing House.

Lawler, E. (1995). '*The New Pay: A Strategic Approach*, Compensation and Benefits Review', 27 (4), p.14-22.

Lawler, E. (1996). *The Design of Effective Reward Systems.* In Motivation and Leadership at Work, sixth edition, eds. R. Steers, L. Porter and G.Bigley, p. 527-550.New York: McGraw Hill International Press.

Lawler, E. (2003): *What it means to treat people right.* Ivey Business Journal, November/December, p. 1-6.

Lawler, E. and Ledford G. (1987) *Skill-based Pay A Concept That's Catching On.* Management Review, February, p. 46-51.

Lawler, E. E., Ledford, G., & Chang, L. (1993). *Who uses skill-based pay, and why. Compensation and Benefits Review*, March-April, 22-26.

Lawrence, P. and Lorsh, J.W. (1973): *High performing Organizations in three environments.* In D.S. push, (ed) *Organization theory*, Penguin, London.

Lazear, E. P., (2000*). Performance Pay and Productivity.* The American Economic Review,Vol. 90, No, 5, 1346–1361.

Ledford, G E (1989). *The Design of Skill Based Pay Plan.* A Handbook of Compensation, McGraw Hill Irwin NewYork.

Lee, C, C, and Chen, C, J, (2013).*The Relationship Between Employee Commitment And Job Attitude And Its Effect On Service Quality In Tourism Industry.* American Journal Of Industrial And Business Management. Available From: www.scirp.org/journal/ajibm. Retrieved on 20/05/2014

Lincoln, Y. S., & Guba, E., G. (2000). Paradigmatic controversies, contradictions and emerging confluences. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (2nd ed., pp. 163-188). Thousand Oaks, CA: Sage Publications, Inc.

Little, P., & Little, B. (2006). *Employee engagement: conceptual issues.*Journal of Organizational Culture, Communications and Conflict. *vol.10No*(1), pp: 111-120.

Lunenburg, F, C. (2011). *Expectancy Theory of Motivation.Motivating by Altering Expectation.* International Journal Of Management And Business Administration. Vol. 15, No1

Mahmoodi, S. (2006): *Studying the Role of Long-term Strategic Planning in the Development of Human Resource in the Universities.*Mayiranehyaapp.25-34.

Maicibi, N. A. (2007): *Human Resources Management success: the tips for human resources management theorist and practitioners.* Makerere university press.

Maltz, E. & Kohli, A. K. (2002).*Reducing Marketing's Conflict with Other Functions: The Differential Effects of Integrating Mechanisms.*Journal of the Academy of Marketing Science, Vol. 28, n°.4, 2002, pp. 479-492.

Manetje, O. M (2009): Organizational commitment-chapter three- available from: www.uir.unisa.ac.az. Access on 25/03/2014.

Manjunath, V.S &Rajesh, C.N.B (2012)*Competency Based Compensation System- As a strategicHR Technique*. Available from: www.iitk.ac.in/inforcell. Retreived on 20/03/2012

Manktelow, J. (2007).*The Three Component Model of Commitment: Improving Commitment and Engagement.* Available from www.mindtools.com. Access on 25/05/2014

March, J. & Simeon, W. (1958): *Organization Behaviour.* New York: McGraw-Hill, 43-68.

Martin, T.N. & Shawn, O.M. (1984): Predictors of organization commitment. *Journal of Vocational Behaviour, 25(3),* 270-283.

Martocchio, D. M. (2009): *Strategic Compensation. A Human Resource Management Approach.*Upper Saddle River, Pearson, New Jersey.

Martocchio, J. J. (2001): *Strategic Compensation- A Human Resource Management Approach:* (2nd edn). Upper Saddle River, Pearson, New Jersey

Maslow, A.H. (1954): *Motivation and Personality.* New York: Harper and Row, 121-133.

Maslow, A.H., (1943): *A Theory of Human Motivation.* Psychological Review, Vol. 50 No. 4, PP: 370-396.

Mathieu J, Zajac D (1990), '*A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitme*nt', Psychological Bulletin, Vol. 108, pp. 171-194

Martins, H. and Nicholls, L. (1999).*Job satisfaction and organizational commitment in relation to work performance and turnover inten*tions. Human Relations, vol. 42: pp: 625 - 638.

Mayhew, R, (2013): *An Example of Autonomy*. Available from:www.chron.com. Retrieved on 6/07/2014

MCcullers, J. C., (1978).*Issues In Learning And Motivation*, InThe Hidden Costs Of Reward,(Ed). By M. R. Lepper, And D. Greene.Lawrence Erlbaum Associates, Hillsdale, New Jersy.

Mellon J.A (2002): *Strategic Human Resource Management*. South –Western USA.

Meyer, J. P., &Allen, N. J. (1997).*Commitment In TheWorkplace Theory*.Research And Application Sage Publications.

Meyer, J. P., Beeker, T.E &Van Dick, R. (2006): *Social Identities And Commitments at Work Towardan Integrative Model*. Journal of Organizational Behavior Vol. 27.Pp 665-683.

Meyer, J. P., Becker, T.E &Vandenberg, C.(2004). *Employee Commitment and Motivation: A Conceptual Analysis &Integrative Model*. Journal Of Applied Psychology. Vol. 89.P.991- 1007.

Meyer, John, P. &Allen, N.J. (1984). *Testing theAside-Bet Theory ofOrganizational Commitment: SomeMethodological Considerations".Journal OfApplied Psychology*, 69: 372-378.Avalable from: Http://dx.doi.org/ retrieved on 20/05/2012

Meyer, J.P., Paunonen, S.V., Gellaty, I.R., Goffin, R.D., &Jackson, D.N. (1989). *Organizational Commitment AndJob Performance: It's The Nature of the Commitment That Counts*. Journal ofApplied Psychology, 74: 152-156.http://dx.doi.org. retrieved on 20/05/2014

Meyer, J. P., Stanley, D. J., Herscovitch, L., &Topolnytsky, L. (2002).*Affective, Continuance, And Normative Commitment toThe Organization: A Meta-Analysis Of Antecedents, Correlates, And Consequences*. Journal ofVocational Behavior, *61*, 20-52.Http://Dx.Doi.Org. retrieved on 20/05/2014

Meyer, J. P &Allen, N. (1991): *A Three Component Conceptualization OfOrganizational Commitment.*Human Resource Management Review.Vol.1.Pp 61-89.

Meyer, J.P &Maltin, ER. (2010): *Employee Commitment And Wellbeing: A Critical Review, Theoretical Framework And Research Agenda.* Journal OfVocational Behavioral. Available From: Www.Elsevier.Com/Locate./Jvb.rerieved on 20/05/2014

Meyer, J. And Allen, N. (1997): *Commitment In The Workplace.*SAGE Publications. London;

Miles, M. B., Huberman, A. M., & Saldana, J. (2008): *Quantitative Data Analysis-Designing Matrix and Network Display.* A Methords Sourcebook 3rd Ed. Sage Publication.

Miles and Huberman(1994): qualitative data analysis. Sage Publication. 2nd ed. London

Miles, M. B., & Huberman, A. M. (1994) *Qualitative Data Analysis: an Expanded Sourcebook,* Thousand Oaks, Calif., Sage.

Milkovich, G. T. (1987): *A Strategic Perspective on Compensation Management.* Working Papers 87-01.Centre For Advance Human Resource Studies, Cornell University.Available From:www.Digitalcommons.Ilr.Cornell.Edu.retrievedon 20/03/2013

Milkovich G.T. &Newman, J.M (2008): *Compensation*: McgrawHill Irwin. Boston.

Miller, D. Lee (2001): The people make the process: commitment to employees, decision making,and performance In: Journal of Management,11::163-189

Miller, B.(2005). *Compensating Restaurant Employee Through Tips: An Antecedent For Organizational Commitment?* University of Delaware

Mishra, G. P (2005):*Role of Employee Commitment in Organizational Effectiveness.*Delhi business review x vol. 6, no. 2

Mitra, A., Gupta, N., and Shaw, D. J.(2010): *A comparative Examination of Traditional and Skilled based plans.*Journal of Management psychology, vol. 25 No4. Available from: www.emaraldinsight.com

Mitchell, T. R. (1982). *Motivation: New Direction for Theory, Research and Practice.* Academy of Management Review.Vol.7 No. 1, 81.

Morrow, P. C. (1983).*Concept Redundancy In Organizational Research*: The case of work commitment. Academy of Management Review, 8, 486-500.

Morrow, P. C. (1993).The theory and measurement of work commitment. Greenwich, CT: JaiPress.

Mottaz, C.J. (1988): '*Determinants of Organizational Commitment*', Human Relations, Vol. 41 No. 6, pp: 467–482.

Mowday, R., Steers, R. &Porter, L. W. (1979). *The Measurement of Organizational Commitment.* Journal OfVocational Behavior, 14: 224-247. Http://Dx.Doi.Org/ retrieved on 20/03/2013.

Mowday, R. T., Porter, L. W., & Steers, R. M. (1982).*Employee-organization linkages: The psychology of commitment, absenteeism, and turnover.* New York: Academic Press.

Murray, B. and Gerhart, V.(1998): *An empirical analysis of a skilled based pay program and plant performance outcomes.* Academy of management journal.Vol.41 No6. Pp68-78.Available www.jstor.org.retrieved on 20-12-2015

Mullins, L.T., (1999). *Management And Organizational Behaviour* 5th Edn., London: Financial Times Management.

Narteh, B. (2012). Internal marketing and employee commitment: Evidence from the Ghanaian banking industry. *Journal of Financial Services Marketing.17*, 284-30

Nawab, S. and Bhati, K. K. (2011): *influence of employee compensation on organizational commitment and job satisfaction-* A case study of educational sector in Pakistan. Available from: www.ijbssnet.com. Access on 2-02-2015

Nazari K. and Emani M. (2012):*Antecedents And Consequences OfOrganizational Commitment,* Interdisciplinary Journal of Contemporary Research in Business, vol.3, no.9, pp484-493

Nelson, B. 2004.*Misunderstanding Rewards Hampers Motivation.*Canadian HR reporter, Vol. 17 No. 10, 14 and 17.

Neuman, W. L.(2000). *Social Research Methords:Qualitative And Quantitative Approaches.* Alley and Bacons, Boston, USA

Neuman, W. L.(2006). *Social Research Methords.Pearsons Education. Boston USA*

Nguyen, T. N, Mai, K. N, and Nguyen, P. V, (2014): *Factors Affecting Employees OrganizationalCommitment-*Astudy of Banking Staff in Ho Chi Minh City Vietnam. Journal of advanced Management Science.Vol.2 No2.

Nwachukwu, C. C.(2006). *Management Theory andPractice.*Onitsha: Africana First Publishers.

Nwosu, O. H., Chiamaka J A and Tochuku M O(2013). *Job Characteristics As Predictors Of Organizational Commitment Among Private Sector Workers In Anambra State, Nigeri*a.

International Journal of Asian Social Science journal: available from: http://www.aessweb.com. Rerieved on 26/03/2014.

OECD Deseco Project (2005). *The Definition &Selections ofKey Competencies.*Available From: www.OECD.Org/Edu.Retrieved 20/02/2013.

Ogba, I. (2008). *Commitment intheWorkplace: The Impact ofIncome and Age onEmployee Commitment inNigerian Banking Sector*. Management Research News*, vol. 31*, No.11, pp: 867–878. Available from: Http://Dx.Doi.Org retrieved on 20/06/2014

Okpara, J. O. (2004). *Job Satisfaction And Organizational Commitment: Are There Differences Between AmericanAnd Nigerian Managers Employed In The US Mncs In Nigeria?* A Seminar Paper Presented At TheAcademyOf Business And Administrative Sciences (ABAS) International Conference In Montreux, Switzerland.

Okpu, T, And Jaja, S, A,(2014): *Joint Consultation And Workers Commitment In Nigerian Banking Industry*. International Journal of Business and Management.Vol.9 No. 3. From: www.dx.doi.org. retrieved on 20/06/2014

Oladejo, M. A., Akinpelu, S. O., Fagunwa, A. O., &Morakinyo, A. R. (2011).*Job Related Factors, Leadership,Motivation AndCareer Commitment In A Nigerian College Of Education*. Pakistan Journal OfBusiness AndEconomic ReviewVol. 1, No.1,pp: 41–58.

Olsen, C. and Marie, D.(2004): *Cross sectional Study Design and Data Analysis*. Available from: www.collegeboard.com. Access on 20/11/2014

Olugbile, O., (1996*).Nigeria At Work: A Survey Of The Psychology Of Work Among Nigeria Guarantee Trust Bank Plc Lagos.*University Of Lagos, Lagos.Unpublished Doctoral Dissertation.

O'Malley M (2000), *Creating commitment*, John Wiley & Sons.Chichester

Omolayo, B., &Owolabi, A. B. (2007).*Monetary Rewards: A Predictor of Employee's Commitment ToMediumScale Organizations InNigeria.*Bangladesh E-Journal of Sociology. *Vol. 4*, No.1,pp42–48.

Osibanjo, A.O., Adeniji, A. A., Falola, O. H. and Heirsmac, T. P. (2014): *Compensation Packages- a Strategic Tool for Employees performance and retention.*Lonado Journal of science.Issue25, pp65-84. Available from:www.ijs.academicdirect.org

Patnaik, B. C. M and Phadi, P. C. (2012): *Compensation Management- A theoretical Preview.* TAJMAR, volume 1 issue 1. www.tar.in

Parijat, P., and Bagga, S. (2014):Victor Vroom's Expectancy Theory of Motivation – An Evaluation. INTERNATIONAL JOURNAL OF BUSINESS MANAGEMENT, global wisdom researchers' publishers. Available from: www.irjbm.org

Patchen, M. (1990), *Participation, Achievement AndInvolvement In The Job.* prentice hall, Englewood cliffs, N.J.

Pallant, J. (2001): SPSS Survival Manual, Open University Press

Pfeffer, J. (1998):*Six Dangerous Myths About Pay.*Harvard Business Review, May-June, p. 109-119.

Pfeffer, J. (1994) *Competitive Advantage Through People: Unleashing the Power of the Workforce.* Boston, MA: Stanford Graduate School of Business, Harvard BusinessSchool Press.

Platek, R and Sandal, C. E. (2001). *Can Statistics Deliver*? Journal of official Statistics, 17, pp 1-20

Porter, L. W., Steers, R. M., Mowday, R. T., & Boulian, P. V. (1974). *Organizational commitment, job satisfaction, and turnover among psychiatric technicians.*Journal of Applied Psychology, Vol.4, pp: 603-609.

Powell, D. M., & Meyer, J. P. (2004).*Side-Bet Theory And The Three-Component Model Of Organizational Commitment.*Journal of Vocational Behavior. Vol. 65, pp: 157–177.

Riketta, M., & Van Dick, R. (2005).*Foci of attachments in organizations: A meta-analytic comparison of the strength and correlates of workgroupversus organizational identification and commitment.*Journal of Vocational Behavior.Vol.67, pp: 490–510.

Ritzer G, Trice H, M.(1969).An Empirical Study ofHoward Becker"S Side-Bet Theory.Social Forces. 47:457-479.

Raisal, M, Idrus, M, S, DjumahirAndMintarti, R,(2014).*Effect OfCompensation On Motivation, OrganizationalCommitment And Employee Performance* (Studies At Local Revenue Management In Kendari City); International Journal Of Business And Management Invention. *Vol 3 No2. Available From:Www.Ijbmi.Or. retrieved on 20/06/2014.*

Ramlall, S. 2004. *A Review Of Employee Motivation Theories and their Implications for Employee Retention Within Organizations.* Journal of American Academy of Business, Vol. 5 No. 1, pp: 52-63.

Ramli, A and Desa, N. M.(2014)*:The Relationship Between Servant Leadership And Organizational Commitment: The Malaysian Perspectives.* International Journal Of Management And Sustainability.vol. 3. No. 2 :pp: 111-123. http://pakinsight.com

Richardson, L. R., (1999). *Gainsharing: a critical review and a future research agenda.* Journal of Management, 21

Redmond, B. F. (2009). Lesson 5: Equity Theory: Is what I get for my work fair compared to others?*Work Attitudes and Motivation.* The Pennsylvania State University World Campus.

Redmond, B.D., (2010). *Lesson 12: Work and organizational commitment: Am i attached to the organization?* .Pennsylvania State University.

Rego, A. And Cunha, M.P. (2007).*Workplace Spirituality And Organizational Commitment: An EmpiricalStudy,*JournalOfOrganizational Change Management.Vol.21, No.1, pp53-75.

Reichers, A. (1986). *Conflict and organizational commitment.* Journal of Applied Psychology,71, 508-514.

Reichers, A. E. (1985). *A review and reconceptualization of organizational commitment.* Academy of Management Review, 10, 465-476.

Robinson, D (2001).*Defining and Creating Employee Commitment:-A review of current research.* Institute of Employee Studies.

Robbins, S. (2003). *Organizational Behavior (10 Ed.)* Upper Saddle River, New Jersey: Prentice Hall.

Robbins, Stephen P. , Judge, Timothy A. (2008). Organizational Behavior (13th ed.). Prentice Hall.

Robson, C. (1993).*Real World Research.* Oxford: Blackwell.

Robbins, S. and Judge, T. (2013): Organizational Behavior, Pearson Education Inc., FifteenthEdition, Boston, USA.

Ronen, S. (1986). *Equity Perception in Multiple Comparisons: A Field Study*. Human Relations, Vol. 39 No. 4, pp: 333-346.

Saks, M. A. (2006). *Antecedents and consequences of employee engagement*.Journal of Managerial Psychology, 21, 610-619

Salami, S.O. (2008)."*Demographic And Psychological Factors Predicting Organizational Commitment AmongIndustrial Workers" journal of* Anthropologist.Vol.10, No,1: p p31-38.

Salancik, G. (1977). *Commitment and the control of organizational behavior and belief.*In B.Staw & G. Salancik (Eds.), New directions in organizational behavior (pp. 1-54). Chicago: St. Clair.

Saleem, S. (2011).*The Impact Of Financial Incentives On Employee Commitment.* European Journal OfBusiness And Management. Vol. 3. No 4.Available From :www.Iiste.Org.Retrieved on 23/05/2005

Saunders, M.; Lewis, P. & Thornhill, A. (2000).*Research Methods for Business Students.*(2 Ed.) Essex, UK: Pearson Education Limited.

Schneider, B., & Bowen, D. E. (1985). Employee and customer perceptions of service in banks:replication and extension. *Journal of Applied Psychology*, 70,3, 423-433.

Schuler, R. S., & Jackson, S. E. Human resource Management: Positioning for the 21st century,sixth ed., New York: West Publication Company.

Scholl, R. (1981). *Differentiating organizational commitment from expectancy as a motivatingforce.* Academy of Management Review, vol. 6, pp: 589-599.

Scholl, R.W.; Cooper, E.A. & McKenna, J.F. (1987). *Referent Selection in Determining Equity Perception: Differential Effects on Behavioral and Attitudinal Outcomes.* Personnel Psychology, Vol. 40 No. 1,pp: 113-124.

Schwab, D. P(1980): *Construct Validity in organization behavior*.pp3-43 in Straw, B. M. and Cummings L L (eds), Research in Organizational Behavior. Vol 2, JIA Press Greenwhich

Scott, D.; McMullen, T.D. & Sperling, R.S. (2006). *Evaluating pay program effectiveness: a national survey of compensation professionals. Wo*rldatWork, Vol. 15 No. 3, pp: 47-53.

Sekaran, U. (2003). *Research methods for business: A skill building approach.*John Willey and Sons Inc. U.S.A.

Shehu, A.M. (2014). Relationship between market orientation and firm performance: A Look at Nigerian SMEs.*Developing Country Studies, Vo.l 4 NO. 12.*

Sharma, R. R. (2004): *360 Degree Feedback, Competency Mapping And AssessmentCentres, For Personal And Business Development*, McGraw-Hill Publishing

Sheldon, M.E. (1971), Investment and Involvement as Mechanism Producing Organizational commitment, *AdministrativeScience Quarterly*, 16, pp.143-150.

Silverman, D. (2001) *Interpreting Qualitative Data: Methods for Analysing Talk, Text and Interaction,* London, Sage.

Smith, A. (1776). *The Wealth of Nations.* Harmondsworth: Penguin Books

Summers, T.P & DeNisi, A.S. (1990). *In Search of Adams' Other: Reexamination of Referents Used in the Evaluation of Pay.* Human Relations, Vol. 43 No. 6, pp: 497-311.

Steers.R. (1995), .problems in the Measurement of Organizational Effectiveness.*Administrative Science Quarteerly*, 37,pp.546-558.

Steers, R.M &Porter, L.W. (1979):*Motivation And Work Behavior.*Mcgraw- Hill Irwin,Boston

Society ForHuman Resource Management (2010):*Compensation Roles In Human Resource Strategy*: Available From. Www.Shrm.Org.Retrieved On 20/02/2013

Solinger, O., N., Van-Olfen, W., AndRoe, R.,A. (2008) Beyond The Three Component Model of Organizational Commitment. Journal OfApplied Psychology.Vol.93 N. 1 Pp; 70-83.

Soludo, C., C. (2004): *Consolidating The Nigerian Banking Industry To Meet The Development Challenges Of The 21st Century,* Being An Address Delivered To The Special Meeting Of The Bankers Committee Held On 6th June, 2006 At CBN Headquater Abuja. Available From www.Cenbank.Org. Access on 20/3/2013

Swailes, S. (2002). *Organizational Commitment: A Critique oftheConstruct And Measures*. InternationalJournal OfManagement Reviews*, vol: 4*. No. 2. Vol.155–178. Http://Dx.Doi.Org. Retrieved on 22/05/2014

Sweins , C. and Kalm, P.(2008). *Pay knowledge, pay satisfaction andemployee commitment: evidence fromFinnish profit-sharing schemes.* Human Resource Management Journal, Vol 18, No 4, Pp: 366–385

Thierry, H. (1998). *'Compensating work'*, in P. Drenth, H. Thierry and C.J. deWolff (eds), Handbook of Work and Organizational Psychology, Vol. 4: Organizational Psychology, Hove,UK: Psychology Press Ltd.

Trevor, J. (2008): *Can Compensation Be Strategic? A Review Of Compensation Management Practice In Leading Multinational Firms*, Judge Business School.Cambridge. Available From:Www.Jbs.Ac.Uk.AccessOn20/02/2013.

Vance, R., J. (2006). *Employee Engagement And Commitment. A Guide To Understanding,MeasuringAndIncreasingEngagementInYourOrganization,*SHRM From. www.shrm.org. Retrieved on 20/05/2014

Vandenberg, R., Lance, C. (1992), '*Satisfaction and organizational commitment*,' Journal of Management, Vol. 18, pp. 153-167

Vroom, V., H. (1964). *Work Motivation.*New York, Wiley

Walker Information Inc. (2000).*Employee commitment and the bottomline: Ethical Issues in the Employer-Employee Relationship*, Work,USA.

Wasti, S., A. (2003).*The Influence of Cultural Values OnAnticidents Of Organizational Commitment: An Individual Level Analysis*, Applied Psychology: An International Review, Vol. 52, No4, Pp 533-54.

Wasti, S., A.(2002). *Affective and continuance commitment to the organization: Test of an integrated model in the Turkish context*. International Journal of Intercultural Relations. vol. 26 NO. 5: PP: 525–550.

Wibono, A. (2008): *the impact of organizational Culture and Internal Corporate Gorvernance on Organizational performance*, Curtin University of Technology

Whyte, W., H.(1956). *The organization man*. New York: Simon & Schuster, Inc.

Wiener, Y. (1982), "*Commitment in organizations: a normative view*", Academy of Management Review, Vol. 7 No. 3, pp. 418-28.

Weiner, Y., and Vardi, Y. (1980) *Relationships between Job, Organization and Career Commitment and work outcomes – an integrative - approach,* Jounal of Organizational Behaviour and Human Performance. Vol. 26, pp: 81-96

Wilson, P. (1996). "*Job satisfaction:* A review of the literature." Retrieved December 14, 2001 from World Wide Web: http://Geocities.com/Paris

Word Bank (2000): *Nigeria financial sector review.* Vol. 2, banking institutions and their supervisions may 2000, financial sector unit, economic management and social policy department Africa Region.

Yamoah, E., E. (2013): *Relationship between Compensation and Employee Commitment.* Singaporean Journal of Business Economics and Management studies.Volume.2, No 1.

Yousef, D., A. (2002).*Job Satisfaction as the Mediator of the Relationship between Role Stressors andOrganizational Commitment*: A Study from an Arabic Cultural Perspective, *Journal of ManagerialPsychology*, Vol, 17 No. 4, pp: 250-266.

Zabid, M., Rashid, A., Sambasivan, M., &Johari, J. (2003).*The Influence OfCorporate Culture And Organizational Commitment OnPerformance.* Journal of Management Development.Vol.*22,* No.8, pp: 708–728.Http://Dx.Doi.Org. Retrieved on 20/05/2014.

Zikmund, W., G.(2003).*Business Research Methords.*7th Ed. Thompson South Western Mason, Ohio USA.

APPENDICES

APPENDIX 1 (RESEARCH INSTRUMENTS)

A. RESEACH QUESTIONNNAIRE

KAMPALA INTERNATIONAL UNIVERSITY

COLLEGE OF HIGHER DEGREES AND RESEARCH

RESEARCH INSTRUMENT

Dear participant (Sir/Madam),

I am a Doctoral research student at the above named institution, currently undertaking a research study on strategic compensation and employee commitment among commercial bank in Kano Nigeria.

The aim of this study is to help established valid and reliable correlation between strategic compensation and employee commitment (loyalty to organization). The research is very important as it will help the participating organization appreciate the value of employee commitment to their organization when adopting strategic compensation.

I will therefore be glad to have you assist in responding to this attached questionnaire, which will aid the successful and timely completion of this study.

The responses provided will be treated with strict confidentiality and purely for academic exercise and will according to Kampala international university ethical principles maintain (1) participant anonymity (2) participant confidentiality. You should also bear in mind that your participation in this is study is completely voluntary.

Thank you for your kind and timely response in advance.

Yours faithfully

Yahaya Salisu Abdullahi

INFORMED CONSENT

I am giving my consent to be part of the study of Yahaya Salisu Abdullahi that focused on strategic compensation and employee commitment among commercial banks in Kano Nigeria.

Iam assured of privacy anonymity and confidentiality and that I will be given an option to refuse participation and right to withdraw my participation anytime.

I have been informed that the participation in this research is voluntary and that the result will be given to me if I ask for it.

Initial................................

Date................................

Section A: Respondents Background Information.

Instructions: tick appropriately an option which describe you

Variables	**Categories**
Gender	1. Male
	2. Female
Age Groups	1. Young (20-39)
	2. Middle age (40-49)
	3. Old age(50 and above)
Marital Status	1. Single
	2. Married
	3. Widowed/widower
Educational Level	1. Secondary school
	2. Diploma/NCE
	3. Degree/HND
	4. Postgraduate
Year in Service	1. New Employees(1-9yeas)
	2. Old Employees(10years and above)

Section B: Instructions.

Please carefully read the questions and respond appropriately with a tick (v) before each option which corresponds to your best choice using the scoring system below.

1. strongly disagree 2. Disagree 3. Agree 4. Strongly agree

Strategic Compensation(Pay for Knowledge)					
:od e	**Pay for Skills Variety**	**1**	**2**	**3**	**4**
;V 1	I receive pay increase or bonus as a result of performing multiple task				
;V 2	I receive pay increase or bonus if I learn or applied additional skills to my job				

SV 3	I receive pay increase because of skills demonstrated to my new job				
SV 4	I receive no pay increase or bonus upon my promotion				
SV 5	Pay increase in this organization depends on my skills and not my position				
SV 6	My job requires variety of different skills to perform.				
SV 7	My job requires unique innovative ideas or solutions				
SV 8	I receive pay increase because of my talent in performing my job				
SV 9	I always receive pay increase because of my increased abilities				
	Pay For Flexibility	**1**	**2**	**3**	**4**
WF1	My job is interesting because of its flexibility				
WF2	I receive bonus for performing a wider range of tasks in my organization				
Wf3	I can fit in every department in this organization				
WF4	I receive a bonus because of being capable in every department				
	Pay for Training	**1**	**2**	**3**	**4**
TR1	We have an attractive training allowance				
TR2	I always have equal chance of training in my organization				
TR3	I receive training regularly in this organization				
TR4	The training I receive in this organization improve my skills				
TR5	I always receives bonus inform of allowance for undergoing a training				
	Pay for Autonomy	**1**	**2**	**3**	**4**
AM1	I receive a bonus for performing my job with less or no supervision				
AM2	I am encouraged to perform my job with little or no interference from my superior				
AM3	My supervisor always praise my new idea				
AM4	I request little or no assistance from my supervisor in carrying out my job				
AM5	I always receive pay increase bringing innovative ideas or solutions				
AM6	Am given freedom to use any method in performing my job				
AM7	Am allowed to use my discretion in performing my job				
	Strategic Compensation (Pay for Performance)				
	Pay Adequacy	**1**	**2**	**3**	**4**
PA1	My pay is more than individuals performing similar jobs in other organization				
PA2	My pay in this organization is fair				
PA3	I am satisfied with my current pay in this organization				
PA4	I deserve more than my current pay				
PA5	I have a higher level of trust to my organization				
PA6	I always receive pay increase or bonus when I put on more effort				
PA7	I always receive a bonus when I exceed normal target.				

PA8	I am quite sure any additional performance will be rewarded				
	Pay for Individual Performance	**1**	**2**	**3**	**4**
PIP1	I receive pay increase based on my individual contribution to this organization				
PIP2	My pay always depend on my performance				
PIP3	I receive a reward for coming to work regularly				
PIP4	The best performer is chosen and rewarded every month in this organization				
	Pay Participation	**1**	**2**	**3**	**4**
PP1	I participate in pay decision of this organization				
PP2	Our organization has a policy of pay secrecy				
PP3	It is always the top management that decide on pay issues				
PP4	Sometimes I am given opportunity to chose reward I prefer				
	Pay for Team work	**1**	**2**	**3**	**4**
PT1	I carried out many tasks in a team(as team member)				
PT2	I receive pay increase based on my participation in group task or teamwork				
PT3	I receive pay increase based on my contribution to the organization as a whole				
PT4	I always enjoy pay as a team				
PT5	We receive an award or bonus if our department excel				
	Employee Commitment				
	Affective Commitment	**1**	**2**	**3**	**4**
C1	This organization means so much to me				
C2	I really feel as if this organization's problems are my own.				
C3	I believe this organization deserves my loyalty				
C4	I feel a strong sense of obligation to my organization				
C5	I will be very happy to spend the rest of my career with this organization.				
C6	This organization has a great personal meaning for me				
C7	I consider myself an important part of this organization				
C8	What occurs in this organization emotionally affect me				
	Continuance Commitment	**1**	**2**	**3**	**4**
C1	Staying with this organization now is a matter of necessity				
C2	It will be very hard for me to leave my organization now even if I wanted.				
C3	I cannot leave my organization now because of difficulty in getting another job				
C4	There is nothing wrong moving from one organization to another				

:C5	If I had not put so much of myself into this organization I may have considered working elsewhere				
:C6	My life will be much disrupted, if I decide to leave my organization now				
:C7	I cannot leave this organization now because I have greater prospect.				
:C8	I will always remain with this organization because it cares for my family.				
	Normative Commitment	**1**	**2**	**3**	**4**
IC1	I feel it is an obligation to remain with my organization				
IC2	Even if I had another alternative, I don't feel it would be right to leave my organization now				
IC3	It is a betrayal to leave my organization now				
IC4	I owe a lot to my organization.				

Thank you

B. INTERVIEW GUIDELINES

Strategic Compensation (Pay For Knowledge and Pay for performance)

- To what extent and on what basis employee are rewarded in this organization?
- Described how relevant your knowledge, skills and talent are considered as a basis for your compensation in this organization?
- To what extent do you think your performance is recognized and be given priority for compensation?

Employee Commitment

- How would described your personal feeling of fairness toward your organization?
- To what extent will you described your willingness to quit from your organization as difficult?
- Will you consider it morally wrong or a betrayal to quit from your organization even if you had an alternative?

Pay for Knowledge and Employee Commitment

- To what extent do you think the reward you are receiving for your knowledge, skills, and talent influences you to feel sense of belonging and feel happy about your organization?
- Describe how you think rewarding your knowledge, skills and talent hinders your need to quit from your job even if you want to?
- To what extent do you think rewarding your knowledge, skills and talent make it morally challenging to you to quit your job?

Pay for performance and Employee Commitment

- How do you consider rewarding your performance as fair as possible to the extent it brings joy and happiness to you in your organization?
- To what extent you consider reward you receive as a result of your effort and performance as a hindrance to quit your job even if you want to?
- How do you think reward you received from your performance put a moral challenge for you to quit even if you want to?

Strategic Compensation and Employee Commitment

- How would you described the relevance of you pay in making you to work hard for your organization?
- To what extent do you think your pay is preventing you from quitting this job?
- Describe how do you consider it morally wrong to quit considering your total pay package?

Thank you

APPENDIX II:PROPOSE BUDGET

Particular	Quantity	Amount
Stationary	Paper 10 Reams Ink 2 Cartridges etc	$300:00/=
Travel		2,500:00/=
Subsistence		600:00/=
Research Assistants	3 @ $100	300:00/=
Services (Example; Secretarial, Photocopying, Printing, Binding)		500:00/=
Miscellaneous		300:00/=
	Total	**$4,500:00**

APPENDIX III:TIME FRAME FOR DISSERTATION

TIME FRAME

Activity	Sept 2013-June 2014	July-Dec 2014	Jan-Mar2015	April –Sep 2015	Oct-Nov 2015
:onceptual Phase					
Chapter 1					
)esign & ıning 'hase					
Chapter 2-3					
)issertation 'roposal					
mpirical Phase					
Data ection					
nalytic Phase					
Chapter 4-5					
ournal Article					
issemination hase					
iva Voce					
evision					
nal Book Bound opy					
Clearance					
Graduation					

KAMPALA INTERNATIONAL UNIVERSITY

Ggaba Road-Kansanga.
P.O. Box 20000, Kampala, Uganda.
Tel: +256-414-266813, +256-414-267634
Fax: +256-414-501974. Cel:+256-706-251084
E-mail: admin@kiu.ac.ug,
Website: www.kiu.ac.ug

COLLEG OF HIGHER DEGREES AND RESEARCH

Dear Sir/Madam,

Re: INTRODUCTION LETTER FOR YAHAYA SALISU ABDULLAHI REG. NO, PhD/35708/131/DF

The above mentioned candidate is a student of Kampala International University pursing a PhD in **HUMAN RESOURCES MANAGEMENT.**

He is currently conducting a research for his dissertation titled **STRATEGIC COMPETITION AND EMPLOYEE COMMITEMENT: A CASE STUDY OF COMMERCIAL BANKS IN KANO STATE, NIGERIA**

Your organization has been identified as a valuable source of information pertaining to the research subject interest. The purpose of this letter then is to request you to kindly cooperate and avail the researcher with the pertinent information he may need. It is our ardent belief that the findings from this research will benefit KIU and your organization.

Any data shared with the researcher will be used for academic purposes only and shall be kept with utmost confidentiality.

I appreciate any assistance rendered to the researcher

Yours truly,

2014

....

Prof. Maicibi N.Alhas

Principal

DETERMINING SAMPLE SIZE FOR RESEARCH ACTIVITIES

ROBERT V. KREJCIE
University of Minnesota, Duluth

DARYLE W. MORGAN
Texas A. & M. University

The ever increasing demand for research has created a need for an efficient method of determining the sample size needed to be representative of a given population. In the article "Small Sample Techniques," the research division of the National Education Association has published a formula for determining sample size. Regrettably a table has not bee available for ready, easy reference which could have been constructed using the following formula.

$$s = X^2 NP(1-P) \div d^2 (N-1) + X^2 P(1-P).$$

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

No calculations are needed to use Table 1. For example, one may wish to know the sample size required to be representative of the opinions of 9000 high school teachers relative to merit pay increases. To obtain the required sample size enter Table 1 at N = 9000. The sample size representative of the teachers in this example is 368. Table 1 is applicable to any defined population.

The relationship between sample size and total population is illustrated in Figure 1. It should be noted that as the population increases the sample size increases at a diminishing rate and remains relatively constant at slightly more than 380 cases.

TABLE 1

Table for Determining Sample Size from a Given Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—N is population size. S is sample size.

SAMPLE SIZE VS. TOTAL POPULATION

ssumes Standard Error = .05

FORMULAE FOR DETERMINING NEEDED SAMPLE SIZES

POPULATION SIZE UNKNOWN:

$$\text{SAMPLE SIZE} = \frac{\left(\frac{\text{RANGE}}{2}\right)^2}{\left(\frac{\text{ACCURACY LEVEL}}{\text{CONFIDENCE LEVEL}}\right)^2}$$

Confidence Levels:

	α	$\alpha/2$
.10 level =	1.28	1.64
.05 level =	1.64	1.96
.01 level =	2.33	2.58
.001 level =	3.09	3.29

Accuracy Levels:

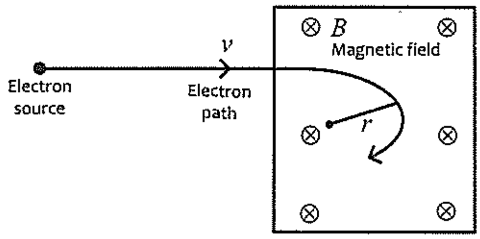
Range X Desired Level of Accuracy (expressed as a proportion)

POPULATION SIZE KNOWN:

$$\text{SIZE} = \frac{X^2 NP\,(1-P)}{d^2\,(N-1) + X^2 P\,(1-P)}$$

X^2 = table value of Chi-Square @ $d.f. = 1$ for desired confidence level
.10 = 2.71 .05 = 3.84 .01 = 6.64 .001 = 10.83
N = population size
P = population proportion (assumed to be .50)
d = degree of accuracy (expressed as a proportion)

this force is at right angles to the direction of motion it does not change the magnitude of velocity but it changes the direction of motion of the particle.



The force provides necessary centripetal force for circular motion, hence the charged particle bends into circular path.
If m is the mass of the electron and r the radius of the circular path then,

$$Bev = \frac{mv^2}{r} \ldots\ldots\ldots\ldots\ldots (i)$$

$$or \quad r = \frac{mv}{Be} \quad (but \;\; mv = p, \quad the\ momentum\ of\ the\ particle)$$

$$\Rightarrow \; r \propto p$$

Thus, the trajectory of the electron in magnetic field is circular and its radius is proportional to the momentum of electron.
But $v = r\omega = angular\ frequency\ \ or$

$$r = \frac{v}{\omega}$$

$$\Rightarrow \quad \frac{v}{\omega} = \frac{mv}{Be}$$

$$or \quad \omega = \frac{Be}{m} \ldots\ldots\ldots\ldots (ii)$$

The period of the motion is given by

$$T = \frac{2\pi}{\omega} = \frac{2\pi r}{v}$$

The kinetic energy can be obtained from equation (i) as follows

$$\frac{1}{2}Bev = \frac{1}{2}\frac{mv^2}{r}$$

$$or \quad Kinetic\ energy = \frac{1}{2}Bevr$$

1.3 TRAJECTORY OF AN ELECTRON IN CROSSED FILEDS

Consider an electron of mass m and charge e moving in a region where both electric field E and magnetic fields B are perpendicular to each other. The magnetic field produces a downward deflection and electric filed produces an upward deflection.