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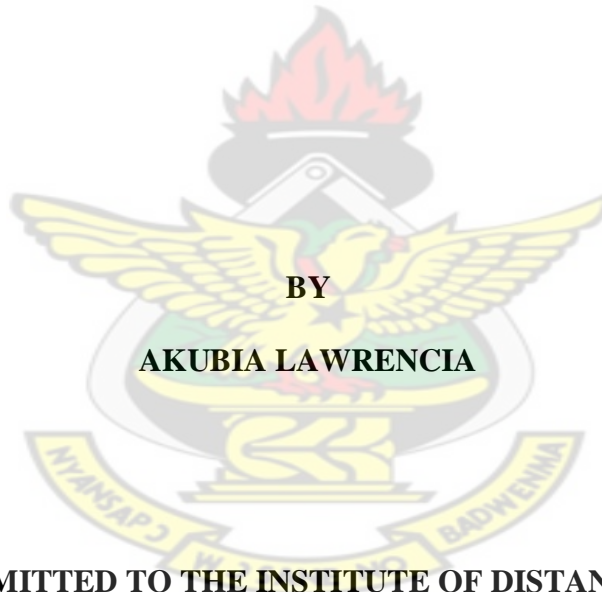
THE EFFECT OF MOTIVATION ON THE PERFORMANCE OF TEACHERS

IN THE GHANA EDUCATION SERVICE

[A CASE STUDY OF OBUASI MUNICIPALITY]

BY

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**A THESIS SUBMITTED TO THE INSTITUTE OF DISTANCE LEARNING,
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DEGREE**

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DECLARATION

I hereby declare that this submission is my own toward the common wealth Executive Masters in Business Administration and that, this work is the result of the original research work taken by me under supervision. It has neither in part nor whole submission for a degree elsewhere

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DEDICATION

I dedicate this work to my dear fathers Rev Alex Brenya Korankye and Rev Elvis Tabi

Dankwa

KNUST



ACKNOWLEDGEMENT

To God be the glory all the great things he has done. I am grateful to God almighty for endowing me with wisdom, strength and ability to undertake this research work. Many were those who supported me in carrying out this work to a successful end and need to be specially acknowledged. I own a huge debt of gratitude to my supervisor, Mr. Stephen Kyeremateng of KNUST School of Business for his guidance, critical review and useful suggestions which has culminated in this thesis.

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ABSTRACT

The purpose of the study is to ascertain the extent and/or adequacy of motivation within the Ghana Education Service (GES) and its effects on the delivery of teaching in the country; specifically evaluate the effectiveness of motivational techniques on the professional performance of teachers; determine how motivational tools used by management address the needs of employees; and evaluate how the different behaviors and attitudes of management demotivate employee. The Obuasi Municipality of the GES was used as a case study. Using the non-probability sampling method of random sampling, specifically, the purposive sampling, a sample size of one hundred (100), comprising twenty-five (25) non-teaching staff and seventy-five (75) teaching staff of the target population (5,000) responded to the administered questionnaire. The study showed that both teaching and non-teaching staffs of the Obuasi Municipality of the GES are working under very deplorable conditions, lacking basic amenities for effective teaching and lack of proper accommodation among many; thereby de-motivating them hence resulting in the poor performance of pupils in both BECE and WASSCE examinations in recent times. Therefore, it is recommended all the requisite logistics and modern laboratories and workshops for basic teachings in Basic and High schools in contemporary times should be provided, if government expects to have good results from the BECE and WASSCE examinations. Finally, proper and decent accommodation should be provided for personnel in the rural areas and also, extra allowances should be given to those ready to accept postings to those areas.

TABLE OF CONTENT

CONTENT	PAGES
DECLARATION.....	i
DEDICATION	ii
ACKNOWLEDGEMENT	iii
ABSTRACT.....	iv
TABLE OF CONTENT	v
LIST OF TABLES	ix
LIST OF FIGURES	x
 CHAPTER ONE	 1
INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Research Objectives.....	4
1.4 Research Questions.....	5
1.5 Significance of the Research.....	5
1.6 Methodology.....	7
1.7 Scope of the Study.....	7
1.8 Limitations of the Study.....	7
1.9 Organization of the Study.....	8
 CHAPTER TWO	 9
LITERATURE REVIEW	9
2.0 Introduction	9
2.1 Origin of the Word Motivation.....	9
2.2 Theories on Motivation	12
2.2.1 Incentive Theory of Motivation.....	12
2.2.2 Drive-Reduction Theories	12
2.2.3 Cognitive Dissonance Theory	13
2.2.4 Need Theories.....	13
2.2.5 “Theory X and Theory Y” of Douglas McGregor.....	16
2.2.6 Frederick Herzberg’s Motivation-Hygiene Theory	17
2.2.7 Contributions of Elton Mayo.....	18

2.2.8	Vroom's Valence Expectancy Theory	19
2.2.9	The Porter and Lawler Model.....	19
2.2.10	Clayton Alderfer's ERG Theory:	20
2.2.11	McClelland's Theory of Needs.....	20
2.3	Reinforcement Theory	22
2.3.1	Goal Setting Theory of Edwin Locke	23
2.3.2	Cognitive Evaluation Theory	23
2.4	Self-Determination Theory.....	23
2.5	Broad Theories.....	24
2.6	Cognitive Theories.....	24
2.6.1	Goal-Setting Theory.....	24
2.6.2	Models of Behaviour Change.....	25
2.6.3	Unconscious Motivation	25
2.7	Workers Morale, Attitude and Job Satisfaction in relation to Motivation	26
2.8	Motivation and Money	31
2.9	Role Modeling as a Motivational Model.....	36
2.10	Behavioural Theory	36
2.11	Social Learning Theory	37
CHAPTER THREE		38
RESEARCH METHODOLOGY		38
3.0	Introduction	38
3.1	Research Design	38
3.2	Sources of data.....	38
3.3.1	Primary Data Source	38
3.3.2	Secondary Data Source	39
3.4	Population.....	39
3.5	Sample size and sampling procedure.....	40
3.6	Data Collection Instrument.....	41
3.7	Data Analysis.....	42
3.8	Limitations to Data Collection	42
3.9	Profile of Ghana Education Service/Ashanti Regional Office.....	43

CHAPTER FOUR.....	46
DATA ANALYSIS AND PRESENTATION.....	46
4.0 Introduction	46
4.1 Data Presentation and Analysis	46
4.2 The Ages of Respondents.....	48
4.3 Rank.....	49
4.4 Educational Background.....	50
4.5 Years of Service.....	51
4.6 Motivational Issues	52
4.6.1 Current Schedule of work	52
4.6.2 Method of extracting the best from staff.....	53
4.6.3 Well Motivated	54
4.6.4 Encouraging factors to perform.....	55
4.6.5 Satisfaction with motivation package	57
4.6.6 Difficulties in motivating officers in GES	59
4.6.8 Monetary Rewards	60
4.6.9 Recognition/Promotion	61
4.7 Performance Measurement & Results Attained	61
4.7.1 Positive Correlation between Motivation & Output.....	61
4.7.2 Requisite Resources Available	62
4.7.3 Channel of Redress for Unsatisfied Staff.....	63
4.7.4 Services' target matches motivation packages.....	64
4.7.5 Management's commitment to implementation.....	64
4.8 Challenges to Performance on motivation	66
CHAPTER FIVE.....	67
SUMMARY OF FINDINGS, RECOMMENDATION AND CONCLUSION.....	67
5.0 Introduction	67
5.1 Summary of Findings.....	67
5.2 Conclusions	71
5.3 Recommendations.....	72

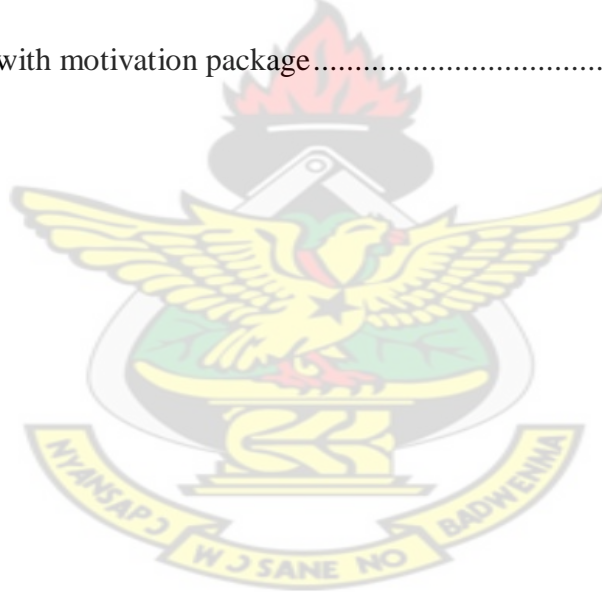
REFERENCES.....	74
APPENDIX.....	78
APPENDIX 1: Survey questionnaire on motivation and its effect on performance of teachers in the ghana education service.....	78
Appendix 2: Performance Measurement and Results Attained	84
Appendix3: Performance Measurement and Results Attained	85

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LIST OF TABLES

Table 1 A Conceptual model of job attitudes by Steers & Porter	28
Table 2 Guide: Sample Size and Technique for Selecting Respondents	41
Table 3: Respondents Distribution.....	46
Table 4: Ages of Respondents	48
Table 5: Rank.....	49
Table 6: Number of years in service	51
Table 7: Current Schedule of work.....	52
Table 8: Well Motivated.....	55
Table 9: Encouraging Factors.....	56
Table 10: Satisfaction with motivation package.....	58



LIST OF FIGURES

Figure 1: Maslow’s Need Hierarchy	15
Figure 2: Herzberg’s Motivation-Hygiene	18
Figure 3: Porter-Lawler Model.....	19
Fig 4:Equity Theory	22
Figure 5: Gender Ratio	47
Figure 6: Ages of Respondents.....	48
Figure 7: Rank	50
Figure 8: Educational Background	51
Figure 9: Current Schedule of work.....	53
Figure 10: Method of extracting the best from staff.....	54
Figure 11: Encouraging Factors.....	57
Figure 12: Satisfaction with motivation package	58
Figure 13a: Adequacy of Motivation.....	60
Figure 13b: Monetary Rewards	60
Figure 13c: Recognition/Promotion.....	61
Figure 14a: Positive Correlation between Motivation & Output.....	62
Figure 14b:Requisite Resources Available	62
Figure 15a:Channel of redress.....	63
Figure 15b:Services versus Motivation packages/Commitment to implementation	64

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The success of any organization is determined by the complex interaction of the employer usually represented by Management and employees in organizing and utilizing available resources in the most effective, efficient, creative and innovative manner in satisfying the needs and in some cases the wants of customers, all in the quest of achieving the overall organizational objectives.

In this regard, businesses across the world and Ghana in their quest to achieve the number one goal of every organization; i.e. maximization of profit - striving on daily basis to create an enabling environment for employees to be innovative, creative and above all productive. Both the employee and the employer have their roles to play. The employer is expected to provide the conducive work environment, the required tools, equipment and other basic elements like employees welfare, training and development, reward and compensation just to mention but a few.

Employees on the other hand are expected to contribute their quota by being diligent, dedicated, punctual, customer service oriented, loyal, innovative, creative and productive in the execution of their jobs; anything short of these would result in low productivity and performance will certainly fall short of Management's expectations and the set organizational goals would not be met. The persistence of such a situation would definitely lead to the total collapse of the business and the organization.

One important facet of the employer's responsibility in creating the enabling environment is to meet the expectations of the employees to serve as motivation for productivity. However, human beings have varied needs and expectations. Given the complex and variable nature of these needs and expectations, there is a challenge as to which needs and expectations can the employer genuinely address and how this can be effectively done to create the needed level of motivation in the organization to drive the achievement of the organizational objectives. Employee needs and expectations which include elements like economic rewards such as pay; intrinsic satisfaction which is derived from the nature of the work itself; social relationship such as group or team working and the desire for affiliation are simplistic but useful elements that employer could consider and strive to implement in organizations when they expect employees to put their best into the organization.

Challenging and rewarding jobs are considered a vital component in maintaining competitiveness in contemporary business arena. Theories in management indicate a strong correlation between the employees' contribution in the overall effectiveness and the levels of motivation that exist in the organization. Theories in management indicate a strong correlation between the employees' contribution in the overall effectiveness of an institution and the level of motivation accorded them.

According to Reiss (2004) the term motivation has both psychological and managerial connotation. The psychological meaning of behaviour refers to the internal mental state of a person that relates to the initiation, direction, persistence, intensity and termination of behaviour. The managerial meaning of motivation deals with the activity of managers and leaders to induce others in order to produce results desired or outlined by the organization or by the manager. The managerial concept of motivation conforms to a relationship between

motivation, ability and performance. The main purpose of motivating your workforce is to minimize dissatisfaction and to keep people within the organization. There are so many factors that an individual employee may be motivated. Examples of this are technical supervision, interpersonal relations, salary, working conditions, status, company policy and job security (Tosi, et al, 2000, pp. 129-133).

The strategic role played by teachers in the socio-economic development of the country could not be overemphasized, particularly, the Ghana Education Service of the Ministry of Education as a corporate entity cannot divulge itself from this all important concept of motivation. Obviously, the compelling and competing demands facing teachers are affecting the best delivery of teaching to Ghanaians. The poor condition of service of teachers, particularly, the appalling infrastructure of the service; and the low level of salaries unquestionably reflects the poor levels of commitment, lack of professionalism and these can hardly motivate any patriotic Ghanaian to work efficiently.

It has become imperative in the face of the above mentioned challenges for serious minded corporate entities to take strategic steps based on very elaborate strategic plans (i.e. short-term, medium-term and long-term) in order to normalize the situation.

1.2 Statement of the Problem

Recently, the academic performances of students have been very appalling; in certain instances schools have scored 100% failure in the Basic Education Certificate Examination (BECE) and the West Africa Senior Secondary Certificate Examinations (WASSCE); some even have difficulty in constructing simple sentences in English. Teachers have come under barrage of criticisms.

The abysmal performance has squarely been blamed on the teachers who were accused of apathy and high level of inefficiency in the discharge of duties by the general public. Unfortunately, the deplorable working conditions under which these teachers break their backs to prepare the future leaders of the country has not been looked at by the authorities. Poor infrastructures, inadequate logistics, laxity in the upholding of ethical conducts, low salaries and inadequate reward system are hallmark of the teaching profession.

The statement of the problem is that due to the lack or the absence of good motivational packages to the teachers; and having to teach under unsuitable and deplorable conditions, especially under trees among other challenges; thus leading to negative effect of pupils and students exhibiting bad results at their final examinations and their inability to write, speak and comprehend simple English is really a bother.

Furthermore, other factors have also lead to the low level of public confidence and respect in the institution and had further resulted in the negative multiplier effects of poor performance, low morale and lack of discipline in the service vis-à-vis the several theories on motivation.

1.3 Research Objectives

The general objective of the study is to ascertain the extent and/or adequacy of motivation within the Ghana Education Service and its effects on the delivery of teaching in the country.

Specific objectives for the study are:

1. to evaluate the effectiveness of motivational techniques on the professional performance of teachers within the service, particularly, the Obuasi Municipality of Ashanti Region.
2. to examine how to motivate teachers by the management of schools within the municipality.

3. to determine how motivational tools used by management address the needs of employees.
4. to evaluate how the different behaviors and attitudes of management demotivate employee

1.4 Research Questions

To achieve the main objective of the study the following research questions would be answered:

1. What were the main factors that were considered in selecting motivation packages for teachers?
2. What were the levels of job satisfaction among teachers in the Ghana Education Service?
3. How do the motivational tools used by management and managers address the needs of employees?
4. How do managers' motivations improve teachers' performance?
5. How do the different behaviours and attitudes of management demotivate employees?

1.5 Significance of the Research

In general terms the study is expected to impact on experts/professionals human resource management and organizational development practitioners, management of Ghana Education Service and the Ministry of Education, academia and the general public.

Regulators

This research seeks to provide the needed information that would guide the Management of Ghana Education Service to know the types of motivational tools to use to improve the

performance of teachers while satisfying their needs with the hope of achieving the organizational goals.

Management of GES

It emphasizes the need for the GES, to align their strategies on motivation adoptions with their performance measurement systems by which the effect of the appropriate motivation factors could be ascertained by juxtaposing them with performance level. The study would help management and members of GES and other similar organizations to identify the current motivation challenges so as to map up appropriate strategies to meet their needs and expectations of staffs.

The findings and results also provides a more reliable scientific measure and perspective for describing and evaluating the level of efficiency of the new system and its effect on corporate performance and members' satisfaction. It also serves as a source of information that brings to the fore the switching intentions of current and potential staffs of GES. Therefore providing the empirical support for management strategic decisions in several critical areas of their operations, and above all, provide a justifiably valid and reliable guide to designing workable strategic motivational packages for creating and delivering and achieving satisfaction and loyalty, building long-term mutually beneficial relationship and achieve sustainable growth in Ghana's education sector and beyond. This research is to bring to bear modern trends of motivation for more cost effectiveness in the human resource management industry; ensuring that members' satisfaction is attained.

Academia

In the case of academia the output of this study contributes to knowledge and literature in the subject is under investigation. It is useful as a source of reference to researchers, academics, students, policy makers, Human resource experts and other stakeholders interested in how effective motivation have been to organizational development on Ghanaian teachers.

1.6 Methodology

The researcher would employ a methodology to achieve the objective of the study based on both primary and secondary data with regards to the trends of performance of the Obuasi Municipality teachers. Furthermore, the researcher would focus on the population, sampling, research instrument; administration of semi-structured interview questionnaires to the field teachers, Heads and their respective Deputies at the Municipal office of the targeted sample size in Obuasi using the non-probability sampling method of random sampling, specifically, purposive and quota Sampling.

Data collected (via questionnaires and interviews for primary data) would be collated, coded and analyzed using the appropriate statistical techniques such as distribution tables, which culminated into bars and pie charts through the use of Microsoft Excel Software. Furthermore information, such as specific comments and issues raised by respondents, would be analyzed and summarized into tables.

1.7 Scope of the Study

The study was conducted within the framework of assessing the effect of motivation on performance of teachers. The research which is a case study was carried out at the Obuasi Municipality and as such will not cover other municipalities or regions to reflect the entire industry evaluation to teachers' motivation. Hence, the result will not be generalized but its findings will be placed in the relevant context of the individual municipality studied.

1.8 Limitations of the Study

The research encountered the following limitations in the course of the work:

The research was limited by financial constraints taking cognizance of the extent of the scope of the study and period of investigation. The inadequate time frame for the research activities was another factor.

The unwillingness of management of GES to release information which should have enriched the study and also establish a strong validity and reliability. Even though GES nationwide or Ashanti Region wide study would have been more appropriate, there are constraints of financial resources and unavailability of data as well as materials which will not make it possible to undertake such a nationwide study..The researcher has to combine academic work with his regular profession. Costs in terms of printing, photocopying, binding as well as opportunity cost would be incurred.

1.9 Organization of the Study

The study covers the following components: Chapter one is made up of the introduction of the study. Chapter two provides literature on the theories of motivation and its correlation with performance measurement. The third chapter, captioned “Methodology”, will deal with the detailed description of the design and procedures that would be used to carry out the research. The research would be undertaken by basically depending on primary and secondary data obtained from administered questionnaires. The fourth chapter shows data analysis, presentation and discussion. Chapter five provides the summary of conclusions and recommendations

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the earlier studies related to the stated questions of the study. Among the issues to be discussed include the concept and theories of motivation, overview of the Ghana Education Service among others.

2.1 Origin of the Word Motivation

According to Robinson (2004) the word 'motivation' was originally derived from the Latin word 'movere' which means 'to move' though this could be an inadequate description for what is meant. Some definitions include that by Vroom, 1964 "a process governing choices made by persons or lower organisms among alternative forms of voluntary activity" and Atkinson, 1964 "the contemporary (immediate) influence on the direction, vigour, and persistence of action" and Campbell and Pritchard, 1976 "motivation has to do with a set of independent and dependent variable relationships that explains the direction, amplitude and persistence of an individual's behaviour, holding constant the effects of aptitude, skill, and understanding of the task, and the constraints operating in the environment".

Perhaps we can distinguish common factors to all these definitions, namely: - What energizes human behaviour; what directs or channels such behaviour; and how such behaviour is maintained or sustained. And it is also possible perhaps to say that these are the three components of motivation and each would appear a very essential part or factor in understanding human behaviour at work. From these three components we can characterize motivation as:

1. An energizing force within an individual that 'drives' him to behave in some ways, and environment forces that often triggers these drives;
2. Goal oriented on the part of the individual- behaviour is directed toward something (and)
3. Systems oriented – a process of feedback from the environment to the individual, which either reinforces the intensity of their drive and the direction of the energy or dissuades them from their course of action and redirects their efforts.

Motivation Concept

According to Seligman et al, (1990), Motivation is described as the activation or the establishment of goal-oriented behavior; and it is of two major forms, namely intrinsic or extrinsic. Several theories had specified that motivation is deeply rooted in the basic needs to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, hobby, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality. Conceptually, motivation should not be confused with either volition or optimism.

Intrinsic and Extrinsic Motivation

Intrinsic Motivations

Intrinsic motivation comes from rewards inherent to a task or activity itself - the enjoyment of a puzzle or the love of playing (Deci, 1972). Reputable Researchers has found that it is usually associated with high educational achievement and enjoyment by students. Fritz Heider's attribution Theory, Bandura's Self-Efficacy (Bandura, 1997) and Ryan and Deci's Cognitive Evaluation Theory threw more light on the subject. In most cases, students have been found to be likely intrinsically motivated if they: attribute their educational results to internal factors that they can control (e.g. the amount of effort they put in); believe they can

be effective agents in reaching desired goals (i.e. the results are not determined by luck); and are interested in mastering a topic, rather than just rote-learning to achieve good grades.

Reiss, (2000 and 2004) indicated that there are 16 basic desires that motivate the actions of people and further define their personalities. In this model, people differ in these basic desires which represent intrinsic desires that directly motivate a person's behavior, and not aimed at indirectly satisfying other desires. People may also be motivated by non-basic desires, but in this case this does not relate to deep motivation, or only as a means to achieve other basic desires.

Extrinsic Motivation

Carnegie (1987) stated that extrinsic motivation comes from outside of the performer. Money is the most obvious example, but coercion and threat of punishment are also common extrinsic motivations. While competing, the crowd may cheer on the performer, which may motivate him or her to do well. Trophies are also extrinsic incentives. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity.

Lepper et al., (1973) indicated that extrinsic rewards can lead to over justification and a subsequent reduction in intrinsic motivation; which was illustrated when children who expected to be (and were) rewarded with a ribbon and a gold star for drawing pictures spent less time playing with the drawing materials in subsequent observations than children who were assigned to an unexpected reward condition and to children who received no extrinsic reward.

2.2 Theories on Motivation

2.2.1 Incentive Theory of Motivation

According to Carnegie (1987) a reward, either tangible or intangible, is presented after the occurrence of an action (i.e. behaviour) with the intent to cause the behaviour to reoccur. This is done by associating positive meaning to the behaviour. However, studies have shown that if a person receives the reward immediately, the effect would be greater, and decreases as duration lengthens. Repetitive action-reward combination can cause the action to become a habit. Applying proper motivational techniques can be much harder than it seems. Kerr (1995) noted that when creating a reward system, it can be easy to reward A, while hoping for B, and in the process, reap harmful effects that can jeopardize your goals.

2.2.2 Drive-Reduction Theories

Beer et al (1984) indicated that this theory grows out of the concept that human beings have certain biological drives, such as hunger. As time passes, the strength of the drive increases if it is not satisfied; and upon receiving the requisite satisfaction of the drive, the drive's strength is reduced. Drive theory has some intuitive or folk validity. For instance when preparing food, the drive model appears to be compatible with sensations of rising hunger as the food is prepared, and, after the food has been consumed, a decrease in subjective hunger. There are several problems, however, that leave the validity of drive reduction open for debate. The first problem is that it does not explain how secondary reinforcers reduce drive. For example, money satisfies no biological or psychological needs, but a pay check appears to reduce drive through second-order conditioning. Secondly, a drive, such as hunger, is viewed as having a "desire" to eat, making the drive a homunculus being - a feature criticized as simply moving the fundamental problem behind this "small man" and his desires.

In addition, it is clear that drive reduction theory cannot be a complete theory of behavior, or a hungry human could not prepare a meal without eating the food before they finished cooking it. The ability of drive theory to cope with all kinds of behavior, from not satisfying a drive (by adding on other traits such as restraint), or adding additional drives for "tasty" food, which combine with drives for "food" in order to explain cooking render it hard to test (De Beer, 1987).

2.2.3 Cognitive Dissonance Theory

According to Festinger (1957) in his discovery of this theory, intimated that this occurs when an individual experiences some degree of discomfort; resulting from an incompatibility between two cognitions. For example, a consumer may seek to reassure himself regarding a purchase, feeling in retrospect that another decision may have been preferable. Another example of cognitive dissonance is when a belief and behaviour are in conflict. A person may wish to be healthy, believes smoking is bad for one's health, and yet continues to smoke.

2.2.4 Need Theories

Abraham Maslow's Need Hierarchy Theory

One of the most widely mentioned theories of motivation is the hierarchy of needs theory put forth by psychologist Abraham Maslow. Maslow saw human needs in the form of a hierarchy, ascending from the lowest to the highest, and he concluded that when one set of needs is satisfied, this kind of need ceases to be a motivator (Locke and Latham, 2002).

(i) **Physiological Needs:** These are important needs for sustaining the human life. Food, water, warmth, shelter, sleep, medicine and education are the basic physiological needs which fall in the primary list of need satisfaction. Maslow was of an opinion that until these needs were satisfied to a degree to maintain life, no other motivating factors can work (ibid).

(ii) **Security or Safety Needs:** These are the physical danger and the fear of losing a job, property, food or shelter. It also includes protection against any emotional harm. Once

physiological needs are met, one's attention turns to safety and security in order to be free from the threat of physical and emotional harm. Such needs might be fulfilled by, living in a safe area, medical insurance, job security and financial reserves (ibid).

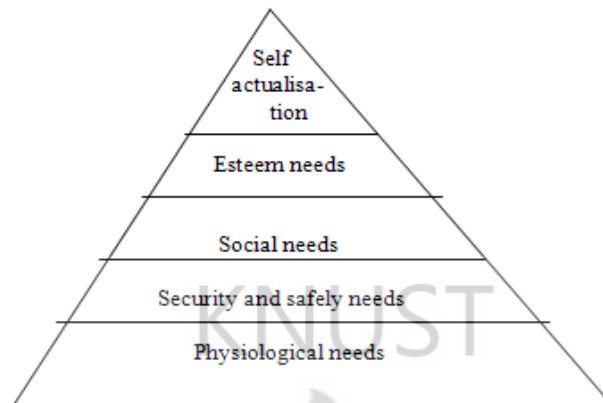
(iii) Social Needs: Since people are social beings, they need to belong and be accepted by others. People try to satisfy their need for affection, acceptance and friendship. Once a person has met the lower level physiological and safety needs, higher level motivators awaken. The first levels of higher level needs are social needs. Social needs are those related to interaction with others and may include friendship, belonging to a group, giving and receiving love (ibid).

(iv) Esteem Needs: According to Maslow, once people satisfy the social need, they tend to want to be held in both by themselves and by others. This kind of need produces such satisfaction as power, prestige, status and self-confidence. It includes both internal esteem factors like self-respect, autonomy and achievements and external esteem factors such as status, recognition and attention. After a person feels that they "belong" to a group, the urge to attain a degree of importance emerges. Esteem needs can be categorized as external motivators and internal motivators. Internally motivating esteem needs are those such as self-esteem, accomplishment, and self respect. External esteem needs are those such as reputation and recognition. Some examples of esteem needs are recognition (external motivator), attention (external motivator), social status (external motivator), accomplishment (internal motivator) and self-respect (internal motivator) (ibid).

(v) Need for Self-Actualization: Maslow regards this as the highest need in his hierarchy. It is the drive to become what one is capable of becoming; it includes growth, achieving one's potential and self-fulfillment. It is to maximize one's potential and to accomplish something. Self-actualized people tend to have motivators such as truth, justice, wisdom and meaning

Self-actualized persons have frequent occurrences of peak experiences, which are energized moments of profound happiness and harmony. According to Maslow, only a small percentage of the population reaches the level of self-actualization (ibid).

Figure 1: Maslow's Need



Source: Locke and Latham (2002)

Maslow, Motivation and Personality, p. 66 each of these needs is substantially satisfied, the next need becomes dominant. From the standpoint of motivation, the theory would say that although no need is ever fully gratified, a substantially satisfied need no longer motivates. So if you want to motivate someone, you need to understand what level of the hierarchy that person is on and focus on satisfying those needs or needs above that level.

The most basic theory of motivation is Maslow's hierarchy of needs which explains the motivating factor as the desire to achieve or maintain a condition where satisfaction rests. The five needs of Maslow relate are the physiological, safety, love and belongingness, esteem and self-actualization needs. Physiological needs sustain our physical life. Security needs refer to people's physiological needs of safety, shelter and economic security. Love and belongingness needs conform to affiliations and affinities. This third need is a direct requirement for the fourth one which is esteem needs or a healthy personal life. Self-actualization needs are growth needs that are forward-looking and forward-driven (Maslow, 1943).

Another theory that explains the motivation among people is the expectancy theory developed by Victor Vroom. This model details employee motivations and subsequent decisions based on economic realities of rewards that include increase in salaries, promotions and benefits. The consequences of people's actions are always measured based on these three constructs: 1) expectance – belief that effort could result in performance; 2) instrumentality – belief that performance would be rewarded and 3) valence – perception value of rewards to the recipient (Vroom, 1964).

2.2.5 “Theory X and Theory Y” of Douglas McGregor

- McGregor (1984), in his book “The Human side of Enterprise” states that people inside the organization can be managed in two ways. The first is basically negative, which falls under the category X and the other is basically positive, which falls under the category Y. After viewing the way in which the manager dealt with employees, McGregor concluded that a manager’s view of the nature of human beings is based on a certain grouping of assumptions and that he or she tends to mould his or her behaviour towards subordinates according to these assumptions. Under the assumptions of Theory X: Employees inherently do not like work and whenever possible, will attempt to avoid it, Because employees dislike work, they have to be forced, coerced or threatened with punishment to achieve goals, Employees avoid responsibilities and do not work until formal directions are issued and Most workers place a greater importance on security over all other factors and display little ambition.

In contrast under the assumptions of Theory Y: Physical and mental effort at work is as natural as rest or play, People do exercise self-control and self-direction if they are committed to those goals, Average human beings are

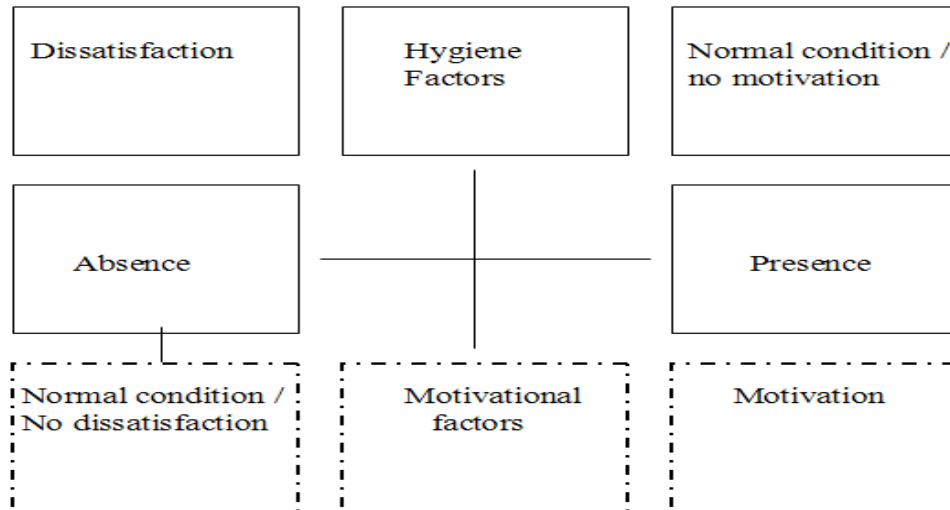
willing to take responsibility and exercise imagination, ingenuity and creativity in solving the problems of the organization and That the way the things are organized, the average human being's brainpower is only partly used.

An organization that is run on Theory X lines tends to be authoritarian in nature, the word “authoritarian” suggests such ideas as the “power to enforce obedience” and the “right to command.” In contrast Theory Y organizations can be described as “participative”, where the aims of the organization and the individuals in it are integrated; individuals can achieve their own goals best by directing their efforts towards the success of the organization. However, this theory has been criticized widely for generalization of work and human behavior.

2.2.6 Frederick Herzberg's Motivation-Hygiene Theory

Frederick Herzberg's has tried to modify Maslow's need Hierarchy theory. His theory is also known as Two-factor theory or Hygiene theory. He stated that there are certain satisfiers and dissatisfiers for employees at work. Intrinsic factors are related to job satisfaction, while extrinsic factors are associated with dissatisfaction. He devised his theory on the question: “What do people want from their jobs?” He asked people to describe in detail, such situations when they felt exceptionally good or exceptionally bad. From the responses that he received, he concluded that opposite of satisfaction is not dissatisfaction. Removing dissatisfying characteristics from a job does not necessarily make the job satisfying. He states that presence of certain factors in the organization is natural and the presence of the same does not lead to motivation. However, their non-presence leads to de-motivation. In similar manner there are certain factors, the absence of which causes no dissatisfaction, but their presence has motivational impact.

Figure 2: Herzberg's Motivation-



Source: Wikipedia Foundation Inc, 2010

Examples of Hygiene factors are security, status, and relationship with subordinates, personal life, salary, and work conditions, relationship with supervisor and company policy and administration. On the other hand, examples of motivational factors are growth prospectus, job advancement, responsibility, challenges, recognition and achievements.

2.2.7 Contributions of Elton Mayo

The work of Elton Mayo is famously known as “Hawthorne Experiments.” He conducted behavioral experiments at the Hawthorne Works of the American Western Electric Company in Chicago. He made some illumination experiments, introduced breaks in between the work performance and also introduced refreshments during the pauses. On the basis of this he drew the conclusions that motivation was a very complex subject. It was not only about pay, work condition and morale but also included psychological and social factors. Although this research has been criticized from many angles, the central conclusions drawn were that “people are motivated by more than pay and conditions, the need for recognition and a sense of belonging are very important and attitudes towards work are strongly influenced by the group” (Cole, 1993).

2.2.8 Vroom's Valence Expectancy Theory

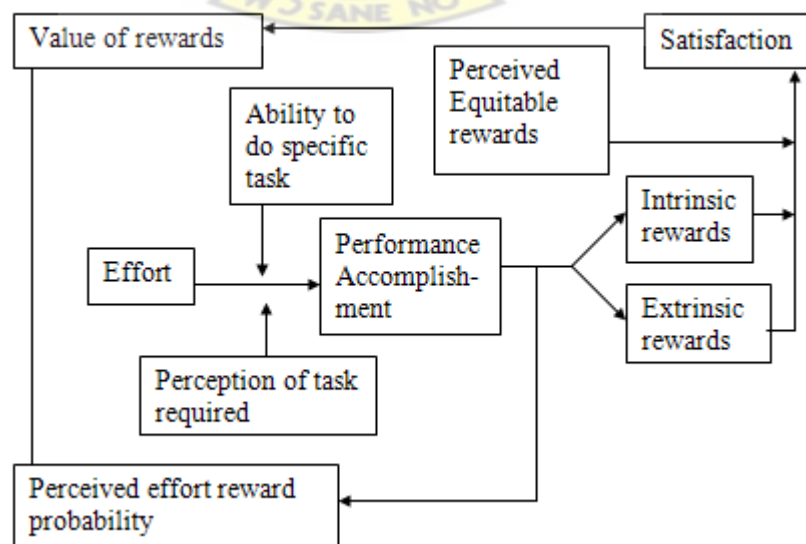
The most widely accepted explanations of motivation have been propounded by Victor Vroom. His theory is commonly known as expectancy theory. The theory argues that the strength of a tendency to act in a specific way depends on the strength of an expectation that the act will be followed by a given outcome; and on the attractiveness of that outcome to the individual to make this simple. Expectancy theory says that an employee can be motivated to perform better when there is a belief that the better performance will lead to good performance appraisal and that this shall result into realization of personal goal in the form of some reward. Therefore an employee is $\text{Motivation} = \text{Valence} \times \text{Expectancy}$.

The theory focuses on three things. These are efforts and performance relationship, performance and reward relationship and rewards and personal goal relationship

2.2.9 The Porter and Lawler Model

Lyman W. Porter and Edward E. Lawler 2003 developed a more complete version of motivation depending upon expectancy theory

Figure 3: Porter-Lawler Model



Source: Wikipedia Foundation Inc, 2010

Actual performance in a job is primarily determined by the effort spent. But it is also affected by the person's ability to do the job and also by individual's perception of what the required task is. So performance is the responsible factor that leads to intrinsic as well as extrinsic rewards. These rewards along with the equity of individual lead to satisfaction; hence, satisfaction of the individual depends upon the fairness of the reward (Wikipedia foundation, 2010).

2.2.10 Clayton Alderfer's ERG Theory:

Alderfer has tried to rebuild the hierarchy of needs of Maslow into another model named ERG that is, Existence – Relatedness – Growth. According to him there are 3 groups of core needs. The existence group is concerned mainly with providing basic material existence. The second group is the individuals need to maintain interpersonal relationship with other members in the group. The final group is the intrinsic desire to grow and develop personally. The major conclusions of this theory are: For an individual, more than one need may be operative at the same, If a higher need goes unsatisfied, then the desire to satisfy a lower need intensifies and It also contains the frustration-regression dimension.

2.2.11 McClelland's Theory of Needs

David McClelland has developed a theory on three types of motivating needs. These are need for power, need for affiliation and need for achievement.

Basically people for high need for power are inclined towards influence and control. They like to be at the center and are good orators. They are demanding in nature, forceful in manners and ambitious in life. They can be motivated to perform if they are given key positions or power positions.

In the second category are the people who are social in nature. They try to affiliate themselves with individuals and groups. They are driven by love and faith. They like to build a friendly environment around themselves. Social recognition and affiliation with others provide them motivation.

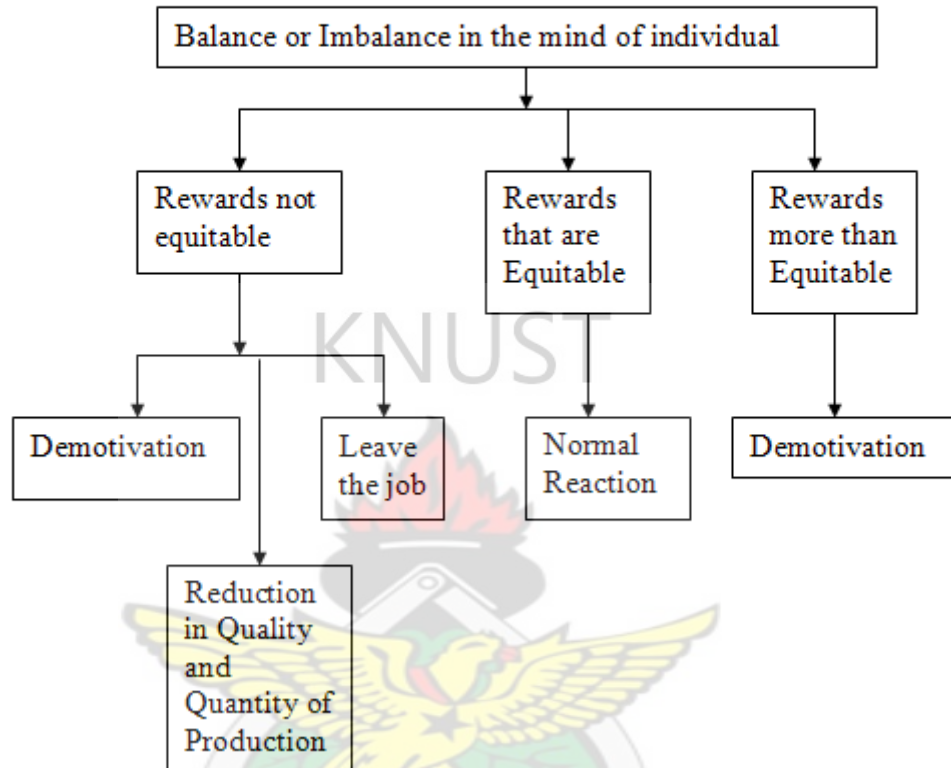
People in the third area are driven by the challenge of success and the fear of failure. Their need for achievement is moderate and they set for themselves moderately difficult tasks. They are analytical in nature and take calculated risks. Such people are motivated to perform when they see at least some chances of success. McClelland observed that with the advancement in hierarchy the need for power and achievement increased rather than Affiliation. He also observed that people who were at the top, later ceased to be motivated by this drives.

Equity Theory

According to the equity theory of J. Stacey Adams, people are motivated by their beliefs about the reward structure as being fair or unfair, relative to the inputs. People have a tendency to use subjective judgment to balance the outcomes and inputs in the relationship for comparisons between different individuals. If people feel that they are not equally rewarded they either reduce the quantity or quality of work or migrate to some other organization. However, if people perceive that they are rewarded higher, they may be motivated to work harder accordingly. (Wikipedia, 2010)

Fig 4:Equity Theory

$$\frac{\text{Out comes by a person}}{\text{Inputs by a person}} = \frac{\text{Out comes by another person}}{\text{Input by another person}}$$



Source: Wikipedia Foundation Inc, 2010

2.3 Reinforcement Theory

B.F. Skinner, who propounded the reinforcement theory, holds that by designing the environment properly, individuals can be motivated. Instead of considering internal factors like impressions, feelings, attitudes and other cognitive behaviour, individuals are directed by what happens in the environment external to them. Skinner states that work environment should be made suitable to the individuals and that punishment actually leads to frustration and de-motivation. Hence, the only way to motivate is to keep on making positive changes in the external environment of the organization.

2.3.1 Goal Setting Theory of Edwin Locke

Instead of giving vague tasks to people, specific and pronounced objectives, help in achieving them faster. As the clarity is high, a goal orientation also avoids any misunderstandings in the work of the employees. The goal setting theory states that when the goals to be achieved are set at a higher standard, then in that case employees are motivated to perform better and put in maximum effort. It revolves around the concept of “self-efficacy” that is individual’s belief that he or she is capable of performing a hard task.

2.3.2 Cognitive Evaluation Theory

This theory shifted from external rewards to internal rewards results into motivation. It believes that even after the stoppage of external stimulus, internal stimulus survives. It relates to the pay structure in the organization. Instead of treating external factors like pay, incentives, promotion and internal factors like interests, drives and responsibility, separately, they should be treated as contemporary to each other. The cognition is to be such that even when external motivators are not there the internal motivation continues. However, practically extrinsic rewards are given much more weight.

2.4 Self-Determination Theory

Self-determination (SDT) theory, developed by Edward Deci and Richard Ryan, focuses on the importance of intrinsic motivation in driving human behaviour. Like Maslow's hierarchical theory and others that built on it, SDT posits a natural tendency toward growth and development. Unlike the other theories, however, SDT does not include any sort of "autopilot" for achievement, but instead requires active encouragement from the environment. The primary factors that encourage motivation and development are autonomy, competence feedback, and relatedness (Deci, and Ryan, 1985).

2.5 Broad Theories

The latest approach in achievement motivation is an integrative perspective as lined out in the "Onion-Ring-Model of Achievement Motivation" by Heinz Schuler, George C. Thornton III, Andreas Frintrup and Rose Mueller-Hanson. It is based on the premise that performance motivation results from the way broad components of personality are directed towards performance. As a result, it includes a range of dimensions that are relevant to success at work but which are not conventionally regarded as part of performance motivation. Especially it integrates formerly separated approaches as Need for Achievement with for example, social motives like dominance. The Achievement Motivation Inventory (AMI) (Schuler, Thornton, Frintrup and Mueller-Hanson, 2003) is based on this theory and assesses three factors (17 separated scales) relevant to vocational and professional success.

2.6 Cognitive Theories

2.6.1 Goal-Setting Theory

Goal-setting theory is based on the notion that individuals sometimes have a drive to reach a clearly defined end state. Often, this end state is a reward in itself. A goal's efficiency is affected by three features: proximity, difficulty and specificity. An ideal goal should present a situation where the time between the initiation of behavior and the end state is close. This explains why some children are more motivated to learn how to ride a bike than mastering algebra. A goal should be moderate, not too hard or too easy to complete. In both cases, most people are not optimally motivated, as many want a challenge (which assumes some kind of insecurity of success). At the same time people want to feel that there is a substantial probability that they will succeed. Specificity concerns the description of the goal in their class. The goal should be objectively defined and intelligible for the individual. A classic

example of a poorly specified goal is to get the highest possible grade. Most children have no idea how much effort they need to reach that goal (Locke and Latham, 2002).

2.6.2 Models of Behaviour Change

Social-cognitive models of behaviour change include the constructs of motivation and volition. Motivation is seen as a process that leads to the forming of behavioural intentions. Volition is seen as a process that leads from intention to actual behaviour. In other words, motivation and volition refer to goal setting and goal pursuit respectively. Both processes require self-regulatory efforts. Several self-regulatory constructs are needed to operate in orchestration to attain goals. An example of such a motivational and volitional construct is perceived self-efficacy. Self-efficacy is supposed to facilitate the forming of behavioral intentions, the development of action plans, and the initiation of action. It can support the translation of intentions into action (Wikipedia, 2010).

2.6.3 Unconscious Motivation

Some psychologists believe that a significant portion of human behavior is energized and directed by unconscious motives. According to Maslow, "psychoanalysis has often demonstrated that the relationship between a conscious desire and the ultimate unconscious aim that underlies it need not be at all direct". In other words, stated motives do not always match those inferred by skilled observers. For example, it is possible that a person can be accident-prone because he has an unconscious desire to hurt himself and not because he is careless or ignorant of the safety rules. Similarly, some overweight people are not hungry at all for food but for fighting and kissing. Eating is merely a defensive reaction to lack of attention. Some workers damage more equipment than others do because they harbor unconscious feelings of aggression toward authority figures (Wikipedia, 2010).

Psychotherapists point out that some behavior is so automatic that the reasons for it are not available in the individual's conscious mind. Compulsive cigarette smoking is an example. Sometimes maintaining self-esteem is so important and the motive for an activity is so threatening that it is simply not recognized and, in fact, may be disguised or repressed. Rationalization, or "explaining away", is one such disguise, or defense mechanism, as it is called. Another is projecting or attributing one's own faults to others. "I feel I am to blame", becomes "It is her fault; she is selfish". Repression of powerful but socially unacceptable motives may result in outward behavior that is the opposite of the repressed tendencies. An example of this would be the employee who hates his boss but overworks himself on the job to show that he holds him in high regard.

Unconscious motives add to the hazards of interpreting human behavior and, to the extent that they are present, complicate the life of the administrator. On the other hand, knowledge that unconscious motives exist can lead to a more careful assessment of behavioral problems. Although few contemporary psychologists deny the existence of unconscious factors, many do believe that these are activated only in times of anxiety and stress, and that in the ordinary course of events, human behavior - from the subject's point of view - is rationally purposeful (Wikipedia, 2010).

2.7 Workers Morale, Attitude and Job Satisfaction in relation to Motivation

Among other things, morale is the amount of confidence, enthusiasm, and determination etc a person or group has at a particular time (Oxford Advance learners Dictionary - Special price edition, 1998, p.755). While, motivation has been described as the direction and persistence of action, it is concerned with why people choose a particular course of action in preference

to others, and why they continue with a chosen action, often over a long period, and in the face of difficulties and problems.

The relationship between the workers morale, attitude and motivation is governed by what motivates individual to work and the fulfillments they derive from it which in effect lead to high productivity. The organization should redouble her efforts to provide an enabling environment for the workers to improve their productivity (Robinson 2004).

‘Morale’ is not found frequently in literature but the term is a widely applied concept. More often what is found in the literature is a description of the state of attitudes rather than the word. The term has however been used in different ways in various studies. In some cases it has been used to mean employee’s attitude toward the organization as a whole and in others it is use to simply refer to an individual feeling in the organization. Its general use implies satisfaction. Robinson (2004) defined morale as an affective feeling state which people experience in the course of their work and by morale he meant satisfaction. Such feeling as happiness, self-elation, commitment and contentment or self-fulfillment would all add to the broad definition of adequate motivation or morale. Morale then is an attitude.

Citing Steers and Porter (1970s), Robinson (2004) defined attitude as “a predisposition to respond in a favourable or unfavourable at to persons or objects in one’s environment”. To say we ‘like’ or ‘dislike’ something for example is to express our attitude towards the person or object. The consequences of attitude can be observed in terms of behaviour but the attitude itself cannot be deserved. Attitudes are therefore inferred from behaviours and statements. Attitudes range from one extreme to the other that is from very positive to very negative, and as such can be measured along a continuum. Attitudes are also related to subsequent behaviour that is attitudes are predictive of behaviours. Thus, like motivation it may be difficult to observe satisfaction or morale, rather it may be inferred from behaviours. The

problem of how to infer or adequately motivate is a bit controversial. According to Fishbein (1967) attitude can best be conceptualized if it is subdivided into three related parts, namely:

1. Beliefs about the job;
2. The attitude itself; and
3. The behavioural intentions that result from the attitude.

It is very easy to see how beliefs about one's work (e.g. the work is risky, uninteresting, dirty, etc) can lead to a negative attitude e.g., job dissatisfaction which in turn can lead to the behavioural intentions to leave or to reduce effort, productivity on the job. Such behavioural intentions are then translated into actual behaviour, assuming the individual is able to carry out his or her intentions. Steers and Porters (1979) have given a very explanatory diagram of the process as shown in Table 1. While some researchers have tied satisfaction with productivity, some believe they are not correlated or at least there is no causal relationship between the two.

Table 1 A Conceptual model of job attitudes by Steers & Porter

Belief about Job	Job attitude	Behavioural intentions	Actual Behaviour
Job is dull	Job dissatisfaction	Intention to leave	Absenteeism
Job is dirty	Low job involvements	Intention to reduce effort	Low turn over
Job provides little autonomy responsibility etc			Poor performance

Source: Fieldwork Survey, April 2011

It has been argued that there is little evidence to show that high morale leads to high productivity. Morale for example may be low in a concentration camp, yet production may be very high, similarly, workers may well be satisfied to goof off in a department where the work space is extremely slow. The question of the relationship between productivity and adequate motivation is one that will continue to generate more investigations. There have

been many studies dealing with the determinants of intrinsic satisfaction and findings from many of these studies show that the more varied, complex and challenging tasks are higher in worker gratification than the less skilled casual workers (Robinson, 2004).

Comparisons of occupational groups shows that the more skilled the profession the more its members enjoy their work. Adequate motivation tended to increase with work related level, with the greatest satisfaction achieved among professional groups. In most of these studies, adequate motivation is used loosely to cover overall liking for the employment situation as well as intrinsic work satisfaction deriving from the content of work process. Hence the greater gratification of the higher occupational levels can be due to the higher pay, the greater prestige of the calling, the hours of work or working conditions and the like. For this reason, it is important to hold constant factors other than the nature of the work in comparing the satisfaction derived from employment varying in level of skill and complexity.

Hoppock (1935) reported that more than 90% of a group of 500 teachers liked their work, whereas Bell (1937) found that 98% of young people working in canning factories and textiles mills hated their jobs. Adequate motivation increased with occupational level with the greatest fulfillment among professional groups. Studies by Hull and Kolstand (1942), Thorndike (1935)

Super (1939) and Unrbrock (1984) have confirmed the relationship between employment happiness and occupational status. The survey by the group at the University of Michigan on employee morale in the company measured intrinsic employment satisfaction by an index that summarized the answers to four questions. How well do you like the work you are doing? Do you get any feeling of accomplishment from the work? Does your work or job give you a chance to do the things you feel you do best? How do you feel about your work; does it rate as an important job with you? The employee were grouped into 4 classes on the basis of job level; high – level technical, semi supervisory, In the high-level technical group

only seven percent of their members fell into the category of low intrinsic work satisfaction compared with 41 percent of the group doing repetitive clerical work. Also the relationship was not reduced when length of service and salary was held constant. These findings strongly suggest that the greater gratification found among high-level occupational groups are not wholly a function of wages and conditions of work. It suggests that people derive high satisfaction in the expression of their skills, in interesting and challenging work, and in the sense of accomplishment from successful performance of such tasks. A finding of the study also was that employees who were higher on intrinsic employment satisfaction tended to describe their job as having variety and as giving them some chance to make decision.

The Human relations movement of the 1930s introduced the idea that a happy worker is a productive one. Since then, organizational researchers and managers alike have continued to show interest in the relationship between job attitudes and job behaviour. The humanist saw an underlying relationship between the two as job satisfaction they assumed 'caused' improved workers productivity. The notion provided a simple and easy implication for management namely - "keep your workers or employees satisfied" at least this would ensure maximum productivity.

With time, however, research findings called to question the truthfulness of the Humanist's assumption. For example, Brayfield and Crockett (1955) after an extensive review of work in this area concluded that little evidence existed of any simple or even appreciated relation between job satisfaction and resulting performance. About a decade later, Vroom (1964) analysed the results of twenty studies which measured both satisfaction and performance and found that the two variables had a median correlation of 14 and correlation co-efficient ranged from + 86 to - 31 across these studies. These revelations if we call them so, triggered off a considerable controversy concerning the causal relationship, if any, between these variables. Does job satisfaction necessarily lead to improved job performance or could the

reverse be true? Were there perhaps other important intervening variables, which moderate the relationship?

Greene studied the evidence concerning the role of rewards in determining performance and job satisfaction, and Lawler focused on the concept of job satisfaction and reviews major influences on satisfaction as well as major outcomes. Greene's study identifies three basic propositions namely:

1. Satisfaction – causes – performance
2. Performance – causes – satisfaction; and
3. Both satisfaction and Performance are caused by an additional variable(s), primarily, rewards.

But empirical support is more promising for the third that satisfaction and performance are co-variants of a third (or more) variable(s). The relationship is thus: -

1. Reward constitute a more direct cause of satisfaction than does performance; and
2. Not satisfaction, but rewards based on current performance, cause subsequent performance.

The implications of Lawler's study is that organizations can influence employees' motivational levels and since it is possible to know how employee will react to different outcome levels, organizations can allocate outcomes in ways that will cause either job satisfaction or job dissatisfaction.

2.8 Motivation and Money

Robinson (2004) stated that money in the form of pay or some other sort of remuneration is the most obvious extrinsic reward. Money provides the carrot that most people want. Doubts have been cast by Herzberg et al (1957) on the effectiveness of money because they claimed,

while the lack of it can cause dissatisfaction, its provision does not result in lasting satisfaction. Money may in itself have no intrinsic meaning, but it acquires significant motivating power because it comes to symbolize so many intangible goals. It acts as a symbol in different ways for different people and for the same persons at different times. As noted by Goldthorpe et al (1968) from their research into the affluent worker, pay is the dominant factor in the choice of the employer and consideration of pay seem most powerful in building people to their present Job.

Money can therefore provide positive motivation in the right circumstance, not only because people need and want money but also because it serves as a highly tangible means of recognition. But badly designed and managed pay systems can de-motivate. Another researcher in this area was Jaques (1961), who emphasized the need for such systems to be perceived as being fair and equitable. In other words, the reward should be clearly related to effort or level of responsibility and people should not receive less money than they deserve compared with their fellow workers. Jaques called this the 'Felt-Fair' principle.

Although this study focuses on implication of adequate motivation on workers productivity in an organizational factor other than money, it is necessary perhaps to review the concept of money as a motivator. This may in effect help in bringing out the issue in focus in this study.

It is necessary to examine the motivational power of money in order to be able to assess the value and importance of other motivators. Money is the means by which employees are directly rewarded for their contributions towards the achievements of organizational goals. However, the extent to which money can act, as a motivator will depend upon the individuals, the types of job they are engaged in and the culture. According to Chester Barnard, money is the weakest motivator an organization could offer its members. Herzberg as earlier discussed, totally rejects money as a motivator.

Money however can be measured while other motivators cannot. Opsah and Dunnette (1966) list five theories of explanations of the role of money in employee motivation and performance.

First, it is generally believed that money acts a generalized conditioned reinforcer since it is repeatedly paired with primary reinforcers.

Secondly, some suggest that money is conditioned incentive, that is, the repeated pairing of money with primary incentives helps to establish a new learned drive for money.

Thirdly, it is suggested that people learn to become anxious in the presence of a variety of cues that signify an absence of money. Such cues include being told, “That costs too much money” or “We can’t afford that” Such cues lead to feeling of anxiety (and perhaps feeling of insecurity) which money can satisfy.

Fourthly, money is seen as “hygiene” factor as in Herzberg’s two-factor theory. In this model, it is suggested that the absence of money causes dissatisfaction, although the presence of money does not satisfy. It merely eliminates the source of dissatisfaction and brings someone to a neutral state of satisfaction.

Finally, money can serve, as an instrument for gaining other desired outcomes such as for example, building or buying a new house, a car or even vacation. This accord with the expectancy/valence theory. Here money acquires value for an individual to the extent that it can help to fulfil these other desires and needs. Money, for example, could therefore be an instrumental reward for someone wanting a new car but may not be either an instrumental reward or a motivator for someone seeking escape from the pressures of a routine, dead-end job. For such a person only job enrichment can motivate. I accept that money could be a motivating factor or instrument of motivation but within some limited context. However, I contend that workers take money for granted as a reward for their labour and it is not seen as a motivator as such. Granted that its absence breed’s discontent, its presence however does

not add to performance over and above the normal. I contend that many factors other than money make the worker tick.

A Nigeria researcher, Ubeku's (1975) discussion of wages/salaries as one of the basic needs of the organizational or Nigerian worker seems to have succeeded in putting a vivid picture of the organizational work situation and the process of motivating the individual worker. As he puts it, the immediate problem confronting the Nigeria graduate is how he will be able to get a job so that he can earn some money. And this feeling is especially so in cases where the graduate had gone through his career by means of borrowed. Ubeku, A. K. Personnel Management in Nigeria, Ethiopia Publishing Corporation, 1975 19, PP. 300-301.

The immediate and main need is to get a job and earn the money back to pay off. Also Nigerian families place a lot of responsibilities on their wage-earning members. Thus Ubeku feels and perhaps rightly that the findings of studies carried out in Europe and America which tend to pay down the importance of wages and salaries as a motivating factor may not very aptly in the Nigerian context, because wages and salaries in Nigeria are a large motivating factor. Ubeku agrees that there is never going to be a time that the size of the pay packet alone will determine the level of the individual worker's satisfaction or form of motivator but argues that the payment of goods wages and salaries is fundamental to the productivity efforts of the individual worker. His argument in this direction may even earn more support in the present day Nigeria with over 500,000 unemployed.

Yet it may be necessary to distinguish between the school leaver seeking employment and the worker who has already been employed and who knows that as of right he is entitled to his pay at the end of the month for the job he has done. It is one thing to accept anything when in search of the job, but once employed, a worker knows his rights and seeks to use them, even through the labour union if he finds it necessary. I believe that under 'normal' conditions

workers take the payment of their wages and salaries for granted since to them it is a right and therefore depend on factors other than just the mere payment of salaries for their satisfaction in the work or office environment. I have used the word 'normal' because it would appear that for the past few years in Nigeria the work atmosphere has not been too 'normal' and this is why we have such situations as workers not being paid salaries in many months specially in the government circle, or even retrenchment of workers due to redundancies or inability of the organization to meet the salary bills. I expect that this 'abnormal' situation, which it is claimed as been brought about by the global economic problem, may likely affect the results of the present study and this will be discussed in due course. It may however be necessary therefore to assume that the Nigerian worker under 'normal' conditions may conform to the motivation expectations of many of the studies already discussed carried out in Europe and America.

A support for this view may be got from the work of Tunde Oloko who seems to have done some extensive research in the area of implication of worker satisfaction in Nigeria. Findings from his study of the 'Muddy Water' subjects revealed that the workers rated the following reward items as most important in a declining order:

1. Opportunity in the Company for Advancement
2. Job Security
3. Salary or wages
4. Medical and Health facilities
5. Working on the Job you prefer
6. Pension Scheme

PhD Project /Robinson Page 116 of 263

7. Credit for the Job you do
8. Good People to work with

9. Supervisor's Temperament and Attitude
10. Vacation and Holiday Practices
11. Housing
12. Company's Attitude to Ward Employees
13. Incentive Schemes
14. Physical working Conditions

Such a finding would appear not too different or far from the research findings of Herzberg et al. It was necessary to go into many details in reviewing the origin, background, nature and development of the concept motivation for research earlier stated that is to paint a very clear and vivid picture of motivation and its effect on human behaviour in order to fully appreciate its application in this study.

2.9 Role Modeling as a Motivational Model.

Generally people or workers can be motivated by modeling their behaviour on a role model that is, someone whose approach to work and ability to get things done produces a measure of inspiration and a desire to follow the example provided by the model who could be a leader or colleague.

Role modeling can take place when inspirational leadership is provided and it is also one of the forces that can operate within groups. There is of course negative side to role modeling. The behaviour of a manager or fellow worker can produce de-motivation.

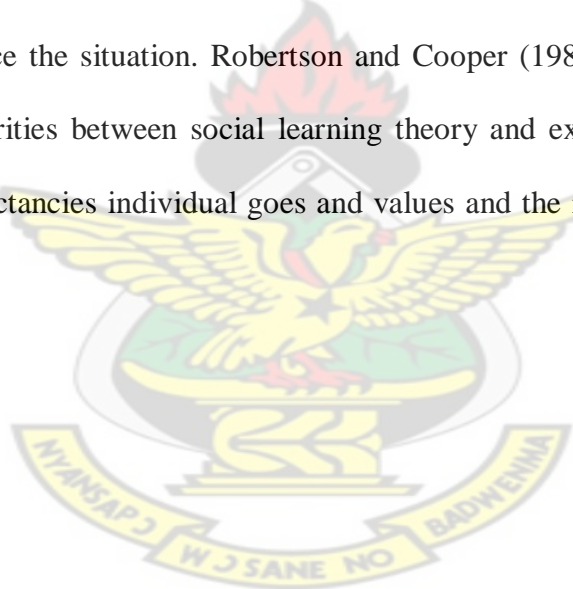
2.10 Behavioural Theory

Behavioural psychologist such as skinner (1974) emphasize that behaviour is learnt from experience. They pay down even dismiss, the significance of internal psychological factors and instinct and are only interested in the external factors that directly influence behaviour.

They believe that learning takes place mainly through the process of reinforcement. PhD
Project /Robinson Page 118 of 263

2.11 Social Learning Theory

Social learning theory as developed by Bandura (1977) combines aspects of both behavioural and expectancy theory. It recognizes the significance of the basic behavioural concept of reinforcement as a determinant of future behaviour but also emphasized the importance of internal psychological factors, especially expectancies about the value of goals and the individual ability to reach them. The term 'reciprocal determinant' is used to denote the concept that while the situation will affect individual behaviour, individual will simultaneously influence the situation. Robertson and Cooper (1983) have pointed out that 'there are many similarities between social learning theory and expectancy theory in their joint emphasis on expectancies individual goes and values and the influence on both person and situation factors.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

In this section an attempt is made to look at the research design, target population, data sources, sampling procedures (size and technique), data collection instruments, fieldwork/ data collection and data analysis and limitations to data collection.

3.1 Research Design

The research design includes an outline of what the researcher is writing on including the hypotheses and their operational implications to the final analyses of the data. This research adopted the case study strategy approach. Among the various research designs, case studies are frequently regarded as using both quantitative and qualitative research and a combination of both approaches (Bryman, 2004).

3.2 Sources of data

The study used both secondary and primary data was collected for the purpose of this research. For clarity, Saunders et al, (2007) define data as facts, opinions and statistic that have been collected together and recorded for reference or for analysis.

3.3.1 Primary Data Source

Primary data is data that is used for a specific purpose for which it was gathered. For this study, it was obtained by administering questionnaire to respondents with the help of field assistants and colleagues due to time constraints and the geographical area of coverage. Structured interviews were also held with the selected Headmasters and Managers (Heads of Administration) at selected schools and District Education offices in the Municipality.

3.3.2 Secondary Data Source

Secondary data is data that is used for a purpose other than for which it was originally obtained. It may be descriptive or explanatory (Saunders et al, 2007), raw (unprocessed) or summarized. They can be categorized into documentary, multi-source or survey- based (Saunders et al, 2006). Secondary data for the research was collected by reviewing textbooks, journals, articles, magazines, publications, financial statements, industry reports, internal records of GES, newspapers etc. to gather historical perspectives of the research data from renowned authors and researchers.

3.4 Population

The complete set of cases from which a sample is selected is called the population whether it describes human beings or not (Saunders et al, 2007). Wikipedia notes that it is a group of individuals or items that share one or more common characteristics from which data can be gathered or analyzed. In the Oxford Advanced Learners' Dictionary, population is defined as all the people who live in a particular city, country or area.

For purposes of this research the population of study comprised the teaching and non teaching staff of GES administration of the Obuasi municipality. Target population of 5000 was based on the total number of teachers, non teaching and head of institutions at the Ghana Education Service at the Obuasi Municipality. Primary data was collected from staffs of the service. Since such an individual study could not cover all the staff, the actual target population was based on a sample of hundred (100) staffs. Thus, the study used selected schools from both basic and senior high levels within the municipality where samples were drawn.

3.5 Sample size and sampling procedure

A sample is a sub-group or representative selection of a population that is examined or tested to obtain statistical data or information about the whole population (Encarta Dictionary; Saunders et al 2007). Sampling on the other hand is the process of selecting a group of people, items or cases to be used as a representative or random sample.

Purposive sampling was adopted since the intention was to gain an insight into the phenomena hence, the need to choose personnel who were well versed with the history and development of the service and in the education sector for that matter. As a result of this, top ranking members of staff were approached and interviewed. Basically, the selected respondents in the managerial roles involved with decision making in the service at the Municipal level were identified and interviewed using the interview guide.

Purposive sampling was also used to select the schools and within the targeted area for the study. This was guided by the fact that even though schools in the municipality had been chosen for the study all of them could not be used for the study. Again the numbers of schools in the municipality were chosen by the use of the quota sampling technique. At the schools, stratified random sampling technique was used to select staffs for the study. This method of sampling therefore ensured that teachers, non teaching staff and head of Institutions were equally represented and interviewed.

Prior to the administration of the questionnaire, head teachers and headmasters of the schools who were chosen for the study were contacted for permission and staff list of their respective schools was obtained. Names of staff were randomly selected from the various levels.

A sample size of hundred (100) respondents out of the entire population was selected for the research as illustrated in Table 1 below. According to Punch (1998), one cannot study

everyone, everywhere, doing everything and so sampling decisions are required not only about which people to interview or which events to observe, but also about settings and processes. In view of this, randomly selected schools within the Obuasi Municipality were opted for the study.

Table 2 Guide: Sample Size and Technique for Selecting Respondents

Target Group	Sample Method Required		
	Estimated Number	Sample Selected	Research Techniques used
Teaching Staff	220	75	Questionnaire
Non Teaching Staff	100	20	Questionnaire
Heads of Institutions	10	5	Interview
Total	330	100	

Source: Fieldwork Survey, April 2011

3.6 Data Collection Instrument

The main instruments that were used to collect information for the study were the questionnaire and interview schedule (both structured and unstructured). The questionnaire was structured to consist mainly of closed ended type of questions in order to elicit feedback from the teaching and non teaching staff. Other information collected included how long respondents had worked with the service among others. These were the main areas around which data gathered from clients were analyzed. Questionnaires were administered to staffs at the selected schools. A total of one hundred (100) respondents were given questionnaires.

Responses categories mainly ranged from strongly disagree, disagree, neutral, agree to strongly agree. Few interviews (structured and unstructured) were also conducted. Personal observations were also made throughout the data collection period. Care was taken in order not to be biased but to come out with objective interpretations of what was observed.

3.7 Data Analysis

The raw data obtained from a study is useless unless it is transformed into information for the purpose of decision making (Emery and Couper, 2003). The data analysis involved reducing the raw data into a manageable size, developing summaries and applying statistical inferences. Consequently, the following steps were taken to analyze the data for the study. The data was edited to detect and correct, possible errors and omissions that were likely to occur, to ensure consistency across respondents.

The data was then coded to enable the respondents to be grouped into limited number of categories. The Microsoft Excel software was used for this analysis. Data was presented in tabular form, graphical and narrative forms. In analyzing the data, descriptive statistical tools such as bar graph, pie charts complemented with mean, median and standard deviations were used.

3.8 Limitations to Data Collection

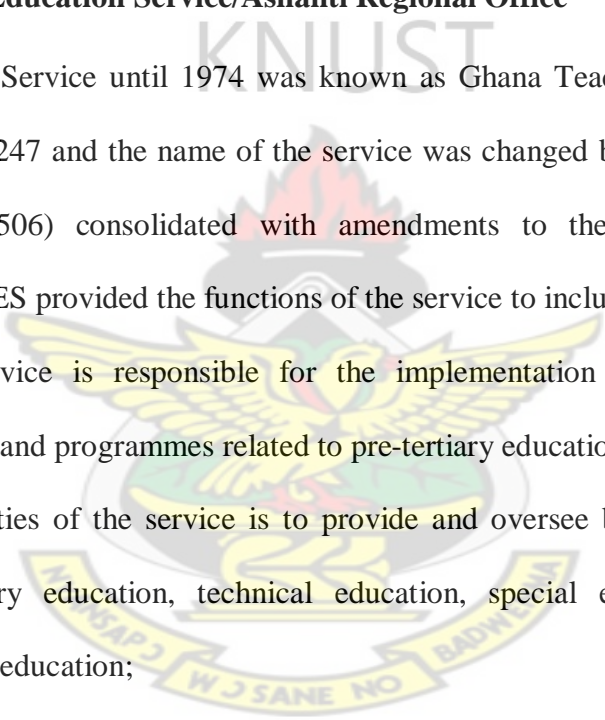
Some of the respondents considered the exercise as a waste of time and for that matter were not prepared to spend a few minutes of the precious time to answer the questions. The researcher was also handicapped in getting approval for some background information about the service. It took more than three months to get the approval and a further delay caused by the department in charge of the information was also worth mentioning. It was also with difficulty and a lot of effort in getting back the questionnaire that was given to the staff. The

average policeman is always busy and excuses such as “I am busy were some of the comment from the respondents.

The research was limited by financial constraints taking cognizance of the extent of the scope of the study and period of investigation. The research among other things was confronted with the situation whereby officers were reluctant to give out information. Another area of limitation to this study came from the inability of respondents to complete and submit questionnaire on time for data to be analyzed.

3.9 Profile of Ghana Education Service/Ashanti Regional Office

The Ghana Education Service until 1974 was known as Ghana Teaching Service that was established by NRCD 247 and the name of the service was changed by the NRCD 357. The GES Act 1995 (Act506) consolidated with amendments to the law relating to the establishment of the GES provided the functions of the service to include that:

- 
- i) The service is responsible for the implementation of approved national policies and programmes related to pre-tertiary education.
 - ii) The duties of the service is to provide and oversee basic education, senior secondary education, technical education, special education and teacher training education;
 - iii) To register, supervise and inspect private pre-tertiary educational institutions;
 - iv) To submit to the Minister recommendations for educational policies and programmes;
 - v) To promote the efficiency and the full development of talents among its members;
 - vi) To register teachers and keep an up-to-date register of all teachers in the public system and
 - vii) To maintain professional standards and the conduct of its personnel.

The GES has got ten Regional Education Offices in the country at every political Regional capital.

There are Human Resource Management and Development (HRMD) sections in every GES offices. The Personnel Manpower management gave way to HRMD in the GES as it have evolved from the goals of eliminating waste, inefficiency and human suffering to human resource management, focusing on the organizational perspective and performance enhancement.

HRMD The in the GES and Ashanti Regional Education Office in particular has grown and evolved since the introduction of the 1987 Educational Reforms and the governments focusing on human resource development as a strategy .It therefore requires that the impact of the workplace learning on the human resource management development is assessed. The impact of workplace learning in the Regional Education Office, Kumasi, if proved to be positive, it would promise a forward match to achieving results at the attitude, skill and relationship levels of the organizational development It also draws management attention to compare the acquisition of human capital and results.

At the Obuasi Municipality, GES boasts of six main circuits in the municipality namely Tutuka South (comprising Popomso JHS and Primary, Kwabenakwa JHS and Primary and Mampamhwe JHS and Primary), Tutuka North (comprising Padmore JHS and Primary, st Joseph JHS and primary, Tutuka JHS and primary, Kwabrafosso JHS and primary) Tutuka Central (comprising Independence JHS A and Primary, Independence JHS B and Primary, Boete JHS A and primary, Boete JHS “B” and Primary.

Kunka Circuit (comprising Bediam JHS and Primary, Bongobiri JHS and Primary and Adaase JHS and Primary) Obuasi East (comprising Awurade Basa JHS and Primary,

Kwabenafori JHS and Primary, Anyinam JHS and Primary and New Nsuta JHS and Primary). Obuasi West (comprising Methodist JHS and Primary, SDA JHS and Primary, Presby JHS and Primary, Anglican JHS and Primary and Salvation JHS and Primary)

KNUST



CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.0 Introduction

The chapter presents the data gathered from the field. The data were represented by graphs, charts and tables. Data were also presented in relation to the literature review and compared to the data collected from the field.

4.1 Data Presentation and Analysis

Samples were selected based on targeted units using the non-probability sampling method of random sampling, specifically, the purposive sampling technique. This method ensured that representative samples of all the known elements of the population were covered in the sample.

A sample size of one hundred (100), comprising twenty-five (25) Non Teaching Staff and seventy-five (75) Teaching Staff of the target population (5,000) responded to the administered questionnaire. Scheduled interviews with other executives who were not really related to the day to day operations of the targeted units were also conducted. Break down shown in Table 2 shows the distribution of respondents for the study.

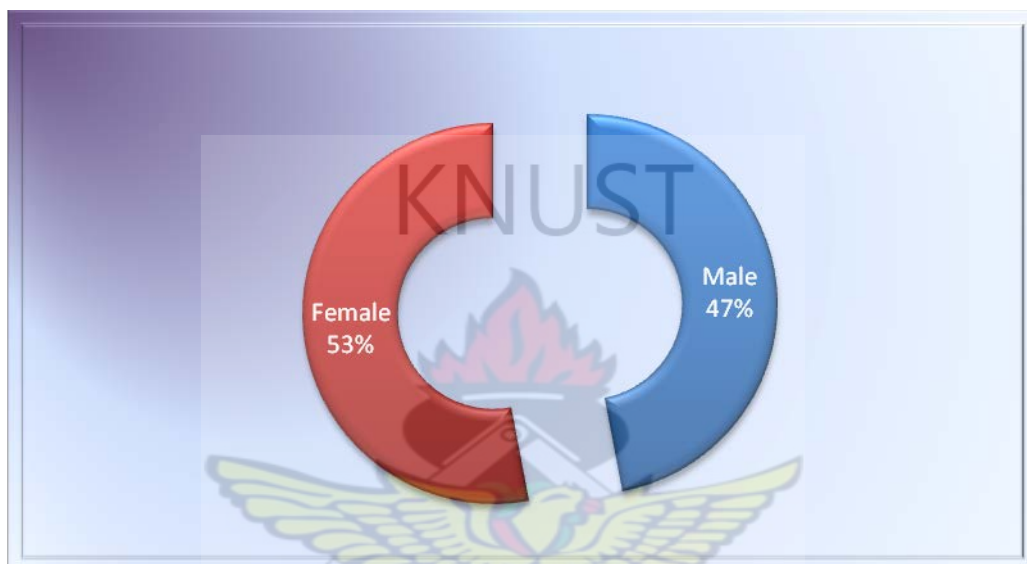
Table 3: Respondents Distribution

<u>Respondent Distribution</u>				
	Male	Female	Total	
Non Teaching Staff	9	16	25	25.00%
Teaching Staff	38	37	75	75.00%
Total	47	53	100	100.00%
(%)	47.00%	53.00%	100.00%	

Source: Fieldwork Survey, 2011

The study indicated as illustrated in Table 2 and Figure 4, 25% of the respondents were Non Teaching Staff, while the Teaching Staff registered the remaining 75%; and further revealed a ratio of 1:1.13 with regard to male and female. The Male marginally exceeded the Female among the Teachers by 1.33% and suffered a shortfall of 28% with the Female with the Non Teaching Staff.

Figure 5: Gender Ratio



Source: Fieldwork Survey , April 2011

As illustrated in the above graphical representations, there is an indication of enough evidence of gender balance among all the various categories; hence, implying that both men and women were fairly represented. However, the 53% of slight female dominance in the service, lays credence to the assertion that women naturally exhibit patience, empathy and the care for mankind, hence the field of teaching; even though the male could not be left out, thus their strength is showing in the distribution.

4.2 The Ages of Respondents

The ages of the respondents were within the range of 20 to 59 years. The study portrayed that 41% of the respondents' ages fell within 31 - 40 years; which is also the modal age group. Twenty-three (23) respondents, resulting to 23% were between the ages of 41 and 50 years; closely followed by 20 – 30 years (i.e. 21%) and 51 – 60 years had 15% as shown in Table 2 and Fig 2 below.

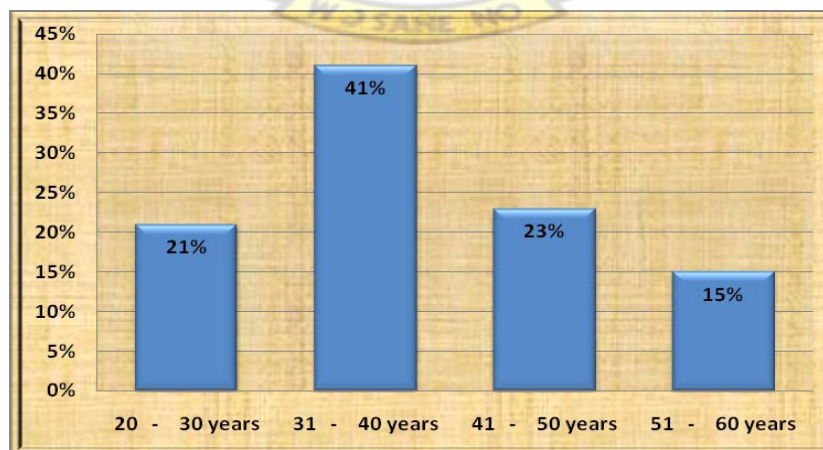
Table 4: Ages of Respondents

Age (Years)	Frequency	Percentage (%)
20 - 30 years	21	21%
31 - 40 years	41	41%
41 - 50 years	23	23%
51 - 60 years	15	15%
Total	100	100%

Source: Fieldwork Survey, April 2011

The ages of respondents are also represented in Figure 5

Figure 6: Ages of Respondents



Source: Fieldwork Survey, April 2011

In summary, the study indicated that the GES, Obuasi District has a youthful workforce of 62% cumulatively, and an aggregate percentage of 38% comprising the middle (23%) and the elderly (15%); exhibiting a good and healthy blend of majority young energetic and enterprising personnel with the more experience and skilful old folks. However, management would need young and energetic, courteous and intelligent officers at the GES, Obuasi to fill the place of 3% of respondents are nearing their pension and needed to be replaced.

4.3 Rank

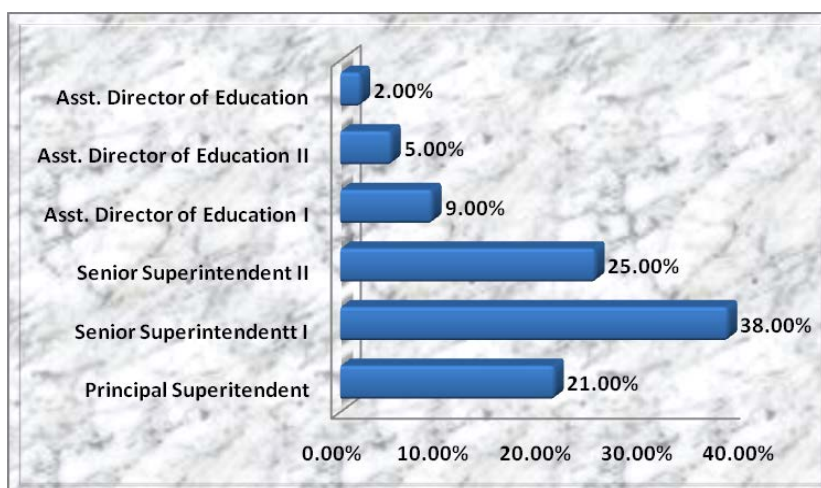
Respondents are classified within six main ranks of the GES, namely, Principal Superintendent, Senior Superintendent I, Senior Superintendent II, Asst. Director of Education, Asst. Director of Education I and Asst. Director of Education. The rank of Senior Superintendent I attained 38% representation which also stands as the modal rank of the distribution. Senior Superintendent II and Principal Superintendent registered 25% and 21% respectively. This is a true reflection of the representation on the ground as the aggregate of 84% were for the lower ranks. Asst. Director of Education rank aggregately registered 16% for the senior rank level.

Table 5: Rank

Rank	Frequency	Percentage (%)
Principal Superintendent.	21	21.00%
Senior Superintendent I	38	38.00%
Senior Superintendent II	25	25.00%
Asst. Director of Education I	9	9.00%
Asst. Director of Education II	5	5.00%
Asst. Director of Education	2	2.00%
Total	100	100.00%

Source: Fieldwork Survey, April 2011

Figure 7: Rank

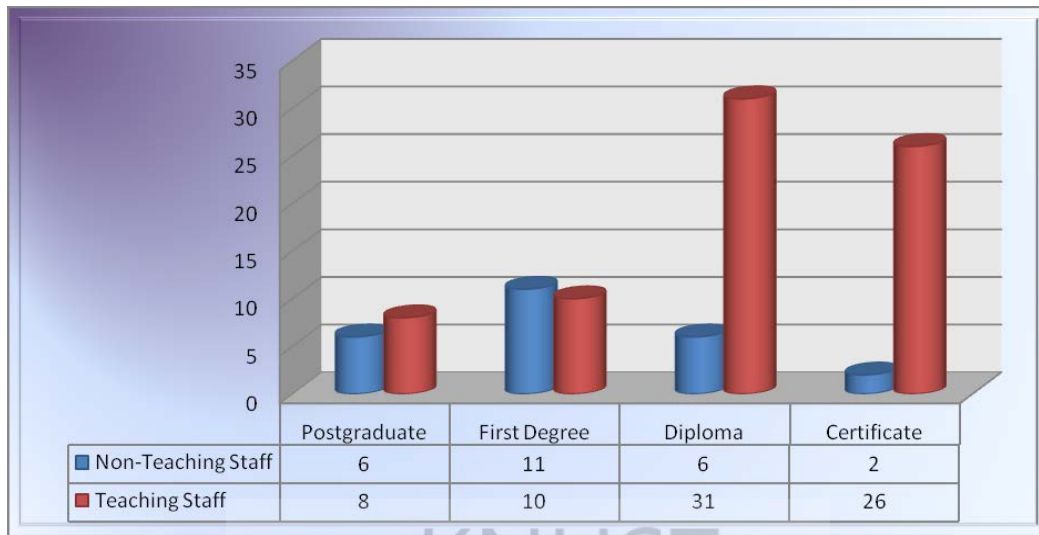


Source: Fieldwork Survey, April 2011

4.4 Educational Background

The study showed that the least qualification of the both Non Teaching Staff and Teaching Staff is certificate and the highest being postgraduates, particularly second degree. It was detected that Diploma certificate holders formed the modal class with 37%; followed closely by certificates holders with 28%, while First degree holders attained 21% and postgraduates recording 14%. Generally, it could easily be said that both the non teaching staff and teaching staff are highly educated and well informed and competent in their area of operations. This further showed that there was a strong group of personnel that were trainable and could also be relied upon to act responsibly and professionally. Table 4 and Figure 6 below exhibit the representation.

Figure 8: Educational Background



Source: Fieldwork Survey, April 2011

4.5 Years of Service

It was observed that 57 respondents (representing 57% of the distribution; both Office Staff and Field Staff) had been with the service for the period 'More than 10 years' while 30% had been there 'Between 6 and 10 years' and 13% was recorded in the name of 'Less than 5 years'. In summary, 87% aggregately had been with the GES, Obuasi for more than five (5) years; showing that GES has more experience staff for both office and field work.

Table 6: Number of years in service

Years	Frequency			Percentage
	Non Teaching Staff	Teaching Staff	Total	
Less than 5 years	2	11	13	13.00%
Between 6 and 10 years	9	21	30	30.00%
More than 10 years	14	43	57	57.00%
Total	25	75	100	100.00%

Source: Fieldwork Survey, April 2011

4.6 Motivational Issues

4.6.1 Current Schedule of work

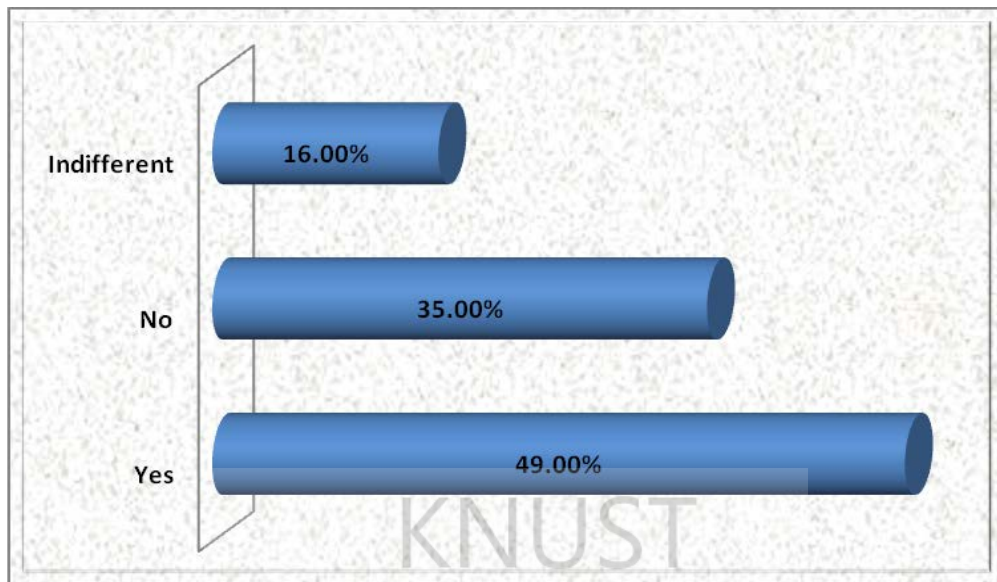
It was observed that 49% of the respondents (49 in absolute terms) indicated that they like their current schedule of work on the account that it provides them exposure into other areas of the operations of GES. Also, it came out those respondents who like their current schedule explained that they now have enough time on their hand, even to the point of doing their own businesses. Furthermore, some other respondents were of the view that they receive the needed allowances or motivation in spite of the stressful nature of their duties.

Table 7: Current Schedule of work

	Frequency		Total	Percentage
	Non Teaching Staff	Teaching Staff		
Yes	11	38	49	49.00%
No	9	26	35	35.00%
Indifferent	5	11	16	16.00%
Total	25	75	100	100.00%

Source: Fieldwork Survey, April 2011

Figure 9: Current Schedule of work



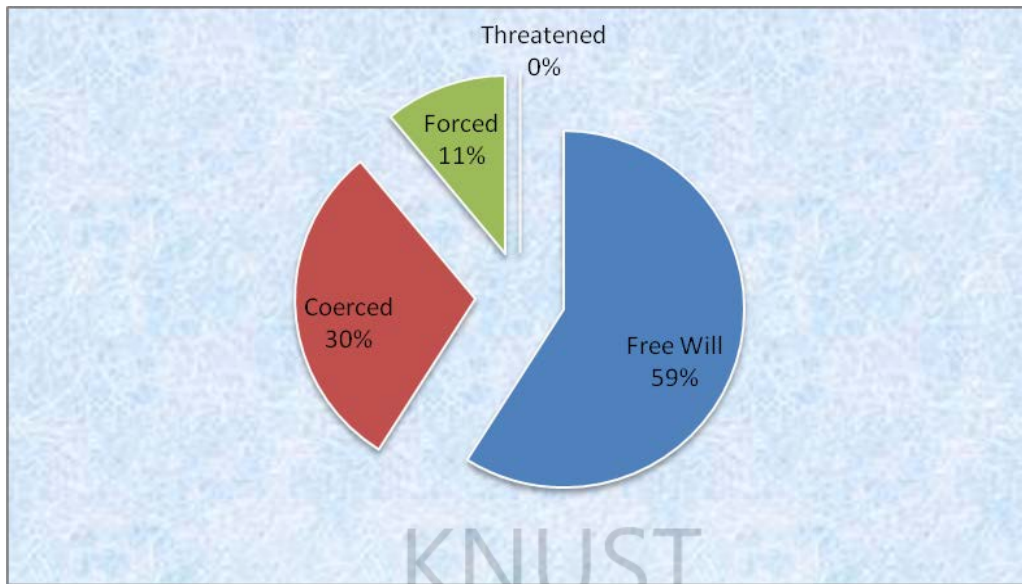
Source: Fieldwork Survey, April 2011

However, 35% did not like their current schedule, while the remaining 16% were indifferent about the situation. Reasons attributed to the dislike ranges from remuneration which does not commensurate the workload to the job being monotonous without much challenges which pushes the respondents to the limit to deliver the best.

4.6.2 Method of extracting the best from staff

The study disclosed that the best (output) is brought out of 59% of the respondents in the course of their duties on their 'free will'; 30% had to be coerced; 11% had to be virtually 'forced'; and none has to be 'threatened' before the best output is brought on board.

Figure 10: Method of extracting the best from staff



Source: Fieldwork Survey, April 2011

The 'free will' respondents explained that they did not need to be pushed into working because they love what they do and the kind of exposure it gives them and advancement it brings professionally. As teachers, by calling, one respondent explained that he simply gets an inner satisfaction by just teaching. For those to be coerced before getting the best from them, simply do not like their job schedules because they feel pressurized into a situation they do not fit.

4.6.3 Well Motivated

On the issue of whether officers are well motivated during the discharge of their duties with minimum supervision, it was discovered that 83% of respondents (83 in absolute terms) are not well motivated under such circumstances; 5% felt well motivated and 12% indifferent to motivational tendencies.

Table 8: Well Motivated

	<i>Frequency</i>		<i>Total</i>	<i>Percentage</i>
	Non Teaching Staff	Teaching Staff		
Yes	5	0	5	5.00%
No	17	66	83	83.00%
Indifferent	3	9	12	12.00%
Total	25	75	100	100.00%

Source: Fieldwork Survey, April 2011

Notable reasons that demotivated staff are ‘large class sizes’ of at least 80 pupils, ‘inadequate teaching aids for the pupils’ and in certain instances the unhygienic environment of the school which have community refuse dumps on their school premises. Other respondents explicitly indicated that their indifference to motivation since they had to make sacrifices on daily basis, yet they had nothing to show for.

On the issue of researching into ‘the two most pursued motivational factors’ under the ambit of the GES, promotion due to exceptional teaching and cash rewards featured prominently. Others were of the view that salary increment and study leave with pay was another point that teachers from both teaching and non teaching staff tabled.

4.6.4 Encouraging factors to perform

The study identified six major factors that encourages staff to maximize their respective performances at the workplace. These factors are Growth prospects, Job Advancement, Responsibility, Challenges, Recognition and Achievements. Table 10 and Figure 12 below provides details.

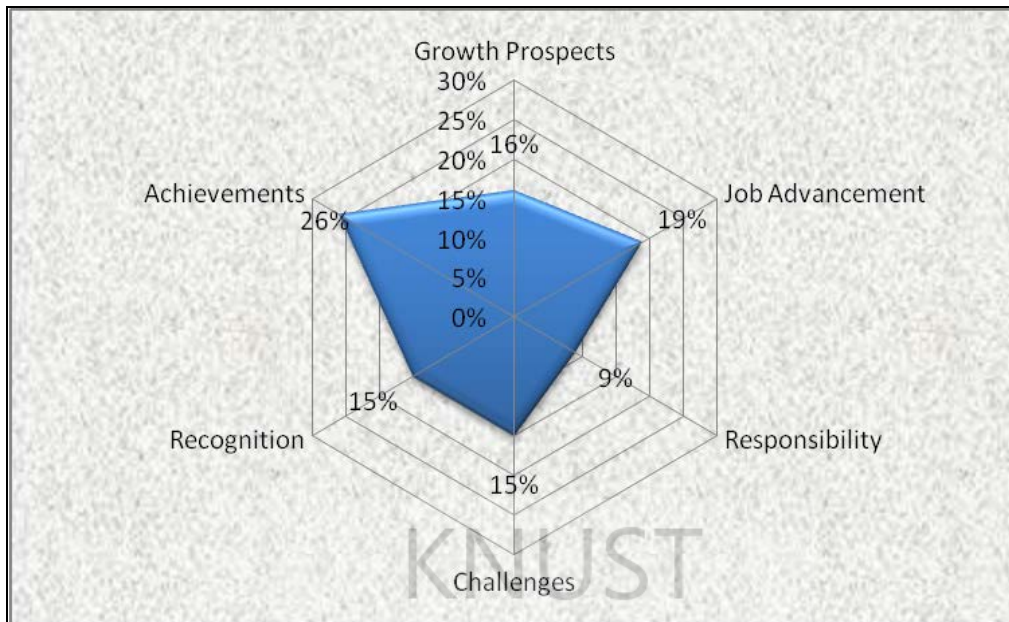
Table 9: Encouraging Factors

Encouragement Factors	Frequency			Percentage
	Non Teaching Staff	Teaching Staff	Total	
Growth Prospects	8	8	16	16%
Job Advancement	9	10	19	19%
Responsibility	0	9	9	9%
Challenges	4	11	15	15%
Recognition	1	14	15	15%
Achievements	3	23	26	26%
Total	25	75	100	100%

Source: Fieldwork Survey, April 2011

‘Achievements’ as an encouraging factor to motivation was highly favoured among the six with 26%; followed by the 19% registered in respect of ‘Job Advancement’; ‘Growth Prospects’ recorded 16%, while ‘Challenges’ and ‘Recognitions’ attaining 15% each and ‘Responsibility’ registering the least among the distribution, i.e. 9%. Management is therefore encouraged to adopt reward systems which will open up more doors for staff to receive achievements as forms of encouragement. There should be opportunities for growth in the prospects for the teacher. So far GES is noted to have introduced systems which seeks to give the opportunities for growth in the job.

Figure 11: Encouraging Factors



Source: Fieldwork Survey, April 2011

Respondents enumerated methods by which GES motivates its staff as in salary increment, award schemes such as best teachers' award, study leave with pay, promotion and allowances among others. It was further noticed that these motivation as mentioned above are packaged in the form of cash prizes, television sets, car loans, car maintenance allowances and promotion out of ten among others.

4.6.5 Satisfaction with motivation package

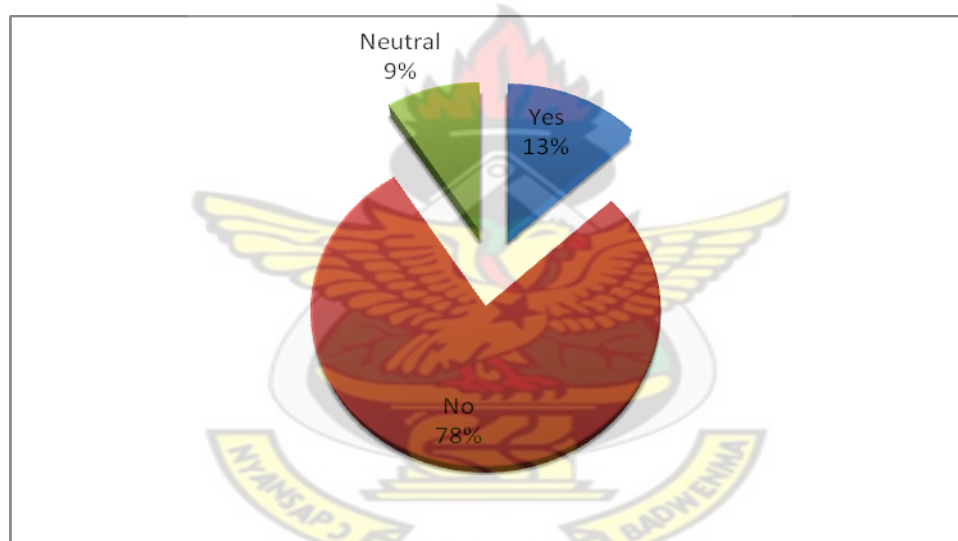
Investigation into whether respondents are satisfied with the motivational packages in the GES revealed that 78% of the respondents dissented with the notion, while 13% assented and 9% were neutral as illustrated in Figure 12 and table 10 below.

Table 10: Satisfaction with motivation package

	Frequency			Percentage
	Non Teaching Staff	Teaching Staff	Total	
Yes	5	8	13	13.00%
No	15	63	78	78.00%
Neutral	5	4	9	9.00%
Total	25	75	100	100.00%

Source: Fieldwork Survey, April 2011

Figure 12: Satisfaction with motivation package



Source: Fieldwork Survey, April 2011

The research showed that over 80% of each of the two main groups, i.e. teaching and non teaching staffs were not satisfied with the motivational packages of GES Obuasi. It is therefore opportune for management of the GES to review the current packages in place so as to meet the needs of the employees of the organization at Obuasi.

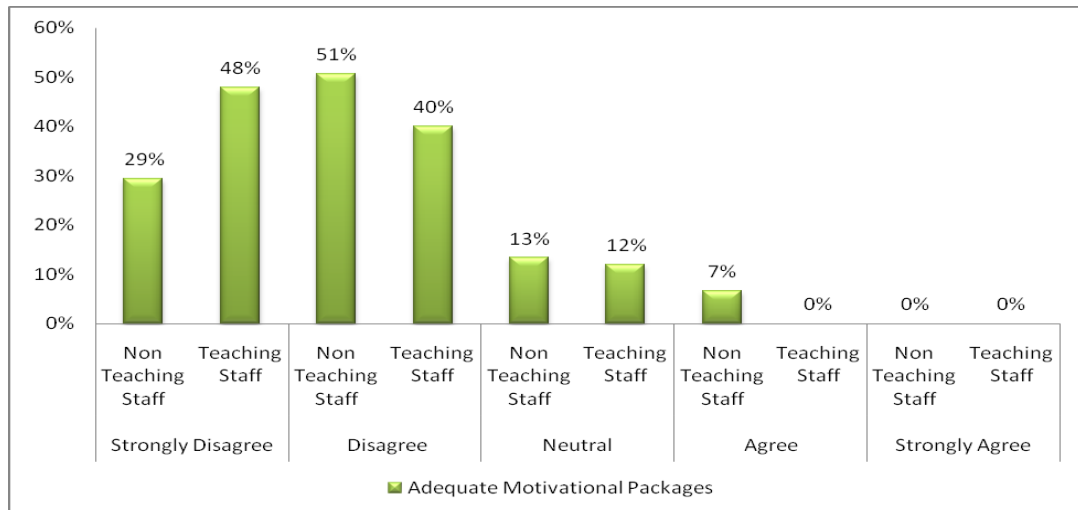
4.6.6 Difficulties in motivating officers in GES

The study showed that the act of motivating GES officials has always met with challenges. Due to the large number of staff (teachers) in the district, the impact of motivating all the officers, especially in monetary terms has met barriers from the Ministry of Finance which is already has complained that over 47% of the Education Ministry's budget is on emoluments; and also, by virtue of the large number motivation impact has been low. Ineffective policy implementation of motivation to the teachers has been another difficulty for the staff. Another challenge is the government's inability to retain staff due to poor service conditions, especially those working in the rural areas.

4.6.7 Motivational Packages

As indicated earlier in paragraph 4.6.5 above, the study provided a hint of the inadequacy of the motivational packages in place at the GES. Further prying had shown a strong disagreement to the notion as depicted in Figure 11a and Table 11 below. The distribution curve skewed more towards the disagreement with an average collective percentage point of over 80% for both non teaching and teaching staff. Management is therefore urged to review the packages once again to reflect the needs of the teachers.

Figure 13a: Adequacy of Motivation

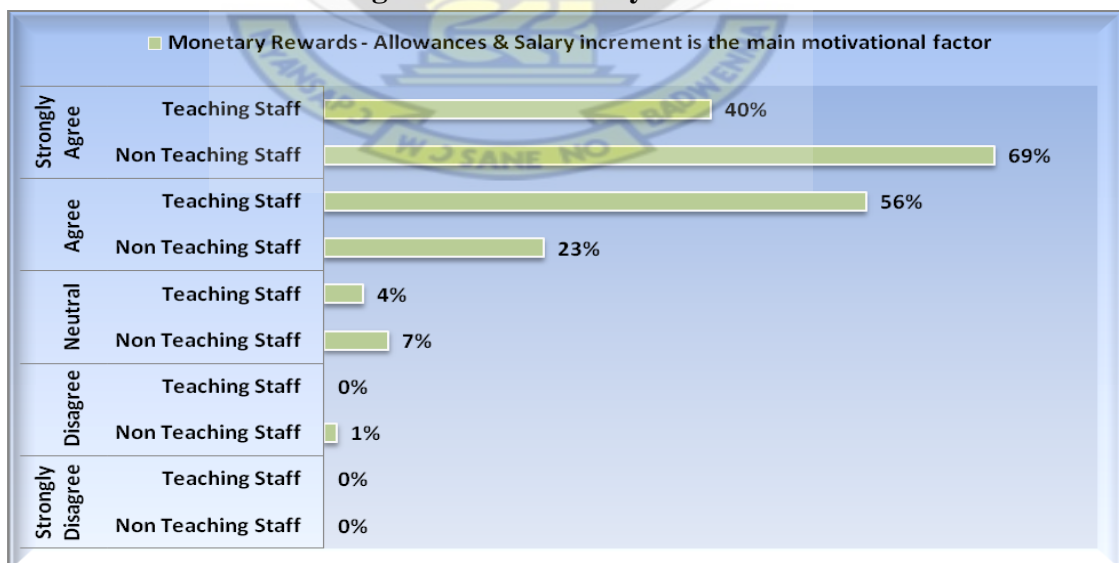


Source: Fieldwork Survey, April 2011

4.6.8 Monetary Rewards

As illustrated in Figure 14b, 'Monetary rewards in terms of allowances and salary increment as the main factor of motivation in GES saw a strong skewness of the distribution curve towards agreeing by the respondents, evidenced by the over 95% aggregate affirmation to the notion for both non teaching and teaching staff

Figure 13b: Monetary Rewards

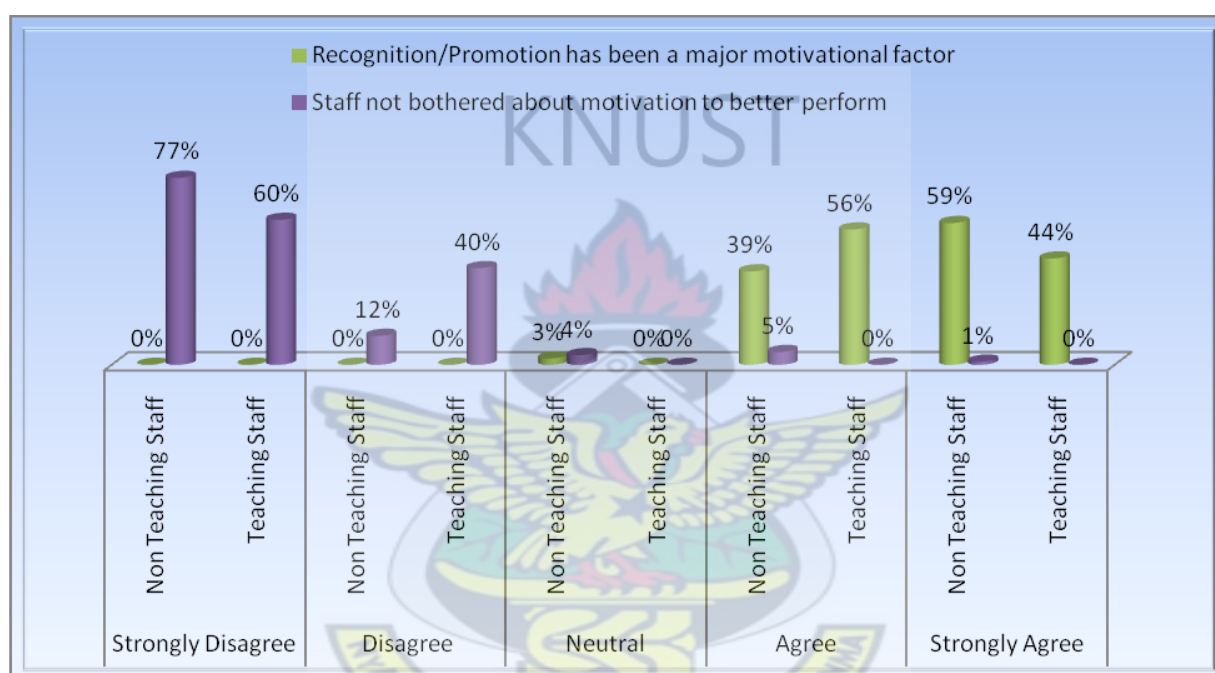


Source: Fieldwork Survey, April 2011

4.6.9 Recognition/Promotion

The study revealed an aggregate of over 90% for both teaching and non teaching staff agreeing to the notion that ‘Recognition/Promotion has been a major motivational factor’ as illustrated in Figure 13c below. Conversely, on the issue of ‘staff are not bothered about motivation to better perform’, the aggregate average response of 70% in dissenting. Thus, the staffs are really concerned about motivation in order to maximize output of GES.

Figure 13c: Recognition/Promotion



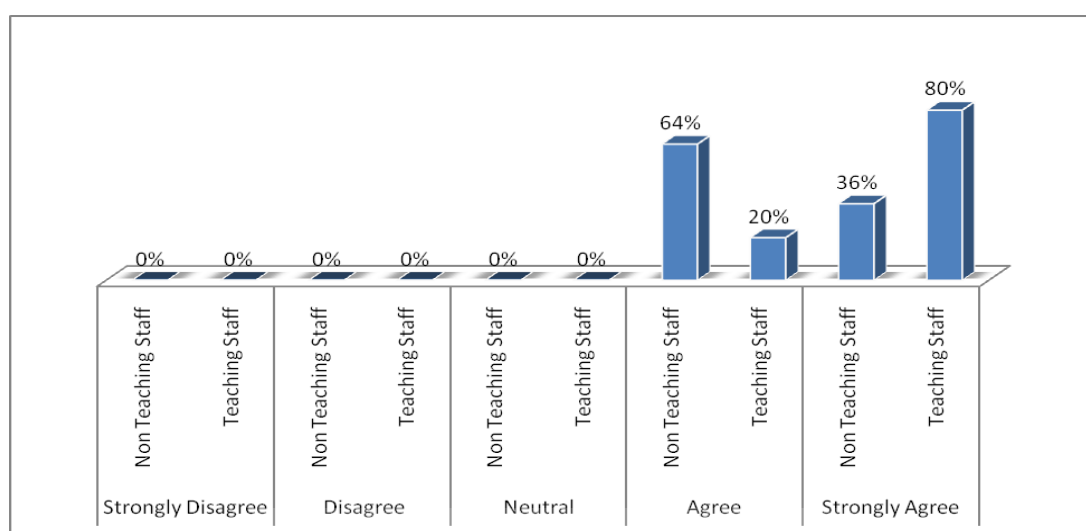
Source: Fieldwork Survey April, 2011

4.7 Performance Measurement & Results Attained

4.7.1 Positive Correlation between Motivation & Output

The study revealed that an overwhelming support to the notion that ‘positive correlation existed between motivation and output. This was confirmed by the fact that 80% of teaching staff and 36% of strongly agree by non teaching staff indicated they agree to the notion of positive correlation between motivation and output. Also, 64% of non teaching staff and 20% teaching staff agreeing to the notion lays more credence to the assertion.

Figure 14a: Positive Correlation between Motivation & Output

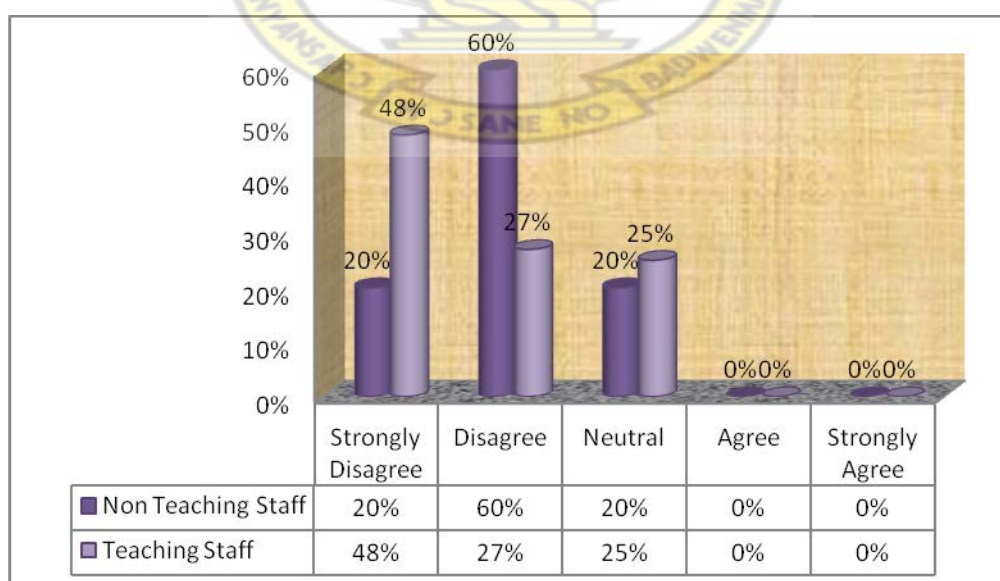


Source: Fieldwork Survey, April 2011

4.7.2 Requisite Resources Available

The response distribution as illustrated by Figure 14b by the Area Chart below, indicates that GES officials dissent to the notion of 'Apart from motivation all requisite resources are available for the attainment of set target'. On the average aggregately, the non teaching staff and teaching staff recorded 80% and 75% respectively with 45% undecided.

Figure 14b: Requisite Resources Available

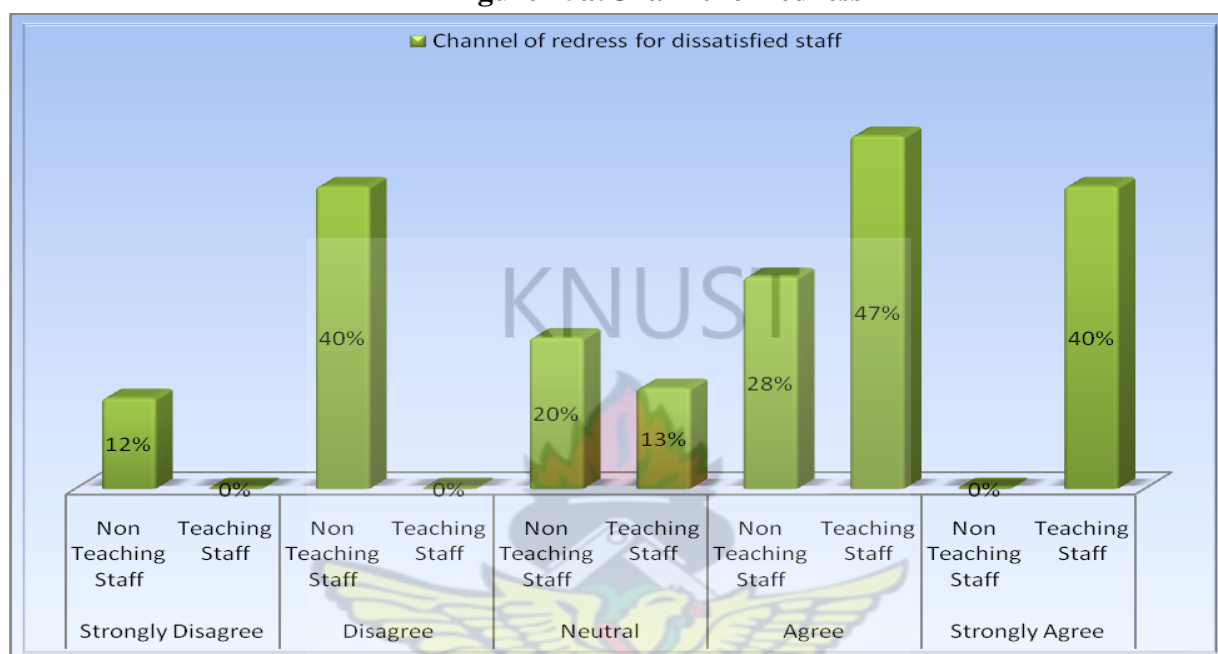


Source Fieldwork Survey April, 2011

4.7.3 Channel of Redress for Unsatisfied Staff

Concerning ‘Channel of redress for dissatisfied staff’, it was detected that there was a split in the response between the non teaching staff and the teaching staff. Aggregately, field officers agreed by 87% while office staff also disagreed collectively by 52% on the same notion.

Figure 15a:Channel of redress



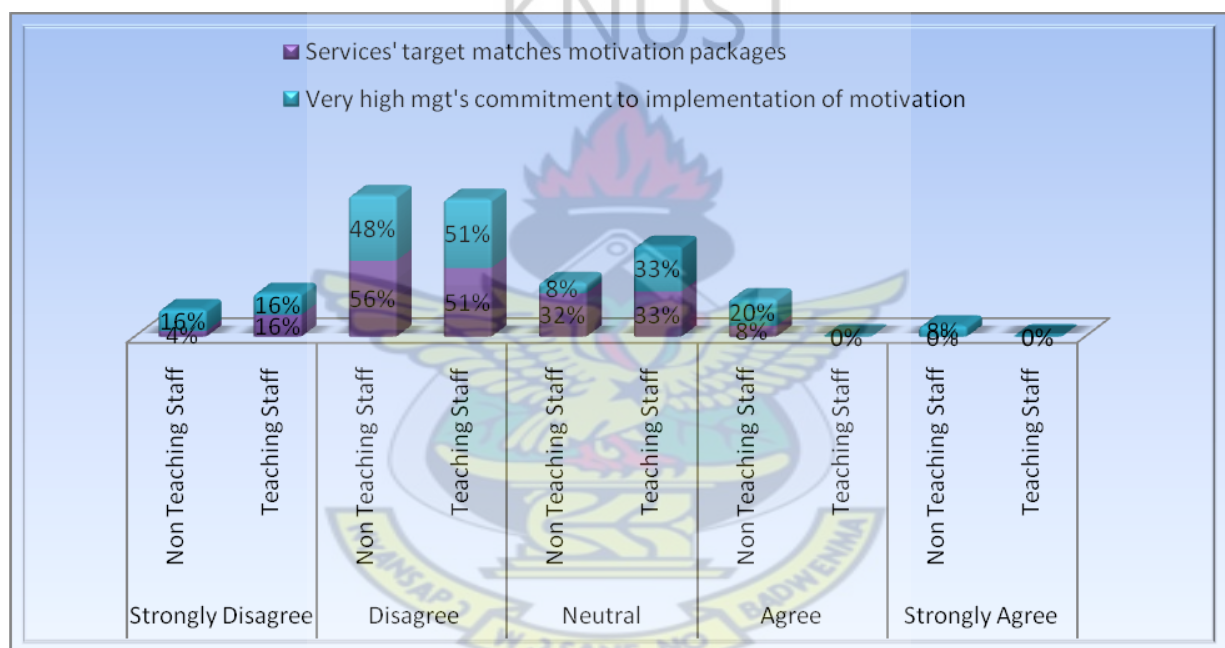
Source: Fieldwork Survey, April 2011

It therefore stands to reason that GES system of redress for field officers is good as against those in the office. It is opportune under the circumstance for management to replicate the teaching staff redress system at the non teaching staff

4.7.4 Services' target matches motivation packages

The research results show an aggregate dissent of 67% and 64% for teaching and non teaching staff respectively, to the assertion that 'the Service's target matches its motivation packages as demonstrated by Figure 12d below. Invariably, the teachers of GES Obuasi were of the opinion that motivation packages are either inadequate or simply unavailable; hence there was no point to benchmark GES's targets with motivation packages, as explained by one senior official of the service.

Figure 15b: Services versus Motivation packages/Commitment to implementation



Source: Fieldwork Survey, April 2011

4.7.5 Management's commitment to implementation

The study showed that the management of the GES were not committed to the implementation of motivation as per certain startling revelations. Research results re-echoed this point by the aggregate 52% and 67% dissenting view on the assertion that 'very high management's commitment to implementation of motivation' respectively by non teaching and teaching staff as illustrated in Figure 15d above.

The research further revealed that in view of management using performance or output as a major motivational criterion for promotion, 99% of both non teaching and teaching staffs who responded revealed that all officers were made to fill appraisal forms. Nonetheless, 75% were skeptical about the objectivity of the current system of appraisals. Prominent among the reasons provided included its dependence so much on the discretion of senior management officials at the regional office in Kumasi.

The research elucidated that the main motivation packages of the GES are promotions, awards of kinds with monetary rewards featuring more strongly as the most preferred; study leaves with pay into any of the public universities has also helped along the way. Currently, the two Labour Unions of Teachers (i.e. NAGRAT and GNAT) are pushing for either or the award of full or partial scholarships for the wards of teachers at least at the High School levels.

The study again demonstrated that the most applied motivation package in the GES is promotions (which registered 88% of the respondents) followed by full scholarships to studies in any of the universities registering 8% of respondents and awards in terms of resources ranging from cooking utensils for those posted to the rural areas to vehicles and in certain monetary rewards (2%). Another 2% of the respondents went in for safety and welfare packages within the service as main motivation package.

In an exclusive interview with officials at the Kumasi regional office, it became clear that the factors that are considered in selecting motivation packages in the GES are basically an outstanding performance in an officer's area of operations, particularly in the classroom and how the said teacher relates to the community. Unfortunately, and more significantly, the

official reiterated that there is a scientific performance measurement system used to determine a higher performer in the service, especially during the determination of 'Best Teachers' Awards' hence there is no room for nepotism, cronyism, and sexual favours. He however, did not rule out the issue of under hand dealing to influence to motivate the wrong personnel at the expense of the right ones.

4.8 Challenges to Performance on motivation

The challenges are serious drawbacks to effective teaching practices in this municipality and for that matter the entire nation. The poor conditions of service of the teacher unquestionably reflect the poor levels of commitment and the lack of professionalism. Other challenges or constraints recognized as those that affect the performance of officers are lack of logistics/resources, inconsistency in strategic decision making and implementation, lack of spirit des corps among the rank and file; and finally paying attention to mediocrity and hero worshipping, particularly the political heads. These constraints have culminated into one major problem, which is high attrition of the service, especially those who have taken study leaves and return to the service where they are ready to work for just about a year due to the poor service condition.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATION AND CONCLUSION

5.0 Introduction

This chapter provides exposé on the summary of the research findings, conclusions drawn from the study and recommendations.

5.1 Summary of Findings

The strategic role played by teachers in the socio-economic development of the country could not be overemphasized, particularly, the Ghana Education Service of the Ministry of Education as a corporate entity cannot divulge itself from the all important concept of motivation. The poor condition of service of teachers, particularly, the appalling infrastructure of the service; and the low level of salaries unquestionably reflects the poor levels of commitment, lack of professionalism; and these can hardly motivate any patriotic Ghanaian to work efficiently; thereby resulting into the appalling academic performances of students in recent times. These and others have lead to the low level of public confidence and respect in the institution and had further resulted in the negative multiplier effects of poor performance, low morale and lack of discipline in the service vis-à-vis the several theories on motivation.

The general objective of the study is to ascertain the extent and/or adequacy of motivation within the Ghana Education Service and its impact on the delivery of teaching in the country; specifically looking at the effectiveness of motivational techniques on the professional performance of teachers within the service, particularly, the Obuasi Municipality of Ashanti Region and determine how motivational tools used by management address the needs of employees.

In order to attain such objective, the following research questions were posed to guide the study: What were the main factors that were considered in selecting motivation packages for teachers? What were the levels of job satisfaction among teachers in the Ghana Education Service? How do the motivational tools used by management and managers address the needs of employees? How do managers' motivations improve teachers' performance? and How do the different behaviours and attitudes of management demotivate employee

A sample size of one hundred (100), comprising twenty-five (25) Office Staffs and seventy-five (75) Field Staff of the target population using the non-probability sampling method of random sampling, specifically the purposive sampling technique to select the six (6) circuits of schools within the targeted area of study. Also, at the schools, stratified random sampling was used to select staffs for the study.

Analysis of the responses to the questionnaire (i.e. Appendix 1) revealed the following:

Demographic Representation

The research revealed that 25% of the respondents were office staff, while the field staff registered the remaining 75%. The research further revealed that the administered questionnaires exhibited a ratio of 1:1.3 with regard to male and female distribution which is an indication of enough evidence of gender balance and a fair representation among all the various categories; albeit, a slight female dominance in the service which lays credence to the assertion that women naturally exhibit patience, empathy and the care for mankind are good teachers.

The study portrayed that 41% of the respondents' ages fell within 31 - 40 years; which is also the modal age group. Twenty-three (23) respondents, resulting to 23% were between the ages of 41 and 50 years; closely followed by 20 – 30 years (i.e. 21%) and 51 – 60 years had 15%, exhibiting a youthful workforce; and rightly so, management would need young and energetic, courteous and intelligent officers in the teaching field. Respondents are classified

within six main ranks of the GES, with the Senior Superintendent I registering 38% representation which also stands as the modal rank of the distribution. Senior Superintendent II and Principal Superintendent registered 25% and 21% respectively.

The least qualification of the both Non Teaching Staff and Teaching Staff is certificate and the highest being postgraduates; the diploma certificate holders formed the modal class with 37%; followed closely by certificates holders with 28%, while first degree holders attained 21% and postgraduates recording 14%. This further showed that there was a strong group of personnel that are trainable and could also be relied upon to act responsibly and professionally. 87% aggregately had been with the GES, Obuasi for more than five (5) years; showing that GES has more experience staff for both office and field work.

Motivational Issues

49% of the respondents (49 in absolute terms) indicated that they like their current schedule of work on the account that it provides them exposure into other areas of the operations of GES. Also, it came out those respondents who like their current schedule explained that they now enough time on their hand, even to the point of doing their own businesses. Furthermore, some other respondents were of the view that they receive the needed allowances or motivation in spite of the stressful nature of their duties.

The study disclosed that the best is brought out of 59% of the respondents in the course of their duties on their 'free will'; 30% had to be coerced; 11% had to be virtually 'forced'; and none has to be 'threatened' before the best output is brought on board. On the issue of whether officers are well motivated during the discharge of their duties with minimum supervision, it was discovered that 83% of respondents (83 in absolute terms) are not well motivated under such circumstances; 5% felt well motivated and 12% indifferent to

motivational tendencies. Promotion due to exceptional teaching and cash rewards featured prominently as the two most pursued motivational factors under the ambit of the GES.

The research showed that over 80% of each of the two main groups, i.e. office and field staffs were not satisfied with the motivational packages of GES Obuasi. Due to the large number of staff (teachers) in the district, the impact of motivating all the officers, especially in monetary terms has met barriers from the Ministry of Finance which is already has complained that over 47% of the Education Ministry's budget is on emoluments. Ineffective policy implementation of motivation to the teachers has been another difficulty for the staff. Another challenge is the government's inability to retain staff due to poor service conditions, especially those working in the rural areas. Monetary rewards in terms of allowances and salary increment as the main factor of motivation in GES and 55% of respondents felt motivated.

Motivation and Performance

A 'Positive Correlation existed between motivation and output as indicated by the 80% of teaching staffs and 36% of strongly agree by non teaching staff indicated they agree to the notion of positive correlation between motivation and output. Also, 64% of non teaching staff and 20% teaching staff agreeing to the notion lays more credence to the assertion. GES officials dissent to the notion of 'Apart from motivation all requisite resources are available for the attainment of set target'. On the average aggregately, the non teaching staff and teaching staff recorded 80% and 75% respectively with 45% undecided. GES system of redress for field officers is good as against those in the office. The top brass of the service do not seem to be committed to the implementation of motivation as per the study's startling revelation of 77% response to that effect.

The research revealed that in view of management using performance as its major criteria for promotion as a motivational factor all officer are made to fill Appraisal Forms, wherein many are skeptical about its objectivity since it still depends on the discretion of senior management officials. The most applied motivation package in the GES is promotions; followed by full scholarships to studies in any of the universities registering 8% of respondents and awards in terms of resources ranging from cooking utensils for those posted to the rural areas to vehicles and in certain monetary rewards; safety and welfare packages within the service area also considered as another main motivation package. There is a scientific performance measurement system used to determine a higher performer in the service, especially during the determination of 'Best Teachers' Awards' hence there is no room for nepotism, cronyism, and sexual favours.

Challenges

The challenges of the GES are serious drawbacks to effective teaching in this country. The poor conditions of service unquestionably reflect the poor levels of commitment and the lack of professionalism. Other challenges or constraints recognized as those that affect the performance of officers are political interferences, lack of logistics/resources, inconsistency in strategic decision making and implementation, lack of spirit des corps among the rank and file; and finally paying attention to mediocrity and hero worshipping.

5.2 Conclusions

In conclusion, the slight female dominance in the service, lays credence to the assertion that women naturally as good teachers patience, empathy and the care for mankind, even though the male could not be left out, thus their strong showing in the distribution, hence a fair gender representation.

The service can boast of a youthful workforce full of energy, courteous and intelligent teachers who are highly educated and well informed and competent in their area of operations; and had attained very rich experience on their respective area of study and tuition.

The study revealed that both office staff and field staff do not like their respective current schedule of work on the account that they do not receive the needed allowances or motivation in spite of the stressful nature of their duties; though some argue that they are happy with their jobs for the simple reason that it offers them new challenges and greater exposure to professionalism. Positive Correlation existed between motivation and output while the top brass of the service do not seem to be committed to the implementation of motivation

Finally, it was obvious that due to the deplorable state of the conditions of GES, Obuasi Municipality should not expect teachers to conjure any magic want to assume a well composed and competent service if the basic amenities which in most of the cases makes teaching easier are not available; thereby not motivating the non teaching and teaching staffs enough would continue to show by the poor results in the BECE and WASSCE examination.

5.3 Recommendations

In view of the findings of the research the following were recommended:

Motivational Issues

All the requisite logistics and modern laboratories and workshops for basic teachings in Basic and High schools in contemporary times should be provided, if government expects to have good results from the BECE and WASSCE examinations. Proper and decent accommodation should be provided for personnel in the rural areas and also, all teachers should enjoy some incentives at least once in year apart from the Best Teachers Award Scheme.

The structure for the implementation of teachers pension scheme should be upgraded.

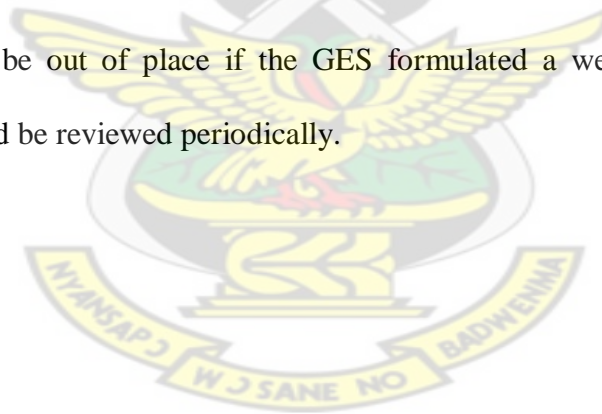
Motivation and Performance

Proper, independent and objective assessments of performance should be conducted before any form of motivation should be extended. Proper reward system whereby outstanding officers are publicly honoured are very commendable; however, intensifying this system of reward with a substantive amount of money, building facilities, scholarship for children and wards to furthering their education to the university would be bring a sense of relief. An important institution as the GES should not wait for public opinion to push them to deliver.

Challenges

Challenges are meant for be surmounted; in that issues of lack of logistics/resources, inconsistency in strategic decision making and implementation, lack of spirit des corps among the rank and file. These recommendations, if implemented, will help improve the work of the GES for the good of the pupil.

Finally, it would not be out of place if the GES formulated a well structured policy on motivation which could be reviewed periodically.



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APPENDIX

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

INSTITUTE OF DISTANCE LEARNING KUMASI

APPENDIX 1: SURVEY QUESTIONNAIRE ON MOTIVATION AND ITS EFFECT ON PERFORMANCE OF TEACHERS IN THE GHANA EDUCATION SERVICE

The purpose of this questionnaire is to evaluate motivation and performance in the Ghana education Service.

A. Personal Details of Respondents

Please tick appropriate box

1.0 Age:

20-30 years ☐

31-40 years ☐

41-50 years ☐

51-60 years ☐

2.0 Sex: Male ☐

Female ☐

3.0 Designation: Teaching Staff ☐

Non Teaching Staff ☐

Please specify your Section.....

4.0 How long have you be in this position.....

5.0 Highest Academic Attainment

Postgraduate ☐

First Degree ☐

Diploma ☐

Certificate ☐

Please specify.....

. **Motivational Issues**

1.0 Do you like your current schedule of work?

Yes ☐ No ☐ Indifferent ☐

Please provide reasons for your answer.

.....
.....

2.0 Which of the following has to be applied before you give out your best at work place?

Free Will ☐

Coerced ☐

Forced ☐

Threatened ☐

3.0 Are you well motivated when you work with little or no supervision?

Yes ☐ No ☐ Indifferent ☐

Please provide reasons for your answer chosen.

.....
.....

4.0 State two motivational factors that is pursued by your organization?

1..... 2.....

Which of the above do you prefer and why?

.....
.....

5.0 What encourages you to perform better at work?

- Growth Prospects ☐
- Job Advancement ☐
- Responsibility ☐
- Challenges ☐
- Recognition ☐
- Achievements ☐

6.0 How are staffs motivated in the GES?

.....
.....

7.0 What forms of motivational packages are available in the GES?

.....
.....
.....

8.0 Are you satisfied with motivational the packages in the GES?

Yes ☐ No ☐ Neutral ☐

Please provide reasons for your answer chosen.

.....
.....

9.0 What have been the difficulties in motivating officers in the GES?

.....

.....

10.0 Please tick the response that best reflects the extent to which you agree or disagree

With each of the following situations.

<i>Situations</i>	<i>Response</i>				
	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
Motivational packages are adequate					
Monetary rewards in terms of allowances and salary increment is the main factor of motivation					
Recognition/Promotion have been a major factor for motivation of staff					
Staff are not really bothered about motivation to perform better					

C. Performance Measurements and Attained Results

1.0 Do you have in place a performance measurement system?

Yes

☐

No

☐

If yes, please state the type and explain management's reasons for opting for such a system.....

If No, please explain why.

.....

.....

2.0 Have your outfit so far been able to attain goals set in the corporate plan and budget statements for the period 2008-2010.

Yes ☐ No ☐

If No, please enumerate your constraints which hover around motivation.

.....

3.0 Please tick the response that best reflects the extent to which you agree or disagree with each of the following situations.

Situations	Response				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
There is a positive correlation between the motivation and output level.					
Apart from motivation all requisite resources are available for the attainment of set target.					
There are channels of redress of staff dissatisfaction of issues on the job.					
The Services' targets matches motivation packages in place					
Management's commitment to the implementation of motivation is very high					

4.0 What is your general impression about the current motivational systems as against the general performance of the GES?.....

.....

5.0 In your own opinion, what do you suggest/recommend to improve the staff motivation for much better performance of the service?

.....

.....

6.0 What are the constraints that affect the performance of the GES?

.....

.....

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Appendix 2: Performance Measurement and Results Attained

	NON TEACHING STAFF											
	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Adequate Motivational Packages	22	29%	38	51%	10	13%	5	7%	0	0%	75	100%
Monetary Rewards-Allowance & Salary increase is the main Motivational Factor	0	0%	1	1%	5	7%	17	23%	52	69%	75	100%
Recognition / Promotion has been the major motivational Factor	0	0%	0	0%	2	3%	29	39%	44	59%	75	100%
Staff not Bordered about Motivation to Better Performance	58	77%	9	12%	3	4%	4	5%	1	1%	75	100%
	TEACHING STAFF											
	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Adequate Motivational Packages	12	48%	10	40%	3	12%	0	0%	0	0%	25	100%
Monetary Rewards-Allowance & Salary increase is the main Motivational Factor	0	0%	0	0%	1	4%	14	56%	10	40%	25	100%
Recognition / Promotion has been the major motivational Factor	0	0%	0	0%	0	0%	14	56%	11	44%	25	100%
Staff not Bordered about Motivation to Better Performance	15	60%	10	40%	0	0%	0	0%	0	0%	25	100%

Source: Fieldwork Survey, 2011

Appendix3: Performance Measurement and Results Attained

	NON TEACHING STAFF														
	Strongly Disagree			Disagree		Neutral			Agree			Strongly Agree		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
Positive Correlation between motivation & output	0	0%	0	0%	0	0%	16	64%	9	36%	25	100%			
Apart from motivation all requisite resources are available	5	20%	15	60%	5	20%	0	0%	0	0%	25	100%			
Channel of redress for dissatisfied staff	3	12%	10	40%	5	20%	7	28%	0	0%	25	100%			
Services target matches motivation packages	1	4%	14	56%	8	32%	2	8%	0	0%	25	100%			
Very high mgt's commitment to implementation of motivation	4	16%	12	48%	2	8%	5	20%	2	8%	25	100%			
	TEACHING STAFF														
	Strongly Disagree			Disagree		Neutral			Agree			Strongly Agree		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
Positive Correlation between motivation & output	0	0%	0	0%	0	0%	15	20%	60	80%	75	100%			
Apart from motivation all requisite resources are available	36	48%	20	27%	19	25%	0	0%	0	0%	75	100%			
Channel of redress for dissatisfied staff	0	0%	0	0%	10	13%	35	47%	30	40%	75	100%			
Services target matches motivation packages	12	16%	38	51%	25	33%	0	0%	0	0%	75	100%			
Very high mgt's commitment to implementation of motivation	23	31%	24	32%	26	35%	1	1%	1	1%	75	100%			

Source: Fieldwork Survey, 2011

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