

**EFFECT OF MOTIVATION ON WORKERS MORALE IN THE GHANA
EDUCATION SERVICE**

A STUDY OF MAMPONG MUNICIPAL EDUCATION DIRECTORATE

KNUST

By

AWUAH KWAKU AUGUSTINE, B.ED ACCOUNTING.

**A Thesis Submitted to the Institute of Distance Learning, Kwame Nkrumah
University Of Science and Technology in Partial Fulfilment of the requirement for
the degree of**

**COMMONWEALTH EXECUTIVE MASTERS IN BUSINESS
ADMINISTRATION**

JUNE 2011

DECLARATION

I hereby declare that, this long essay is my work towards the award of Commonwealth Executive Masters in Business Administration and that, to the best of my knowledge, it does not contain any material previously published by another person or one which has been accepted for the award of any degree of the university, except where due acknowledgement has been made in the text.

Awuah Kwaku Augustine PG3046009

(Student name) (Index Number) (Signature) (Date)

Certified by:

Dr. Kofi Osei Akuoko

(Supervisor) (Signature) (Date)

Certified by:

.....

(Head of Department)

(Signature)

(Date)

DEDICATION

This study is dedicated to my parents, Mr. and Mrs Marfo and to my wife and Children.



ACKNOWLEDGEMENTS

I am grateful to the many individuals who aided in the preparation of this study. Many helpful suggestions and valuable comments have been received from friends, relations and reviewers whose ideas have generously supplied an untold number of insightful thoughts. My intellectual debt to those academics, writers, and Mampong Municipal Education Officers who have blazed new trails in the motivation field (will be obvious to any reader familiar with the literature on motivation). Among those who were especially helpful in the study are: Dr. Kofi Osei Akuoko my supervisor, Samuel Klu, a classmate, Mr. Ibraima Al-Ben Abdalla the Municipal Education Basic Co-ordinator, Rexford Atta-Boakye Junior. I also wish to acknowledge that I adopted the writing styles of Ronald Kiprop Chepkilot of South Africa.

ABSTRACT

Over the years, Government and stakeholders have instituted a lot of the motivational strategies, for example, best worker award, promotions, study leave with/without pay and other allowances to boost the morale of workers. With all the motivational strategies, workers are still complaining. Thus, the study is aimed at finding how far the various motivational strategies have affected the morale of workers in Ghana Education Service. Questionnaire and interviews were used to collect data. The study sought to determine the extent to which the motivational strategies developed by the GES effectively motivates employees in the educational sector. The study established that the level of motivation among the GES workers was extremely low. It was also established that the climate in the education service was not conducive for motivating employees: the indicators were very low salaries; lack of fringe benefits and lack of adequate working tools and equipment. It was further established that the government could no longer afford to make any substantial increases in salaries because the huge number of workers in the sector. In view of the above, this study becomes extremely relevant as it suggests ways of enhancing the levels of motivation in the education service to improve service delivery in the educational sector without allocation of vast financial resources. The study strongly recommends the application of the motivational strategy to enhance the level of employee's motivation and work performance and achieve efficiency and effectiveness in service delivery.

TABLE OF CONTENT

CONTENT

PAGE

Title page

i

Certification

ii

Dedication

iii

Acknowledgements

iv

Abstract

v

Table of Content

vi

CHAPTER ONE: INTRODUCTION

1.1	Background of the study	
1	1.2	Problem statement
	3	

1.3	Objectives of the study	
	4	

1.4	Research Questions	
	4	

1.5	Hypothesis	
	5	

1.6	Significance of the study	
	5	

1.7	Limitation of the study	
	6	

1.8	Organisation of the study	
	7	

CHAPTER TWO: LITERATURE REVIEW

2.1	Introduction	
	8	

2.2	The concept of motivation	
	8	

2.3 Definitions of motivation

9

2.4 Theories of motivation

11

2.4.1 Content Theories of Motivation

12

2.4.1.1 Maslow's Theory of Hierarchy of Needs

13

2.4.1.2 Aldefer's ERG Theory

14

2.4.1.3 Herzberg's Two Factor Theory

15

2.4.1.4 McGregor's Theory X and Y

17

2.4.1.5 Acquired Needs Theory

17

2.4.2 Process Theories of motivation

20

2.4.2.1 Expectancy Theory

20

2.4.2.2 Goal-Setting Theory

21

2.4.2.3 Equity Theory

22

2.4.2.4 Reinforcement Theory

23

2.5 Employment benefits and conditions of service

24

2.6 Role of motivation in the organisation

29

2.7 Problems of motivation

30

2.8 Motivational strategies and approaches in organisation.

33

2.8.1 Recognition of the Good Work Done by Employees

33

2.8.2 Rewarding Employees Adequately and Equitably

34

2.8.3 Training and Development

36

2.8.4 Monitoring, Coaching, Counselling, Programmes

37

2.8.5 Career Development Programmes

38

2.8.6 Job Design

39

2.8.7 Participative Management

40

2.8.8 Setting Goals for Employees

41

2.8.9 Effective Communication

42

2.8.10 Providing a Good Safe Working Environment

43

2.8.11 Providing welfare facilities

43

2.8.12 Providing Adequate Tools and Equipment

43

CHAPTER THREE: RESEARCH METHODS

3.1	Introduction	45
3.2	Profile of GES/Mampong Municipal Educational Directorate.	45
3.3	Research Design	46
3.4	Sampling procedure	47
3.5	Population	48
3.6	Sample Size selection	48
3.7	Sources of data	49
3.8	Research Instrument	49
3.8.1	Methods of Collecting Data	49
3.8.1.1	Questionnaire Design	49

3.8.1.2 Response Rate

50

3.8.1.3 Face-to-Face Interview

51

3.9 Reliability and validity of the measuring instrument

51

3.10 Data handling

52

3.10 Ethical consideration.

52

CHAPTER FOUR: THE RESEARCH ANALYSIS AND DISCUSSIONS

4.1 Introduction

53

4.2 Socio-demographic characteristics of the respondents.

53

4.2.1 Sex of respondents

53

4.2.2 Age of respondents

54

4.2.3	Academic attainment of respondents	
		54
4.2.4	Ranks category of respondents	
		54
4.2.5	Years of Service	
		55
4.3	Receiving motivational packages	
		57
4.4	Benefits and terms of conditions in GES	
		58
4.4.1	Benefits and terms of conditions in GES do not motivate staff	58
4.4.2	Benefits and terms of conditions in GES encourage alternative jobs	
		58
4.4.3	Benefits and terms of conditions allow study leave with pay	
		60
4.4.4	Improving benefits and terms of conditions	
		61
4.4.5	Worker's welfare should be a paramount issue of concern to top management.	
		62

4.5	Roles of motivation in GES	
		63
4.5.1	Motivation in GES not encouraging	
		63
4.5.2	Motivation as a tool to encourage staff to work hard	
		64
4.5.3.	It is necessary for leaders to know the needs of staff before giving to them.	65
4.5.4	Well-motivated staffs have a positive attitude towards work	
		66
4.5.5	Importance of motivation in the service	
		66
4.6	Problems of motivation in GES	
		67
4.6.1	Inadequate financial resources in GES	
		67
4.6.2	Leadership styles in GES	
		68
4.6.3	Low wages as compared to other professionals	
		69

4.6.4	Inadequate fringe benefits	71
4.7	Strategies/Approaches to motivate GES workers	71
4.7.1	Recognise good performance	71
4.7.2	Transport (allowances), hospitals and Staff quarters	72
4.7.3	Ensuring safety in the workplace	73
4.7.4	Providing training, development and advancement (promotion)	74
4.7.5	Providing Counselling services	75
4.7.6	Placing employees in jobs that fit their skills	76
4.7.7	Staff works best with the necessary tools, equipments and facilities	77
4.7.8	Ensuring equitable and fair recognition	79

4.7.9 Goal setting must be SMART

80

4.7.10 Participative Management

81

4.7.11 Effective communication

82

4.8. Testing of Hypotheses:

83

4.8.1 Increased workers morale is a function of effective motivational techniques

83

**CHAPTER FIVE: SUMMARY OF FINDINGS, RECOMMENDATIONS
AND CONCLUSIONS**

5.1 Introduction

86

5.2 Summary of main Findings of the study

87

5.2.1 Benefits and terms of conditions in GES

87

5.2.2 Roles of motivation in GES

87

5.2.3 Problems of motivation in GES

88

5.2.4 Strategies and Approaches of motivation in GES

89

5.3 Summary of Recommendations

90

5.4 Summary of Conclusion

92

REFERENCES

94

APPENDIX: Questionnaire

101

LISTS OF TABLES

Table 3.1 Questionnaire distribution

50

Table 4.2.1 Socio-demographic characteristics of the respondents

56

Table 4.3 Receiving motivational packages in the service.

58

Table 4. 4.1 Benefits and terms of conditions in GES do not motivate staff.

59

Table 4.4.2 Benefits and terms of conditions in GES encourage alternatives jobs

60

Table 4.4.3 Benefits and terms of conditions allow study leave with pay

61

Table 4.4.4 Improving benefits and terms of conditions

62

Table 4.4.5 Workers' welfare should be a paramount issue of concern to top management.

63

Table 4.5.1 Motivation in GES not encouraging.

64

Table 4.5.2 Motivation as a tool to encourage staff to work hard.

64

Table 4.5.3: It is necessary for leaders to know the needs of staff before giving them.

65

Table 4.5.4: Well-motivated staffs have a positive attitude towards work.

66

Table 4.5.1: Inadequate financial resources in GES.

68

Table 4.6.2: Leadership styles in GES do not encourage staff motivation.

69

Table 4.6.3: Low wages as compared to other professionals.

70

Table 4.6.4: Inadequate fringe benefits

71

Table 4.7.1: Recognising good performance.

72

Table 4.7.2: Providing transport (allowances), hospitals and staff quarters.

73

Table 4.7.3: Ensuring safety in the work place.

74

Table 4.7.4: Providing training, development and advancement (promotions).

75

Table 4.7.5: providing Counselling services.

76

Table 4.7.6: Placing employees in jobs that fit their skills.

Table 4.7.7: Staff works best with necessary tools, equipments and facilities.

78

Table 4.7.8: Ensuring equitable and fair recognition and reward of performance.

80

Table 4.7.9: Goal setting must be SMART

81 Table 4.7.10: Participative management

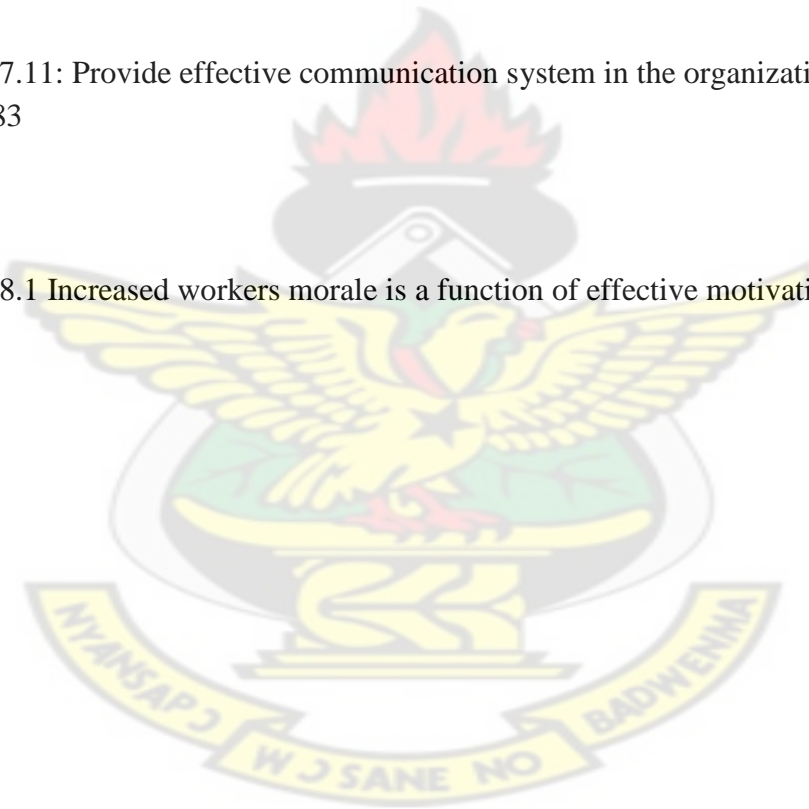
82

Table 4.7.11: Provide effective communication system in the organization

83

Table 4.8.1 Increased workers morale is a function of effective motivational techniques

84



CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Although there is general agreement among psychologists that man experiences a variety of needs, there is considerable disagreement as to which, these needs are and their relative importance. Employee motivation causes one to abandon its own goals for the goals of the organization. As Mullins (1993) has asked, how can an employee be motivated to abandon its own goals for that of the organization's goals? Any person who has followed closely the labour history of Ghana would agree that the real problem facing the workers in Ghana Education Service (GES) is that they are under appreciated. Relatively, they are not paid living wage, and there is no effective social system to see them through their retirement years. This unfortunate condition has negatively impacted on their morale.

There have been a number of attempts to present models of motivation which list a specific number of motivation needs, with the implication that these lists are all-inclusive and represent the total picture of needs. Unfortunately, each of these models has weaknesses and gaps, and we are still without a general theory of motivation. All organisations are concerned with what should be done to achieve and sustain high levels of performance through people.

A lot of theoretical concept, principles and techniques of management have evolved in response to these challenges. In general management authors have tended to view motivation as a key component of the managerial function of leading or directing. In any serious and competitive society workers are one of the tools for economic progress. Their welfare is taken into serious consideration because without a dedicated workforce, an organization crumbles. It is therefore apparent that the issue of motivation on workers

is relevant in managerial function and activities that are aimed at directing the productive effort of the workforce towards achieving organisational objectives. Knotz et al, (1980) hold that management strives to create and maintain an environment that is conducive to the performance of individuals who are working together in groups towards the accomplishment of selected objectives. Nigerian authors Gbadamosi and Adebakin, (1996) state that motivation is an aspect of the behavioural sciences that attempts to answer the question of why human beings behave the way they do.

Herzberg, (1959) as cited in Ott, (1989) had concluded from his studies that achievement; recognition, the work itself, responsibility, advancement and growth are major satisfiers because of their positive influence. More recent studies have advanced on Herzberg's position. While there are studies to support Herzberg's list of satisfiers in his sequence, there are questions as to the position or order of these satisfiers.

Generally, an employee who is motivated will try harder to do a good job than one who is not motivated. The level of performance attained is determined by three interdependent factors; ability, motivation and resources. Ability and motivation are driving forces of behaviour to create the level of performance. For performance level to be high all the factors must be high. If anyone is low or missing, the performance is affected. The limited numbers of salary reviews in Ghana have brought about a situation where there have been persistent expressions of dissatisfaction among workers. These workers include staff of Ghana Education Service who the ordinary man looks at as a member of the noble profession. Over the years, Government and stakeholders have instituted a lot of motivational strategies, for example, best worker award, promotions,

study leave with/without pay and other allowances to boost the morale of workers. However, workers are still complaining. Thus, the study is aimed at finding how far the various motivational strategies have affected the morale of workers in Ghana Education

1.2 Statement of Problem

The current state of affairs in the nation in general as relating to workforce motivation makes it necessary to temper this optimism with caution. “The workers are on strike again.” Over what? “They are asking for another pay raise after the one granted just few months ago.” What more do they want? These statements and comments and many similar ones are reported frequently in the dailies and are commented upon by watchers of development in various industry and service organisations. The questions are often asked as to what workers in general and particular want from their employers. Can there be an end to always asking for increases in wages? Why do workers work and what induces them to give off their best? What are the problems of motivation in GES? These questions are not peculiar to the civil servants or service organisations in Ghana alone.

With all the motivational strategies, for example, best worker award, promotions, study leave with/without pay and other allowances which Government and stakeholders have instituted to boost the morale of workers, workers are still complaining. Thus, the study is aimed at finding how far the various motivational strategies have affected the morale of workers in Ghana Education Service. According to Aseka (2002), many of the problems in the public service could be attributed to low morale in the service. It is in the light of the above that the study offers the basis for exploration of the effect of motivation on workers’ morale in the Ghana Education Service.

1.3 Objective of Study

A research objective is the researcher's version of a problem. Objective explains the purpose of the research in measurable terms and defines standards of what the research should accomplish (Zikmund, 2000). Thus, the main objective of the study was to investigate the effect of motivation on workers, morale in the Ghana Education Service.

The specific objectives of this study are;

1. To find out the conditions of service in G E S.
2. To identify the roles of motivation in the organization
3. To identify the problems of motivation in G E S.
4. To analyse motivational strategies and approaches in G E S
5. To make a policy recommendation on how to improve motivation in G E S.

1.4 Research questions

1. What are the employment benefits and condition of service in Ghana Education service?
2. What are the roles of motivation in the organisation?
3. What are the problems of motivation in G E S?
4. What are the motivational strategies and approaches in G E S?

1.5 Hypothesis

The present study seeks to establish that effective motivational techniques are a function of increased workers morale in Ghana Education Service. Hence the following hypotheses are set;

Null hypothesis;

Ho: μ_i = Increased workers morale is a function of effective motivational techniques.

Alternative hypothesis;

H1: $\mu_j \neq$ Increased workers morale is not a function of effective motivational techniques.

To test the validity of the hypotheses, Mampong Municipal Education Service in Ghana is selected for study. To avoid any ambiguity in dealing with the hypotheses and to organise the survey on sound lines, the objectives of the study are clearly defined as above.

1.6 Significance of the Study

For an organization to survive in the ever-changing competition in the world, it must put in place sound motivational practice but not always to promise in vain. An understanding of motivation concept and the way it is used can support or hinder action and change of action in organizations. Thus, the study examined the effects of motivation on workers morale in Ghana Education Service.

This study would be of immense benefit to policy makers in the human resources functions of the organisations. Also, it may be useful to labour union officials and representative at the negotiation meeting when putting together their “basket of needs” and would be assisted the management in other areas like designing and putting in place

together welfare incentives for the workforce. It may be useful for government officials and establishment personnel responsible for reviewing and updating policies and legislation on worker motivation.

This study would be of significance to the professional institutes for academic purposes. In the same account, it may be served as an impetus to other academics for curriculum development and research work.

1.7 Limitation of the Study

The following were the challenges to the study;

It was the wish of the researcher to extend the work to about five districts but the distance and budgetary constraints made it impossible. The scheduled of the various workers also made it impossible to collect valuable information from them and there were lots of difficulties in getting the data from the workers as most of them feared they would be victimised by the Director or their authorities when they would get the information. However, only 50 questions were received for the research as most of the respondents were unwilling to respond to the questionnaires for study. But utmost care was taken to maintain the quality aspect in the data.

The questionnaire presented the views, perceptions, and beliefs of individuals from unique organizational setting. Hence, the findings were dependent on the information the researcher received from the questionnaire administration. This notwithstanding argued that the study yielded reliable results in describing the phenomenon not yet existent in the literature. Furthermore, the results of the study answered the research questions presented. Hence, the results met the challenges of their validity and reliability.

1.8 Organisation of the Study

The study consisted of five chapters. Chapter one was to address the background of the study, statement of the problem, objective of the study and the research questions, hypothesis, significance of the study, limitations of the study, and organization of the study. The second chapter of the study deals with, the concept of motivation, origin of the motivation, definitions and theories of motivation, employment benefits and conditions of service, role of motivation in the organisation, problems of motivation, motivational strategies and approaches in organisation. The third chapter deals with the research methods that were adopted for the study. The fourth chapter deals with the analysis of data, discussion of findings. The fifth chapter deals with the summary of the study, recommendations and finally the conclusion of the study.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section of the study was primarily focused on different researches and other literatures that focused on several aspects that would help with the progression of this study. Firstly, the concept of motivation, definitions and theories of motivation, role of motivation in the organisation, employment benefits and conditions of service, problems of motivation and motivational strategies and approaches in organizations. This chapter would be attempted to look at how the subject of motivation has evolved over the years and some known literature that have been written and that have relevance to the subject. It may also be made attempted to find out any knowledge gaps that existed in current literature on the subject and how this research could be bridged some of these gaps.

2.2 The Concept of Motivation

Organisations today have realised the importance and the concept of motivation and the role it plays in achieving organisational objectives. As resources increasingly become scarce, organisations seek ways to improve employee productivity without incurring additional costs. Motivation has provided a way for employers to increase employee work performance and commitment to the organisation without spending a lot of resources on their employees (<http://www.employer-employee.com/howtomo.htm> (2011)).

2.3 Definition and theories of motivation

Kreitner and Kinicki (1998), noted that the term motivation is derived from the latin word *movere* which means” to move” and they define motivation as “those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed”. Bagraim (2003) defines motivation as “The force within us that arouses, directs and sustains our behaviour”. Greenberg (1996) supports the above definitions by stating that motivation is “the process of arousing, directing and maintaining behaviour towards a goal.” Robbins (1993) defines motivation as the “willingness to exert high levels of effort toward organisation goals, conditioned by the effort’s ability to satisfy some individual need.” De Cenzo and Robbin (1996) provided a model to explain the process of motivation. (Employee Organisational effort exerted → goals achieved → Individual needs satisfied)

Process of motivation model shows that employee’s effort leads to achievement of organisational goals with resultant satisfaction of individual needs. However, they could be motivated to perform even better if they received rewards such as special bonus awards, or extra time off from work for their superior performances.

Armstrong (1999) explains that motivation can take place in two ways. Intrinsic motivation is self-generated and influences people to behave in a particular way. Intrinsic motivation is internal and includes the feeling that work is important and therefore motivates a person to perform. Extrinsic motivation on the other hand, is brought about by external factors which include praise, promotion, pay and punishment.

Motivation, which has variedly been defined, is an inner drive that causes one to act. It has formally been defined as "a person's inner state that energizes, sustains, and directs

behaviour to satisfy a person's needs" (Milkovich and Glueck, 1985). Employee motivation causes one to abandon its own goals for the goals of the organization. As Mullins (1993) has asked, how can an employee be motivated to abandon its own goals for that of the organization's goals? 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 environmental forces that often triggers these drives;
2. Goal oriented on the part of the individual behaviour is directed towards something;
3. Systems-oriented is 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.

The definitions also show that, there are two types of motivation, extrinsic and intrinsic. A person is extrinsically motivated when the primary source of motivation is to attain a tangible outcome such as a reward, or to avoid a negative outcome such as a punishment. In a work setting, people are extrinsically motivated if the principal reason for their effort at work is paid, positive performance reviews, opportunities for advancement, bonuses and the like. Similarly, people are also extrinsically motivated if the principal reason for the effort at work is to avoid reprimands, poor performance

reviews, poor assignments, and dismissals. Notice that with extrinsic motivation, the source of the motivation is external to the task itself. The tangible outcome we seek, such as a pay rise, is invariably administered (controlled) by someone else. The second type of motivation is intrinsic motivation. People are intrinsically motivated when the principal reason for their effort at work is that they find the work itself exciting, challenging, fulfilling, interesting, and energizing. Further, they get feelings of pride, feelings of achievement, and feelings of accomplishment when working on these tasks. Notice that with intrinsic motivation, the source of the motivation truly “comes from within.” It is not controlled or mediated by someone else.

2.4 Theories of Motivation

There are many competing theories which attempt to explain the nature of motivation. These theories help to explain the behaviour of certain people at certain times. Any theory, which aids in understanding how best to motivate people at work, is useful. Because of the complexity of motivation and the fact that there is no ready-made solution or single answer to what motivates people to work well, all the different theories are important to the manager. The existence of many theories shows that there are many motives which influence people’s behaviour and performance (Mullins, 1996). The first theory to be discussed is Fredrick Taylor (1911) scientific management theory. Taylor believed that the only thing that motivates employees was “more money”. According to him, one had to devise a way of tying the productivity of employees into the way they were paid. Taylor’s approach was later criticised for failing to recognise the complexity of human motivation. People are motivated by many factors, some of which money provides and some of which it does not. The

shortcomings in Taylor's theory led to the research study on motivation referred to as "the Hawthorne studies" by Elton Mayo, (1924). The studies concluded that man was a "social animal" and that basically man was motivated by social factors and not economic factors as suggested by Taylor.

The Hawthorne studies gave rise to the human relations approach to understanding motivation (Lindner, 1998). Some human relations theories explain the subject of motivation in terms of human needs. This school of thought has been referred to as the "need or content school of thought". This school focused on "what" motivates people. Another school of thought looked at motivation as a process - "process school of thought" and they focused on "how" behaviour is motivated (Tosi et al., 1994).

2.4.1 Content theories of motivation

The scientific basis of content theories is the belief that an unsatisfied need creates tension and a state of disequilibrium. To restore the balance, a goal that will satisfy the need is identified and a behaviour pathway that will lead to the achievement of the goal is selected. All behaviours are therefore motivated by unsatisfied needs (Armstrong, 1999). This review focuses on the following content theories: Maslow's hierarchy of needs theory; Aldefer's ERG Theory; Herzberg's two factor theory; McGregor's theory X and Theory Y; and McClelland's acquired needs theory.

2.4.1.1 Maslow's theory of hierarchy of needs

According to Robbins (1998), Maslow's theory is based on two assumptions: That different needs are active at different times, and only needs not yet satisfied can influence behaviour, and that needs are arranged in a fixed order of importance called a hierarchy.

The need to satisfy leads to motivation to work in order to satisfy that particular need. Once that need has been satisfied then there must be an appeal to satisfy the next level of need to again be motivated. Nzuve (1999) indicated that Maslow (1943) identified five categories of needs as follows:

Physiological needs – basic level. These include food, water, sex, sleep and shelter.

These are the needs that must be satisfied to sustain life and they take precedence over other needs. People work to satisfy these very basic needs often catered for by basic wages or salary.

Safety needs – The need for emotional and physical safety includes job security, job stability and safe working conditions.

Social needs – The need for affection and acceptance includes friendship, love, and association in the workplace.

Self-esteem – This includes social recognition, respect, social status, job title, autonomy to make decisions, achievement and attention from others. Maslow explains that self-esteem refers to self respect and respect from others.

Self-actualization – This refers to the need for growth, advancement, creativity and challenges. Maslow, (1943) states that this level is the culmination of all the other needs and represents the pinnacle of self-fulfilment

Maslow's theory has been very influential. However, its main weakness is that it was not verified by empirical research and has been criticised for its apparent rigidity.

2.4.1.2 Aldefefer's ERG theory

Hellriegel, Jackson and Slocum, (1999) stated that Alderfer, like Maslow, looked at motivation from the needs perspective and identified three categories of needs: existence, relatedness and growth. Existence needs are desires for material and physical well-being that are satisfied through food, water, air, shelter, working conditions, pay and fringe benefits. These are similar to Maslow's physiological and security needs combined. Hellriegel et al, (1999) indicate that relatedness needs refers to the desire to establish and maintain interpersonal relationships with other people including; family's friends, supervisors, subordinates and co-workers.

Relatedness needs are similar to Maslow's affiliation needs. Growth needs, according to Hellriegel et al., are desires to be creative and make useful and productive contributions and to have opportunities for personal development. Growth needs, are similar to Maslow's esteem and self actualization needs. Hellriegel et al. also point out that Alderfer's theory contains a satisfaction progression hypothesis as well as a frustration regression process. The frustration regression process occurs when individuals are frustrated in meeting higher level needs, and therefore the immediate lower needs re-emerge to direct behaviour.

Greenberg and Baron (2000) indicate that the ERG theory is supported by research evidence suggesting that although basic needs exist, they are not exactly as specified by

Maslow. Greenberg and Baron add that the two needs theories do not concur about the number of needs and the relationship between them, but they concur that satisfying human needs is an important part of motivation on the job.

2.4.1.3 Herzberg's two factor theory

Fredrick Herzberg as quoted by Tosi et al, (1994) concentrated on satisfaction at the work place. Herzberg's basic tenet is that not being satisfied is different from being dissatisfied. Unlike Maslow, Herzberg's work was based on empirical research. His initial research involved two hundred engineers and accountants. Herzberg went out to organisations and asked people two questions:

1. What is it about the job that really motivates you?
2. What is it about the job that really makes you unhappy and dissatisfied?

Herzberg came to the conclusion that certain factors tended to lead to job satisfaction while others frequently led to dissatisfaction. The factors which led to satisfaction he called motivators and those giving rise to dissatisfaction he termed hygiene factors.

Factors that motivate people include: Responsibility; Achievement; Recognition; Advancement; work itself; and the workers' potential for personal learning and growth.

Herzberg, according to Kreitner and Kinicki (1998) found separate, distinct clusters of factors associated with job satisfaction and dissatisfaction. Job satisfaction was frequently associated with achievement, recognition, characteristics of the work, responsibility and advancement. These were related to the content of the task performed.

Herzberg hypothesised that motivators caused a person to move from a state of no satisfaction to satisfaction and therefore managers can motivate individuals by

incorporating motivators into a job. In addition, Kreitner and Kinicki point out that, Herzberg found dissatisfaction to be associated with the work context or environment, for example, company policies and administration, technical supervision, salary, interpersonal relations with supervisors and work conditions. Hygienic factors are: company policies and practices; technical supervision by the manager; interpersonal relations with the supervisor; the worker's personal life; and physical conditions of the work setting (Kreitner and Kinicki, 1998).

Herzberg also found that a salary hike did not serve as a motivator, but its lack increased dissatisfaction. This is mainly because people feel that they deserve the raise they get and it does not motivate them. Herzberg notes that it takes more than a pay rise and good working conditions to motivate employees. It takes “an enriched job” that offers the individual an opportunity for achievement, recognition, responsibility and advancement (Kreitner and Kinicki, 1998). Herzberg's two factor model has been heavily criticised because no attempt was made to measure the relationship between satisfaction and performance. It has been suggested that the two factor nature of the theory is an inevitable result of the questioning method used by the interviewers. Despite the criticisms, Herzberg's theory has had a tremendous influence on the job enrichment movement. Armstrong (1999) indicates that job enrichment seeks to design jobs in a way that will maximise the opportunities for intrinsic satisfaction in the work and thus improve the quality of working life.

2.4.1.4 McGregor's Theory X and Y

McGregor's Theory X and theory Y are essentially a set of assumptions about human behaviour in the workplace. McGregor saw two noticeable sets of assumptions which are made by managers about their employees. Theory X emphasises and assumes that employees are inherently lazy, requiring coercion and control and avoiding responsibility. It also assumes that employees are only seeking security. This theory substantially agrees with Taylor's scientific theory which emphasises control and extrinsic rewards as ways of motivating workers. McGregor's Theory Y sees workers in a more favourable light. Employees are seen as enjoying work which is considered as natural as rest or play. They do not have to be controlled or coerced so long as they are committed to the organisation. This theory claims that workers will not only accept, but will also seek responsibility (Robbins, 1993).

2.4.1.5 Acquired Needs theory

McClelland, a well known psychologist at the Harvard University, studied employees' behaviour. He used the Thematic Apperception Test (TAT) to measure employee motivation in satisfying various needs and found out that employees craved the need for achievement, the need for power and the need for affiliation (Kreitner and Kinicki, 1998). The acquired needs theory focuses on the diversity of people and is rooted in culture. It assumes that needs are acquired or learned on the basis of our life experiences. When a need is strong, it will motivate the person to engage in behaviour that satisfies that need. Achievement is represented by the drive to excel, accomplish challenging tasks to achieve a standard of excellence. According to this theory some people have a compelling drive to succeed. They strive for personal achievement rather than for the

rewards of success. They have a strong desire to do something better or more efficiently than it has been done before. Individuals high on achievement needs often make good entrepreneurs running their own business (Johns, 1996). Kreitner and Kinicki, (1998) state that the need for achievement is defined by the following desires: to accomplish something difficult; to master, manipulate, or organise physical objects, human beings or ideas as rapidly and as independently as possible; to overcome obstacles and attain a high standard; to excel one's self; to rival and surpass others; and to increase self regard by successful exercise of talent.

According to McClelland, as cited by Robbins (1998) the need for power is the desire to influence and control one's environment. The need for personal or institutional power can be a motivator in organisations. This is the desire to have an impact and to feel that one is in charge. Kreitner and Kinicki, (1998) point out that the need for power reflects an individual's desire to influence, coach, teach, or encourage others to achieve. People with a high need for power, like to work in groups and are concerned with discipline and selfrespect. Kreitner and Kinicki add that there is a positive and negative side to this need. The negative side is characterised by an "if I win, you lose" mentality. On the other hand, people with a positive orientation to power focus on accomplishing group goals and helping employees obtain a feeling of competence.

Kreitner and Kinicki (1998) explain that affiliation is the desire for friendly and close interpersonal relationships. Employees high on this need are likely to gravitate towards professions that involve high levels of interaction with others and tend to work well in teams. They also desire approval from others. In addition, such people prefer to spend

time maintaining social relationships, joining groups and wanting to be loved. Individuals high on this need are not effective managers or leaders because they have a hard time making difficult decisions without worrying about being disliked. Different individuals have different levels of the various needs. Some have a greater need for achievement; others a stronger need for affiliation and still others have a greater need for power. While one need may be dominant, this does not mean that the others are non-existent. McClelland found that the needs were based on cultural background rather than inherent characteristics and could be indoctrinated by means of training and other attitude forming activities (Mullins, 1996). The process of motivation according to need theories model. (Increased tension; Effort Satisfied need; Decreased tension; Functional Vs Dysfunctional tension; Outward behaviour; Goal orientation; Calm state)

The process of motivation model indicates that the process of motivation is initiated by tension caused by a desire to satisfy a need. The tension causes effort (behaviour) to be directed in a particular direction (goal) in order to satisfy the need. Satisfaction results in decreased tension (calm state) in the person. The next sub-section discusses the process theories of motivation.

2.4.2 Process theories of motivation

Process theories are also referred to as cognitive theories because they are concerned with people's perception of their working environment and the ways in which they interpret and understand it. This study focuses on four process theories of motivation,

namely, Expectancy theory; Goal-setting theory; Equity theory and Reinforcement theory.

Armstrong (1999) explains that the process theories are useful in understanding the complexities of human behaviour. They explain why different people have different needs and goals, why individual needs change and how employees change to try and satisfy needs in different ways. The process theories are considered useful to managers than the needs theories because they provide more realistic guidance on motivation techniques (Armstrong, 1999).

2.5.2.1 Expectancy theory

Greenberg and Baron, (2000) indicate that the expectancy theory is based on three different types of beliefs: expectancy, instrumentality and valence. The expectancy theory was originally contained in the Valency–Instrumentality-Expectancy (VIE) theory which was formulated by Vroom. The theory seeks to predict or explain task-related effort, which is perhaps the most comprehensive motivational theory. The VIE theory suggests that motivation is a function of the perceived relation between effort, performance and desirability of consequences associated with performance outcomes. Expectancy is based on the belief that a particular level of effort will be followed by a particular level of performance. Kreitner and Kinicki (1998) observe that Vroom's terminology represents an individual's belief that a particular degree of effort will be followed by a particular level of performance. In other words effort leads to performance expectation. According to Vroom, the following factors influence an employee's expectancy perception: self-esteem; self-efficacy; previous success at the task; help received from a supervisor and subordinates; information necessary to complete the task;

and good materials and equipment to work with. Instrumentality relates to the individuals perception of the probability/chance that a specific level of performance will lead to various outcomes of reward or punishment.

2.4.2.2 Goal-setting theory

Goal theory developed by Latham and Locke cited by Greenberg and Baron (2000) maintains that motivation and performance are higher when individuals have set specific goals. According to Tosi et al. (1994), the thinking here is that motivation is driven primarily by the goals or objectives that individuals set for themselves. It is believed that the goal itself provides the driving force for action. Thus a person with higher goals will do better than someone with lower ones. In addition, the theory states that someone who knows precisely what he or she wants to do, or is supposed to do will do better than someone whose goals are vague. Gordon (2002) observes that goal setting focuses behaviour and motivates employees. As employees receive ongoing feedback on progress towards achieving their goals, their motivation increases and remains high. Kreitner and Kinicki (1998) argue that more recently; goal setting has been promoted through a widely used management technique called management by objectives (MBO). MBO is a management system that incorporates participation in decision making, goal setting and objective feedback. Goal setting has been successful in improving performance because the method directs attention, regulates effort and increases persistence (Kreitner and Kinicki, 1998).

2.4.2.3 Equity theory

Mullins, (1996) notes that equity theory is concerned with the perceptions people have about how they are being treated compared with others. This theory was expounded by J. Stacey Adams. Equity theory states that, people will be better motivated if they are treated equitably and demotivated if they are treated inequitably. In other words equity, fairness and justice in the work place are major factors in determining motivation whereas unfairness is a major source of demotivation. According to Kreitner and Kinicki, (1998) equity theory claims that people are motivated to maintain consistency between their cognitive beliefs and their behaviour. Perceived inconsistencies create cognitive dissonance (physical discomfort), which in turn, motivates corrective action. Kreitner and Kinicki indicate that employees input, (for which they expect a just return) includes education, experience, skills and effort. On the outcome side of the exchange, the organisation provides such things as pay, fringe benefits and recognition. On the job feelings of inequity revolve around a person's evaluation of whether he or she receives adequate rewards to compensate for his or her contributive inputs. The inputs shows what the employees provide in the organisation and the expected outcome for each kind of input. Hellriegel et al., (2001) state that according to equity theory, if people perceive that they are being treated unfairly they are likely to look for justification for the treatment. Failure to find any may cause them to behave in ways that harm the organisation. For example, the organisation may lose the valuable talents of high performers or dissatisfied employees stay on in the organisation may resort to withhold effort which may reduce output or lower quality.

2.4.2.4 Reinforcement theory

Reinforcement theory was formulated by Skinner is based on Skinner's classical experiments (Hellriegel et al., 2001). It shifts emphasis from the employee's underlying needs and cognitive processes to the rewards and punishments in the work environment. The two underlying assumptions of the theory are that human behaviour which is followed by a pleasant consequence is more likely to be repeated. Hellriegel et al, (2001) provide an example of an employee who receives a reward (a bonus, a compliment, or promotion) for superior performance. The employee is likely to continue performing well in anticipation of future rewards. The other assumption is that if the consequence of a particular behaviour is unpleasant (management's disapproval or a demotion), the employee will tend to modify that behaviour.

The four basic reinforcement strategies are:

Positive reinforcement – administration of positively rewarding consequence following desired behaviour.

Negative reinforcement- removal of negative consequences following desired behaviour.

Extinction- withdrawal of positive reward or reinforcing consequences for an undesirable behaviour.

Punishment- administration of negative consequences following undesirable behavior (Ngesa, 2001).

However, Robbins (1998) argues that reinforcement theory ignores the inner state of the individual and concentrates solely on what happens to a person when he or she takes some action. He further argues that because it does not concern itself with what initiates

behaviour, it is not strictly speaking a theory of motivation. However, Robbins observes that it does provide a powerful means of analysis of what controls behaviour. Consequently, it is included in this discussion of motivation.

The different theories discussed provide a framework with which to direct attention to the problem of how best to motivate staff to work willingly and effectively. It is important to note that the theories are not conclusive. They all have their critics or have been subjected to alternative findings which purport to contradict the original ideas. However, the different theories provide a basis for study and discussion and for a review of the most effective motivational style (Mullins, 1996). Kreitner and Kinicki, (1998) argue that motivation theories presents managers with a psychological puzzle because there is no motivation theory that is appropriate in all situations, all the theories are applicable in improving employee effort.

2.5 Employment benefits and conditions of service

Some of the benefits of motivation which have been cited by Robbins (1998), Robbins (2001) and Gordon (2001) include: increase in productivity and efficiency; decrease in tardiness and absenteeism; decrease in opposition to changes being effected for the betterment of the organisation; reduction in friction between workers themselves and between workers and management; improvement in relations and the working climate in the organisation; reduction of wastage and accidents in the work place; reduction in employment turnover; reduction in complaints and grievances in organisation; promotion of teamwork; and support for other workers by motivated employees.

It is important to note that motivation alone does not guarantee good performance and high productivity. The ability (experience and training) of the employee to perform and the availability of opportunity play a crucial role in work performance (Robbins, 1998). Hersey, Blanchard and Johnson (2001) cited by Taljaard (2003) indicate that there are seven factors which influence effective performance: A goal to provide direction; Standards to fulfil expectations; Feedback to provide progress on performance; Means to provide for resources, tools and equipment; Competence in terms of experience, skills, knowledge, qualifications and the right attitudes; Motivation to perform the task; and Opportunity.

The work and living environment for many staff is poor, which tends to lower self-esteem and is generally de-motivating. The only other meaningful benefit which the GES staffs receive is the monthly salary, which is also low. The other benefits offered to the staff on paper which have not being paid are: medical allowance; leave travelling allowance; commuter allowance; responsibility allowance; and risk allowance.

The researcher's observation is that the amount of money paid to G E S staff in respect to the above benefits is low. The medical allowance, the commuter allowance, the staffs are not allowed to import vehicles into the country tax-free, the majority of them are not having their own means of transport and their salaries are also low. Housing is a major issue for nearly all staff.

The research exploring teacher motivational issues in Nigeria shows that teachers are poorly motivated and are dissatisfied with their living and working conditions. The key reasons for this are as follows: Low wages when compared with other professionals;

Low status in the society; Mass promotion of teachers; Lack of career advancement opportunities; High teacher-pupil ratio; Poor work environment; Inadequate fringe benefits; Irregular payment of teacher salaries. According to the literature these conditions are responsible for low teacher morale and the difficulty in attracting and retaining quality personnel into the teaching profession. According to Obanya (1999) this marked the beginning of the teacher motivation crisis in Nigeria, as the public began to look down on those teachers who remained in the classroom as second-string public servants. The growing tendency for school leavers to opt for teaching is only, if they are unable to find other more lucrative public or private sector employment further compounded this problem of lowered professional status (Lawal , 2000).

Opportunities for promotion at work place motivation has been defined as the psychological process that gives behaviour, purpose and direction Kreitner (2005), a predisposition to behave in a purposive manner to achieve specific, unmet needs (Buford, Bedeian, & Lindner 2005) and the will to achieve Bedeian (2006). The different theories of motivation established by (Maslow 1954, Herzberg 1959, McGregor 1960, Porter 1962, Adams 1963, Vroom 1964, McClelland 1965, Locke 1968 and Alderfer 1969) each theory studied different aspects of jobs from which to view motivational factors. The researchers looked at all the theories collectively and explained how they interact.

Smith (1994) stressed that promotion at work place is needed for organizational survival. According to him promotion could be done every two to three years. In addition, Costly and Todd (1999) argued that, an opportunity for gaining promotion from one grade to the other is crucial to workers. Moreover, professionals, whose educational ideologies

are less developed compared to their colleagues rate promotion from one level to the other higher than other job-related factors Evans (1998). Thus highlighting the position of belongingness level of the Maslow's hierarchy of needs. However, promotion of teachers in most developed countries is cumbersome and frustrating Aktinson (2006). The Appointment and promotion of teachers in Ghana Education Service are expected to follow prescribed criteria spelt out in the Conditions and Scheme of Service (Ghana Education Service Council, 2005). The conditions state that, all personnel's of the teaching profession shall be entitled to promotion provided they satisfy the basic requirements. Whether all teachers have the same opportunities for promotion in the service, the conditions and the scheme of service clearly provide a positive response. What is not clear is whether what is stated on 33paper is actually practice in real life situation. It might be possible that some workers fail to gain promotion without clear reasons Laird (2006).Promoting a worker was a significant factor in upgrading a job and pupil's progress (Varlaam et al., 1992 and Evans, 1997). On the other hand if promotion criteria are not implemented properly hardworking staff, who can find jobs elsewhere, may leave or may not performed their duties satisfactory. This may affect performance and hence students passing rate in the subject.

Provision of Incentives. An incentive is any factor (financial or non-financial) that provides a motive for a particular course of action Ellis (2008). Since schools operate in the service sector and they are labor intensive there is the need to give out incentives Bucher (2008) Workers incentive systems have typically centered around two alternatives; intrinsic and extrinsic Arnolds (2000). The importance of school leadership in motivating teachers is also raised by Adams (1999) who argued that “every member

of staff needs to know that somebody else cares about them and their work performance. Adams & Jacobson (2005) stated that, providing incentives in a form of awards, praise, prizes, overtime allowances and extra remunerations enhanced staff performance. However, incentives like study leave with pay, provision of car loans, salary advance are normally given to Ghanaian workers (Eshun-Baidoo, 1987). The question to ask is whether there is fairness and transparency in distribution or whether these measures taken by the government influence the job motivation of GES workers who are still changing jobs and looking for greener pastures. GES workers tasked with work on the time-table and any other co- curricular activities. It is apparent that no worker would continue to work without tangible benefits accruing from the job (Higgins, 2006). This called for the use of different varieties of incentives packages to sustain job motivation. Similarly, Ghana Education Service established a scheme to award prizes to outstanding or deserving workers. Though creditable in principle, the scheme appears to be a source of conflict than motivation for some workers because the criteria used for selecting deserving workers from a pool of over 30,000-35,000 workers in Ghana may not be clear. The indications from most workers are that the criteria for selection are not transparent. Thus, school administrators have to determine the level of workers' motivation and incentives that many workers perceive as rewards needed for their long-term satisfaction Elliot (1999).

2.6 Role of motivation in the organisation

Why do we need motivated employees? The answer is for the survival of the organisation. In the increasingly competitive, rapidly changing world of business, a motivated workforce is a great asset. Motivated employees are more productive,

committed and loyal to the organization, Motivation is key among the factors for effective performance. Tosi, Rizzo and Carroll (1994) indicate that performance is the result of ability and motivation of employees.

According to Kreitner and Kinicki (1998) motivation is necessary, but not a sufficient contributor to job performance. Bagraim (2003) cites the example of the apartheid system in South Africa, which limited the opportunities of the vast majority of the South African people regardless of their motivation and competency. The majority of the South African population was simply never given the opportunity to achieve what they were capable of performing. Bagraim argues that effective performance is a factor of motivation, inherent ability, developed competence and opportunity.

Ability is based on education, experience and training and its improvement involves a long process. On the other hand, motivation can be improved quickly and immediately. Bagraim (2003) emphasises that an effective manager must understand employees and what motivates them, and that high levels of motivation are very important contributors to organisational performance. Highly motivated employees strive to produce at the highest possible level and they exert greater effort than employees who are not motivated. Bagraim adds that the characteristics of motivated employees are: they always want to come to work; they want to be part of teams at work; they are interested in helping and supporting others at work; and they generally exert greater effort in their work and contribute more in the organisation. Tosi et al, (1994) note that the subject of motivation is of interest to psychologists and managers since it is a factor in organisational psychology and human behaviour. As a psychological concept,

motivation refers to the internal mental state of a person, which relates to the initiation, direction, persistence, intensity and termination of behaviour.

2.7 Problems of Motivation

Some of the problems related to motivation have been highlighted by Robbins (1998) Robbins (2001) and Gordon (2001) indicates Motivation is difficult to implement and it is also difficult to know when managers have impacted positively. Motivation is uneven. It has been noted that educated and skilled employees can easily be motivated in comparison with unskilled and uneducated workers; Needs are also uneven and have to be recognised, identified and then satisfied through various types of incentives. Managers may find it difficult to determine what motivates workers; Employees may respond differently to rewards depending on their personal situation at a particular time; There is no one formula for motivating employees or a universal set of principles; Motivation can only be achieved to a limited extent. Workers sometimes have other loyalties away from the organisation; and Motivation is an internal instinct and therefore difficult to control or manage.

Kreitner and Kinicki (1998) quote a motivation expert who argues that there are some jobs for which trying to influence motivation will be irrelevant for performance. There are situations in which ability factors or role expectation factors are simply more important than motivation. The expert indicates that the best predictor of high school grades for example is intellectual endowment, not hours spent on study. In some circumstances, performance is controlled by technological factors and not human motivation.

Meyer (2003) points out that motivation is a difficult concept to understand because: It cannot be measured directly, it can only be inferred by examining behaviour; It can fluctuate in the same individual in response to a variety of factors, which are difficult to recognise and control; and It interacts with a number of behavioural elements but the nature of the interaction is not always known.

Gomez-Mejia and Balkin (1998) note that unfortunately motivation is very difficult to measure. Many employers try to assess motivation with a lot of difficulty. In addition, motivation seems to be much more dependent on context than the ability to perform. Gomez-Mejia and Balkin give an example of a student whose motivation to work hard in class depends to a large extent on whether he or she likes the course content, how much one respects the instructor and how grades are determined. They state that academic ability is fairly stable from course to course, but motivation level is much more variable. Gomez-Mejia and Balkin argue that work situation is as variable as the classroom. How much one likes the job's responsibilities, how one gets along with the supervisor and how one is compensated will all affect the level of effort.

Robbins (1998) argues that some categories of employees present specific challenges in an attempt to motivate. These include: professionals, a diversified workforce, contingent workers and low skilled service workers. Robbins indicates that professionals are typically different from non-professionals because they have a strong commitment to their field of expertise. Their loyalty is often to their profession rather than to their employer. He adds that motivating a diversified workforce is challenging because they

have diversified needs and interests. This calls for a motivation strategy which caters for a wide range of needs. Robbins states that there is no simple solution to motivating contingency (temporary) workers because they do not have job security or stability. Therefore, they do not identify with the organisation or display the commitment that other employees have.

However, Robbins indicates that the prospect of getting permanent employment may motivate temporary workers. He cautions that temporary workers should not be put to work alongside permanent employees on an equity standpoint because permanent workers earn more and get more benefits for doing the same job. The performance of temporary workers is bound to suffer. Robbins suggests that separating such employees or converting all to a variable-pay or skills-based pay plan might help lessen this problem. He points out that it is quite challenging to attempt to motivate low skilled workers who are getting very low wages, because they have little opportunity for increased pay and limited prospects of promotion. He suggests that creating a close and family-like work climate and simply recognising and appreciating their contributions to the organisation will make them perform better.

2.8 Motivational Strategies and Approaches in Organisations

Armstrong (1999) states that organisations are concerned with what should be done to achieve sustained levels of performance through people. He stresses that to achieve the above objective; organisations provide an environment for employees to be self motivated. He affirms that the employees who are motivated work very hard and there is

therefore a need for managers to manipulate the work environment to influence human behaviour and harmonise individual goals with those of the organisation.

According to Armstrong(1999) managers can identify employee needs and endeavour to meet them and in the process motivate employees. The next sub-section discusses the motivational strategies/approaches used by organisation to motivate employees.

2.8.1 Recognition of the good work done by employees

Robbins (2001) notes that recognising employees for the work done is one of the strategies organisations use to motivate employees. He adds that employee recognition programmes express appreciation and approval for a job well done and can be personalised to individuals or groups. Monthly or annual awards are organised for workers nominated by peers and management for extraordinary effort on the job.

Recognition involves congratulating an employee in private for a job well done or sending a handwritten note, an email, or even voicemail to acknowledge positive things employees have done. Employees with a strong need for social acceptance; require the manager to publicly recognise accomplishment. To enhance group cohesiveness and motivation, the organisation can organise a team celebration for success attained. Robbins warns that, in the contemporary competitive situation where resources are increasingly becoming limited, lavish recognition programmes may not be favourable.

However, one of the most well-known and widely used recognition methods is the use of suggestion systems.

2.8.2. Rewarding employees adequately and equitably

Organisations aim at rewarding employees adequately to enable them to satisfy most of their needs. Hellriegel et al. (2001) mention that some organisations align rewards with what employees value and this is determined by asking employees what they value most. Some employees value monetary rewards above everything else, whereas others value work scheduling flexibility and others, training and development opportunities. Hellriegel et al. (2001) point out that organisations must ensure that there is an equitable reward system. Employees must be given sufficient reward for their accomplishments which must also be equitable in comparison with rewards given to other employees with similar performances. This is done to ensure that employees have a fair return for their input into the organisation

De Cenzo and Robbins (1996) note that realising that employees have different needs should indicate that rewards, too, may need to be different. What motivates one individual may not motivate another. As such employers need to use their understanding of employee differences and tailor the reward system to meet the various needs. De Cenzo and Robbins argue that the rewards individuals receive should be viewed as comparable to the effort they have expended. Although perceptions may vary in what is equitable, effort must be made to ensure the reward system used is fair, consistent and objective. Difficult problems emerge when people receive information that other employees in similar jobs receive more money or rewards. The workers will be demotivated because of the perceived inequity.

Surprisingly, money, benefits and working conditions were given a low rating by both men and women. Money to both groups, was not the prime motivator, contrary to the

common belief. According to Taljaard (2003) the respondents in an empirical research on improving job performance by using a non-monetary reward system to motivate low skilled workers in the automotive industry in South Africa, stated that, monetary rewards (salary and wages, annual company performance bonuses and monthly target based incentives schemes) were important for performance. However, they indicated that money was a short-term motivator and that majority of the workers believed that nonmonetary rewards were also necessary to improve job performance and that the rewards should be visible. The respondents regarded the following as necessary for motivation: informal praise from the superior (thank you); formal praise from superior (certificate); symbolic gifts (caps, T-shirts); mention in monthly magazine; employee of the month or year award; and tickets for sporting events, entertainment and visits to holiday resorts.

The above research study, which involved three companies in the Eastern Cape Province of South Africa, established that non-monetary rewards satisfied employee's needs of recognition, growth and responsibility. The study's main recommendations were that remuneration packages should integrate monetary rewards to satisfy the basic needs of employees. The basic needs, according to the study, include clothing, food, shelter and transport. It is imperative that these basic needs are satisfied with monetary rewards. Non-monetary rewards will satisfy those needs that are above physiological needs in the hierarchy of needs and should be included in the reward system Taljaard (2003). Koontz and Weihrich (1988) emphasis that money cannot be overlooked as a motivator whether in the form of wages, piecework, bonuses, stock options, company paid insurances, or

any incentive pay. They argue that money can mean status and power and that economists and most managers have tended to place more.

2.8.3 Training and development

Training and development is also used by many organisations to enhance the motivation of their employees. The availability of training and development opportunities is a motivating factor for employees in the organisation. Beardwell and Holden (1994) indicate that the emphasis on training in recent years has led to many organizations investing substantial resources in employee training and development. The need for training has been precipitated by technological developments and organisational change and the realisation that success relies on the skills and abilities of the employees. This has also been underscored by the rise in human resource management with its emphasis on the importance of people and the skills they possess in enhancing organizational efficiency. Beardwell and Holden add that such human resource concepts as “commitment to the company” and the growth in “quality movements” has led senior management teams to realise the increased importance of training employees and developing a system of lifelong learning. Bagraim (2003) notes that training needs are identified through gaps in skills and knowledge between current and desired performance. Development needs are based on gaps between the current performance and the performance required in future positions. Bagraim further notes that the methods used in training include: formal classroom training; on the job training; coaching; mentoring programmes; temporary assignments; shadow assignments; assignments to project teams for learning; and business management programmes.

Graham and Bennett (1998) maintain that the benefits of training and development include greater job satisfaction on the part of employees which enhances motivation. The acquisition of new skills and knowledge and attitude through training enables the employee to perform more effectively. The positive feedback on good performance as a result of training motivates employees to work even better. According to Carrel, Elbert, Hatfield, Grobler, Marx and Van der Schyf (1998), training and development satisfies personal growth needs and gives employees a sense of achievement and motivation to face new challenges on the jobs. Meyer (2003) argues that there is a direct correlation between ability and motivation. He adds that empirical research has revealed that the higher the level of skills, the greater the level of motivation, and vice versa.

2.8.4 Mentoring, Coaching and Counselling programmes

Mentoring and coaching of employees is a valuable method for inducting new employees into the organisation and motivating them as well. Greenberg and Baron (1995) state that mentoring occurs when an experienced employee (a mentor) advises, counsels and aids the personal development of a new employee. Greenberg and Baron argue that mentors not only pave the way for their employee's job success, but also provide a source of emotional support.

Kreitner and Kinicki (1998) note that some organisations assign new employees with a buddy who can answer questions and help the newcomer learn the ropes. Mentoring and coaching involves providing employees with direction, advice and guidance. It also involves effective listening; furnishing employees with successful role models, showing employees how to complete difficult tasks and helping them maintain high self-efficacy

and self-esteem. Mentoring and coaching create positive feelings among employees towards the organisation because they see that people really care for them as individuals and value their contribution to the organisation. Kreitner and Kinicki add that organisations build stronger bonds within by organising social activities such as picnics and sporting events to encourage new workers to get to know their peers (Kreitner and Kinicki, 1998). Prinsloo (2001) adds that some of the benefits of mentoring are that it provides employees with higher levels of skill and knowledge and elevates the quality of work life.

2.8.5 Career development programmes

Career development programmes are used by organisations to enhance the level of motivation among the employees. According to Greenberg and Baron (1995), career development programmes are systematically designed programmes to assist individuals in managing careers while helping organisations meet their goals. Employee career development programmes enhance employee motivation because the career plans provide the basis for a promising, stable and successful future career in the organisation. Dessler (1994) notes that organisations should be able to assist employees to achieve their full potential and fulfill their dream. He argues that firms that do not cater for the above need, lose their best employees, or drift along with increasingly bitter, unhappy and uncommitted ones.

2.8.6 Job design

Job design is perhaps one of the most widely used strategies in improving motivation in the work place. Job design theories assume that people will work harder and longer if their jobs yield pleasure and satisfaction. Job design involves three concepts: job enlargement, job enrichment and job rotation. Greenberg and Baron (2000) note that a job is enlarged when the employee carries out a wider range of tasks of approximately the same level of difficulty and responsibility as before. Job enlargement attempts to make a job more varied by removing the dullness associated with performing repetitive operations.

Researchers recommend the use of job enlargement as part of a wider approach that uses multiple job design techniques. According to Greenberg and Baron (1995) job enrichment involves giving an employee greater responsibility and scope in decision making and one is expected to use skills not used before. Job enrichment is vertical expansion of the job and entails: increased responsibility; increased participation; increased freedom to workers in deciding about work methods; and feedback on performance to workers.

Kreitner and Kinicki (1998) observe that job enrichment enables the employee to experience achievement, recognition, stimulating work, responsibility and advancement, which are incorporated into the job through vertical loading. This means employees take on chores normally performed by their supervisors

2.8.7 Participative management

According to Robbins (1993) participative management has often been promoted as a panacea for poor morale and low productivity. He states that participative management enables subordinates to share a significant degree of decision-making power with their superiors. This encompasses varied activities such as goal-setting, problem solving, direct-involvement in work decision-making, inclusion in consultation committees, representation on policy-making bodies and selection of new co-workers.

Employee participation in management decision-making can influence both employee job satisfaction and performance by satisfying the need for socialisation and self-esteem. When employees are involved in the decision-making process, they feel that the decisions made are their own and feel personally responsible for carrying them out. Beardwell and Holden (1994) assert that one of the most widely used form of employee involvement method is the Quality Circles (QC). A QC is made up of six to ten employees who hold regular meetings (weekly or fortnightly) during working hours. The principal aim is to identify problems from their area of work and using data collection methods and statistical techniques acquired during training, analyse the problems and devise possible solutions. The proposed solutions are then presented formally to the manager of the section who may decide to implement the QC proposals. Other forms of employee participation include team-working and financial participation.

Beardwell and Holden (1994) explain that team-working is another employee involvement technique used widely in organisations. They emphasize that teams vary in size from seven to ten people or even more and require training to ensure that workers,

team leaders and managers have the requisite skills to enable them to function efficiently.

2.8.8 Setting goals for employees

Setting goal targets enables employees to strive to achieve the goals and therefore gives them direction and expectations. Motivation is enhanced further when employees participate in setting individual goals as well as those of the group (Robbins, 1998). According to Tosi et al. (1994) motivation is driven primarily by the goals or objectives that individuals sets for themselves. It is believed that the goal itself provides the driving force for action. Thus a person with higher goals will do better than someone with lower ones. Tosi et al. adds that, someone who knows precisely what he or she wants to do, or is supposed to do will do better than someone whose goals are vague. Gordon (2002) observes that goal setting focuses behaviour and motivates employees. As employees receive ongoing feedback on progress towards achieving their goals, their motivation increases and remains high. Kreitner and Kinicki (1998) argue that more recently, goal setting has been promoted through a widely used management technique called management by objectives (MBO). They explain that MBO is a management system that incorporates participation in decision-making, goal-setting and objective feedback. Goal setting has shown great success in performance improvement programmes because the method directs attention, regulates effort and increases persistence.

2.8.9 Effective communication

Effective communication channels are also used in organisations to enhance the motivation of employees. Nzuve (1999) defines communication as the “process by

which information is intentionally or unintentionally exchanged between individuals. Specifically, it is the transfer and understanding of meaning”. Nzuve states that communication serves four major functions: control, emotional expression, information and motivation. Communication controls employees by directing them to follow their job descriptions and comply with company policies. Nzuve adds that communication within working groups is a fundamental mechanism by which members express their feelings, release their emotional expression and fulfill their social goals.

Communication also facilitates decision making by gathering and providing the information that individuals and groups need to make decisions. More importantly, communication fosters motivation in the organisation by clarifying to employees what is to be done, how it is to be done, and what can be done to improve performance in the organisation (Nzuve, 1999).

Armstrong (1999) observes that management uses communication to achieve three things in the organisation. First, to get employees to understand and accept what management proposes to do in areas that affect them. Secondly, to obtain the commitment of employees to the objectives, plans and values of the organisation. Thirdly, to help employees to appreciate more clearly the contribution they can make to organisational success and how it will benefit them. Graham and Bennett (1998) point out that from the psychological point of view, communications has an importance which goes beyond the transmission and reception of information.

2.8.10. Providing a good safe working environment

Motivation thrives in a good and safe working environment. A clean environment, which is free from health hazards, promotes motivation. A safe environment free from any danger will make employees secure. The organisations therefore ensure that employees have a conducive environment which enables them to perform. Maintaining a secure environment involves providing employees with job security. It is only when employees feel that their lives are safe and their jobs secure that they can concentrate and perform their tasks to the best of their abilities (Armstrong, 2000).

2.8.11. Providing welfare facilities

Motivation is further enhanced when organisations provide welfare facilities for employees and their families. Such facilities include: Medical Aids; Housing subsidies; Social facilities for example, halls, canteens, play grounds, swimming pools and social clubs; Transport facilities; and Community support towards: schools, hospitals, maintenance of roads, provision of water. Welfare facilities enhance the quality of life of employees and therefore improving their motivation to work.

2.8.12. Providing adequate tools and equipment

Employees will be motivated to perform their tasks better if they have adequate tools and equipment. Provision of modern equipment in the work place will go a long way towards enhancing motivation. The advent of the computer has made life easy in the work place. Equipment and tools using modern technology should be provided to

employees to further improve their performance and to enhance their motivation (Bartoo, 2004).

Motivation as defined by various scholars and management practitioners is a force within people that arouses, directs, exerts and sustains effort towards achieving organisational goals. Motivation is a complex subject. What motivates people varies from individual to individual, which explains the large number of theories formulated in an attempt to understand the concept.



CHAPTER THREE

RESEARCH METHODS

3.1 Introduction

In this part the different techniques used in this research method would be discussed to give explanation of its purpose for the study. This section focused on, Profile of Ghana

Education Service/ Mampong Municipal Education Office, research design, population, sample and sampling technique, sources of data, research instrument, and finally the validity of the instrument.

3.2 Profile of GES/ Mampong Municipal Educational Directorate.

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 NRCD357. The GES Act 1995 (Act 506) consolidated with amendments to the law relating to the establishment of the GES provided the functions of the service to include that: The duties of the service were to provide and oversee basic education, senior secondary education, technical education, special education and teacher training education and to maintain professional standards and the conduct of its personnel. The service was responsible for the implementation of approved national policies and programmes related to pre-tertiary education and also to promote the efficiency and the full development of talents among its members. Again, the service was to register, supervise and inspect private pre-tertiary educational institutions, and also to register teachers and keep an up-to-date register of all teachers in the public system and to submit to the Minister recommendations for educational policies and programmes.

The study covered the schools supervised by GES within the Mampong Municipal Educational Directorate of the Ashanti Region, to access the effect of motivation on workers morale. There were 109 basic schools which have 1090 teaching staff, 4 SHS with 269 workers which consisted of 101 teaching staff and 168 non- teaching staff. 2 colleges of Education with 235 workers made up 78 teaching personnel and 157 non-

teaching personnel and 1 Municipal directorate with 64 workers which consisted of 38 teaching staff and 26 non- teaching staff. In line with this study, to gather the pertinent information, the research was limited in gathering information through a small sample. For this reason, the study cannot be generalised to population that differ from those included in this study. Probable, a larger sample would be increased validity of the study.

3.3 Research Design

Various methods of data collection which have been used in this study have been obtained through the use of questionnaire survey technique and interviews. Survey was chosen as a research technique in this study to investigate the effect of motivation on workers morale in Ghana Education Service. The argument of choosing survey was based on that, survey provides a quick, efficient and accurate means of assessing information about the population. Also it is more appropriate where there is lack of secondary data. Surveys may be further classified by the communication medium used into mail, telephone and personal interview (Emory, 1985). For the constraints imposed by the entire population of the Educational sector could not be studied. On the basis, a careful selected sample size has been chosen to form the basis of investigation. The sampling technique used in this respect was the quota sampling method. This would enabled the researcher screened the various workers, using a defined criteria for the selection of the sample of the population that could be given true and fair view of how the workers were faring with respect to motivation, which should be reflected the entire Educational sector in Ghana. The reason for taking this method was to have a procedure

that ensured that certain characteristics of a population sample would be represented to the exact extend that the investigator desired (Zikmund, 2000).

3.4 Sampling Procedure

Sampling in research refers to as collecting information about some group of people in order to answer the research questions. A sample is a subset of a larger group called population (Fink, 2003). The sampling units for the research were teaching staff and non-teaching staff selected from Mampong Municipal education office, basic schools, senior high schools and colleges of education at Mampong Municipal education directorate. A sampling procedure was used to guide the selection of respondents for the questionnaire. The process involved were identification of the sample frame, determination of appropriate sample size and distribution of the selected sample size to ensure better representation of the population.

The reason behind the determination of the sample frame was to ensure fair representation. In applying this threshold appropriate sampling size was established for this study using quota sampling techniques to ensure that all institutions were equally represented and also all heads of various departments were not left out. Based on this statistical analysis, a total sample size of sixty employees which was selected for the exercise fifty responded. De Vos, Strydom, Fouche and Delport (2002) quoted by Berry (2003) indicated that a study population of between 50 and 100 will require between 32 and 45 respondents.

3.5 Population

The population of the study covered one hundred workers (100) sampled from the Mampong Municipal Educational Directorate as a baseline study. The population were sampled from 4 Institutions. The four (4) Institutions were basic schools, SHS, Colleges of Educations and Education office. Twenty five (25) workers (teaching and non-teaching) were sampled from each of the institution.

The population of the study which covered hundred (100) members of the staff at the municipal directorate of education was a significant proportion of the staff in the Mampong Municipal Educational Directorate and also served as a good sample at the national level.

3.6 Sample Size Selection

In this study, the total sample of sixty (60) workers were selected from the population of one hundred (100) workers sampled from four (4) basic schools, one (1) municipal education office, two (2) colleges of education and four (4) senior high schools at Mampong municipal education directorate. The workers were made up of thirty six (36) teaching staff and twenty four (24) non teaching. Thirty six teaching staff sampled were also made up of classroom teachers, Head of Institutions, Head of Departments, House masters/mistresses' and Schedule Officers. The twenty forty (24) non-teaching staff were Accounting staff, Administrative/Clerical staff, Drivers, Labourers and Watchmen.

3.7 Sources of Data

The information and materials used for this study were assembled from both primary and secondary sources. The method for the collection of data must rightly identify the sources of the data for the purpose of the research on the motivation within the Educational Sector. The primary source referred to first hand information gathered with the helped of questionnaires, interviews, observations etc. The secondary sources were also information retrieved from documentations, books, journals, articles etc.

3.8 Research Instrument

3.8.1 Methods of collecting data.

3.8.1.1 Questionnaire Design

A closed-ended questionnaire was designed for the purpose of this research project. Both quantitative and qualitative research designed methods necessitated to the collection of data were used. Likert-type questions were used, requiring the respondents to assign a rating on a scale that was provided to each item. Wilkinson and Birmingham (2003) stated that this type of questionnaire asks the respondents to tick one area on the rating scale. The respondent was provided with a scale of possible responses (usually five) to the questions, ranging from the attitude measure "strongly agree" to the opposite measure of "strongly disagree". The scale of response on the questionnaire was from strongly agree, agree, undecided, disagree to strongly disagree. . In order to simplify the discussion on the results presented on the tables, 'Agree' and 'Strongly Agree' were combined to become 'Agree', whilst 'Strongly Disagree' and 'Disagree' were combined to become 'Disagree'.

The questionnaire for the study consisted of five component parts. The first part consisted of questions that made it possible for the socio-demographic characteristics to be collected. This part of the questionnaire was intended to elicit information about the sex, age, and working category and employment duration of the respondents. The other part of the questionnaire that contained the dependent variables was divided into four sections. The first section dealt with benefits and terms of condition of service in the GES. The second section also dealt with the roles of motivation in GES. The third section also concerned the problems of motivation in GES, while the fourth section on the strategies and approaches of motivation in GES. Below were a breakdown of how the questionnaire were distributed.

Table 3.1 Questionnaire distribution.

DEPARTMENT	NO OF QUESTIONNAIRES	PERCENTAGE COMPOSITION
Teaching staff	36	60%
Non-Teaching Staff	24	40%
Total	60	100%

Source: Researcher's Survey Design, 2011

3.8.1.2 Response rate

The questionnaires were self administered to the respondents in June 2011. A total of 60 questionnaires were distributed to cover the entire study population. The respondents comprised 36 teaching staff and 24 non-teaching personnel from the various four (4) institutions. The teaching personnel comprised all teachers in the classroom and offices. Non-teaching personnel included accounting staff, secretaries, administrators, watchmen, labourers and drivers. The

respondents were requested to complete the questionnaires 30th June 2011. 50 responses were received representing 83.33% (50 of 60). 10 questionnaires were not received, despite several attempts the researcher made to collect them, while they also gave many excuses.

3.8.1.3 Face-to-face interview:

This is a face-to-face question and answer session between the person asking the questions and the respondents. The personal interviews enable the researcher to clarify a lot of conflicting issues and eliminated misunderstanding and contradictions since it requires the presence of the researcher. The interview was conducted concurrently with the administration of the few self-administered questionnaire.

3.9 Reliability and validity of the measuring instrument

The following measures were used to ensure the reliability and validity of the interview questionnaire: The researcher personally interviewed the respondents/informants and ensured that the interviewees understood the questions, before answering. In order to avoid deviations, a sample of the set survey questionnaire was pre-tested. This was done by conducting initial survey to the four fronts DDE'S zoned into Human Resource, Finance and Administration, Inspectorate and Planning and Statistics. After the respondents have given their answers to the questionnaire that needs amendment. Afterwards, the content of the survey questions was reanalysed to remove the unnecessary questions.

3.10 Data Handling

Statistical Package for the Social Sciences (SPSS) was used to perform descriptive and quantitative analyses. The quantitative analysis employed for this research was based on frequencies, tables, percentages and a pie graph while, the descriptive was based on using the theories to analyse the primary information. The instruments of data collection were tailored from primary source after the researcher had realised their efficiencies and effectiveness to give a positive result on what they meant to measure (research objectives). Interestingly, the content of the instruments aligned with the objectives of the instruments.

3.11 Ethical considerations

The confidentiality of the respondent was respected, since the questionnaire did not require information whereby one could be identified, such as name or staff number. The information obtained was treated confidentially and the respondents' anonymity was ensured, so that he would be more cooperative and prepared to answer questions. Finally honesty with one's professional colleague is of paramount importance. Where the work of another is used or consulted, this must be fully acknowledged to prevent deliberate or inadvertent plagiarism. Full and accurate referencing of all source material was adhered to throughout the study.

CHAPTER FOUR

ANALYSIS AND PRESENTATION OF RESULTS

4.1 Introduction.

This chapter aims to analyse the data collected from the survey done for this research. The study is divided into two parts. The first section 'A' discusses the demographic data of the respondents.

The second part, section 'B' is further divided into four; Benefits and terms of condition in GES, the role of motivation in GES, problems of motivation in GES, the strategies and approaches in GES. Different instruments were used to collect data from the respondents. In the same manner, data collected were analyzed separately from each other for coherent data presentation, interpretation and analysis. Tables were used concurrently with descriptions to present results.

4.2. Socio-demographic characteristics of the respondents

Issues on the demographic data of respondents were not the same throughout data collection. However, efforts were made to present the results on the issues raised in concise manner. In respect of the same issues, responses on sex, age, academic attainment, rank category, and years of service of respondents were sought.

4.2.1. Sex of Respondents

Table 4.2 showed a distribution of the sex involved in the answering of the questionnaires. The ratio of male to female in the respondents' ratio was 32: 18 and a total of 50 in all. The percentage recorded was 64% for males and 36% for the females respectively. There was no specific explanation for the pattern. This pointed to the fact that the information is not gender biased.

4.2.2. Age of Respondents

The staffs were made up of 20 (20-30 years) compared to 30 (31-40+) workers. This implied that ‘all things being equal’ the service had a lot of human resource to sustain its programmes for a longer time. The two groups form a better blend of succession and provided a stream of experienced personnel who may be inculcated with a sustainable organisational culture. The table 4.2 indicated of the facts expressed.

4.2.3 Academic Attainment of Respondents

The ability to study, interpret and apply the requisite rules and regulation regarding any subject depends on the individual’s educational background. Majority (45) of the respondents (90 percent) have qualification beyond middle school living certificate. This implied that this distribution gave fair representation of the target population’s involvement in the work as regards qualification.

4.2.4. Ranks Category of Respondents

The respondents were made up of 35 teaching staff as compared to 15 non-teaching staff. The two groups formed the main composition of workers in GES. It clearly implied that the perspective of the study came from the core group. The table 4.2 was the indicative of the facts expressed.

4.2.5 Years of Service

The respondents' years of work in GES is summarized on the table 4.2.1.1 Majority (36) of the respondents (72 percent) have more than 5 years. This demonstrated to the fact that graduates from colleges failed to stay in the job as most of them were disgruntled about the condition of the service while the service retained long service personnel who have limited job opportunity.



Table 4.2 Socio-demographic characteristics of the respondents

Background of Respondents	Frequency	Percent	Valid Percent	Cumulative Percentage
Male	32	64	64	64
Female	18	36	36	100
Total	50	100	100	
Age of the respondents				

20-25	4	8	8	8
26-30	16	32	32	40
31-35	7	14	14	54
36-40	2	4	4	58
40+	21	42	42	100
Total	50	100	100	
Academic Attainment				
MSLC	5	10	10	10
WASSE/SSSCE/				
Equivalent	10	20	20	30
A-Level	2	4	4	34
HND	3	6	6	40
Degree	24	48	48	88
MBA/MSc	1	2	2	90
Others	5	10	10	100
Total	50	100	100	
Rank Category of workers				
Deputy Director	6	12	12	12
Assistant Director	10	20	20	32
Principal Superintendent	14	28	28	60
Senior Superintendent 1	3	5	5	66
Senior Superintendent	2	4	4	70
Others	15	30	30	100
Total	50	100	100	
Years of service				
Less than 10 years	8	16	16	16
10-20 years	6	12	12	28
More than 20 years	36	72	72	100
Total	50	100	100	

Source: Researcher's Survey Findings; June, 2011

4.3. Receiving motivational packages in the service.

When the question was asked, 'Do you receive motivational packages' 11 of the respondents (22 percent) answered in the affirmative. While 39 (78 percent) of the respondents answered in other way. Those who answered in the affirmative explained that motivational packages they received were; travelling and travel allowance, headship allowance (at most 3 times a year) promotions

and allowances from Non-Governmental Organization when working with them. The responses proved further that, those who received travelling and travel allowances were accountants and those working directly to the money which came into their institutions. The allowances were given to the heads of departments, Head teacher and heads of institutions, but they were not regularly. On the basis of promotions, the respondents said, they were interviewed by the year group. It was not automatic. Some were promoted and others had difficulty in the promotion exercise. Some have stayed the same rank for more than ten years without promotion. This pointed to the fact that most of the workers were treated unfriendly as they have stayed there for longer years without promotion. According to the respondents there should be a mechanism to promote the unfortunate ones who have served for one grade more than ten years. Either by organising a short course for them or supervise their work at their various institutions. Using only thirty minutes short interview to assess one for his promotion was disincentives to GES workers which did not motivate them.

In the nut shell, the information showed that those responded negative outweighed the positive responses which clearly implied that the motivational packages did not cut across to all the workers and also not enough.

Table 4.3. Receiving motivational packages in the service.

Respondents	Frequency	Percent	Valid Percent	Cumulative percentage
Yes	11	22	22	22
No	39	78	78	100
Total	50	100	100	

Source: Researcher's Survey Findings; June, 2011

4.4. Benefits and terms of conditions in GES.

4.4.1. Benefits and terms of conditions in GES do not motivate staff.

The data gathered revealed that benefits and terms of condition in GES do not motivate staff to work hard as majority (37) of the respondents (74 percent) agreed, while 13 respondents (26 percent) disagreed. According to the respondents even though conditions such as study leave with pay, maternity leave, promotions and others were in place to motivate staff in GES. The data gathered indicated that much more need to be done to motivate staff. Benefits such as housing, vehicles on hire purchase, scholarship for the wards of staff, salary advance, prompt processed of upgrading and promotions, etc may be instituted to motivate staff.

Table 4. 4.1 Benefits and terms of conditions in GES do not motivate staff.

	Frequency	Percent	Valid Percent	Cumulative Percentage
Strongly Agree	27	54	54	54
Agree	10	20	20	74
Undecided	2	4	4	78
Disagree	7	14	14	92

Strongly Disagree	4	8	8	100
Total	50	100	100	

Source: Researcher's Survey Findings; June, 2011

4.4.2 Benefits and terms of conditions in GES encourage alternatives jobs

Table 4.4.2 showed respondents opinion on the benefits and terms of condition in GES that encourage staff to seek alternative jobs. 39 respondents (78 percent) agreed. This indicated that benefits and terms of conditions of GES encourage staff to seek for alternative jobs. This confirmed what Ogutu (2004) stated that poor remuneration has been cited as the major cause of brain drain in Africa. Although the continent produces the best brains, it easily loses them to other countries where terms of work are better. The continent is good at training, but not retaining.

Table 4.4.2 Benefits and terms of conditions in GES encourage alternatives jobs

	Frequency	Percent	Valid Percent	Cumulative Percentage
Strongly Agree	27	54	54	54
Agree	12	24	24	78
Undecided	2	4	4	82
Disagree	6	12	12	94
Strongly Disagree	3	6	6	100
Total	50	100	100	

Source: Researcher's Survey Findings; June, 2011

4.4.3 Benefits and terms of conditions allow workers study leave with pay

11 of the respondents (22 percent) agreed that, benefits and terms of conditions allowed workers to get study leave with pay. Respondents who agreed explained that, they applied for study leave with pay and granted for them. 28 of the respondents (56 percent) disagreed, and their explanations were that, they applied for study leave with pay but they were rejected on the grounds that the course offered them was not classroom subject. This pointed out that although the benefits and terms of condition grant staff study leave with pay. However, the policies and procedures regulated before granting them rather breed unfairness thereby making them de-motivated.

Table 4.4.3 Benefits and terms of conditions allow study leave with pay

	Frequency	Percent	Valid Percent	Cumulative Percentage
Strongly Agree	7	14	14	14
Agree	4	8	8	22
Undecided	11	22	22	44
Disagree	17	34	34	78
Strongly Disagree	11	22	22	100
Total	50	100	100	

Source: Researcher's Survey Findings; June, 2011

4.4.4 Improving benefits and terms of conditions

The need to improve every benefits and condition is paramount for progress at workplaces. This was depicted in the table 4.4.4 where majority (45) of the respondents (90 percent) agreed that benefits and terms of condition of serve should be improved. According to the respondents the living environment for many workers in GES was poor, which tend to lower self-esteem and was generally de-motivating. Some of the Schools in the municipality lack basic amenities such as pipe-borne water and electricity, staff rooms, and toilets. Housing was a major issue for nearly

all teachers. It was imperative for stakeholders of GES to demonstrate a sense of good leadership by putting in active measures to improve on the existing conditions in order to promote selflessness amongst staff at work.

KNUST

Table 4.4.4 Improving benefits and terms of conditions

	Frequency	Percent	Valid Percent	Cumulative percentage
Strongly Agree	36	72	72	72
Agree	9	18	18	90
Undecided	1	2	2	92
Disagree	2	4	4	96
Strongly Disagree	2	4	4	100
Total	50	100	100	

Source: Researcher's Survey Findings; June, 2011

4.4.5 Workers' welfare should be a paramount issue of concern to top management.

Another statement was also made on the issue of workers' welfare may be a paramount concern to top management. Table 4.4.5 showed that 44 respondents (88 percent) agreed. The respondents said that, when stakeholders of education provided welfare facilities such as medical aids, housing subsidies, transport facilities, and community support towards; schools, hospitals, maintenance of roads, provision of water for employees and their families it enhanced the quality of life of employees and therefore improving their motivation to work. This pointed out that worker's welfare at work place should be a concern to all stakeholders of education.

Table 4.4.5 Workers' welfare should be a paramount issue of concern to top management.

	Frequency	Percent	Valid Percent	Cumulative percentage
Strongly Agree	40	80	80	80
Agree	4	8	8	88
Undecided	1	2	2	90
Disagree	3	6	6	96
Strongly Disagree	2	4	4	100
Total	50	100	100	

Source: Researcher's Survey Findings; June, 2011

4.5. Role of Motivation in GES

4.5.1 Motivation in GES not encouraging.

Table 4.5.1 showed respondents opinion on the motivation in GES not encouraging. Majority (46) of the respondents (92 percent) agreed, while only 4 of the respondents (8 percent) disagreed. This implied that motivation in GES was not encouraging to most of the respondents, and it should be improved. The benefits which were provided in other organisations, for example, bonuses, profit sharing and stock options were not found in the GES, while workers work under very difficult situations. According to the respondents, inadequate funds, delay in releasing funds to the district and its allocation to the various institutions usually demoralised the

workers of GES to the extent that there was no urge for them to strive to increase their output. This pointed out that allowances were not paid or untimely paid and poor remuneration for the entire GES workers did not motivate them to perform as expected. This confirmed what Ciucci (2004) stated that employees should be adequately rewarded and not just given some remuneration.

Table 4.5.1 Motivation in GES not encouraging.

	Frequency	Percent	Valid Percent	Cumulative percentage
Strongly Agree	37	74	74	74
Agree	9	18	18	92
Undecided	2	4	4	96
Disagree	2	4	4	100
Total	50	100	100	

Source: Researcher's Survey Findings; June, 2011

4.5.2 Motivation as a tool to encourage staff to work hard.

The researcher wanted to determine whether motivation served as a tool to encourage staff to work. The data gathered on the table 4.5.2 showed that 45 of the respondents (90 percent) agreed, while 5 of the respondents (10 percent) disagreed. It can be depicted that majority of the respondents supported training of managers in motivational skills as Wellman (1996) concurred with and indicated that for employees to have motivation, managers must motivate them.

Table 4.5.2 Motivation as a tool to encourage staff to work hard.

	Frequency	Percent	Valid Percent	Cumulative percentage
Strongly Agree	37	74	74	74
Agree	8	16	16	90

Disagree	3	6	6	96
Strongly Disagree	2	4	4	100
Total	50	100	100	

Source: Researcher's Survey Findings; June, 2011

4.5.3. It is necessary for leaders to know the needs of staff before giving to them.

The data collected showed that 44 of the respondents (88 percent) agreed that it was necessary for leaders to know the needs of staff before giving to them. 6 of the respondents (12 percent) disagreed. According to the respondents before stakeholders of GES may be motivated its workers well, they have to know what their workers needed before giving to them. This confirmed what Bagraim (2003) emphasised that an effective manager must understand employees and what would be motivated them, and that high levels of motivation were very important contributors to organisational performance. It also fulfilled De Cenzo and Robbins (1996) statement that employees have different needs and indicated that rewards too, may also be different.

Table 4.5.3 It is necessary for leaders to know the needs of staff before giving them.

	Frequency	Percent	Valid Percent	Cumulative percentage
Strongly Agree	20	40	40	40
Agree	24	48	48	88
Undecided	3	6	6	94
Disagree	2	4	4	98
Strongly Disagree	1	2	2	100

Total	50	100	100	
-------	----	-----	-----	--

Source: Researcher's Survey Findings; June, 2011

4.5.4 Well-motivated staffs have a positive attitude towards work.

The responses on table 4.5.4 showed that well-motivated staffs have a positive attitude towards work. Majority (48) of the respondents (96 percent) agreed. The results indicated that a very productive organisation had its secret to the fact that their workers were well motivated. Leadership must therefore be seen motivation as the tool for productive results. This also confirmed what Bagraim (2003) emphasised that an effective manager must understand employees and what motivates them, and that high levels of motivation are very important contributors to organisational performance.

Table 4.5.4 Well-motivated staffs have a positive attitude towards work.

	Frequency	Percent	Valid Percent	Cumulative Percentage
Strongly Agree	36	72	72	72
Agree	12	24	24	96
Undecided	1	2	2	98
Disagree	1	2	2	100
Total	50	100	100	

Source: Researcher's Survey Findings; June, 2011

4.5.5 Importance of Motivation in the Service

A question was asked to ascertain why motivation is important in the service. Some of the responses from the respondents were; to encourage staff to work with free will, to ensure

productivity and allows workers to put off their best in the service, to encourage workers to work harder, to amplify productivity, to serve as a driving force, to sustain the worker's interest, to serve as a tool that enable workers to work diligently with little or no supervision, to boost the morale of staff to give off their best, to encourage staff and management to work and achieve goals in every institution, to give workers power to work hard, to rekindle workers desire to work harder to improve upon standard and to bring out the best in employees.

All what the respondents said revealed that they understood what motivation could be done for the service, and when it had utilised well the service human resources may be fully used, but the opposite was the case.

4.6 Problems of motivation in GES

4.6.1 Inadequate financial resources in GES.

The data gathered revealed that GES was not able to pay the allowances of their workers. The workers worked for several months without remuneration. Allowances and other remunerations which were not paid on time sometimes demoralised workers to give off their best. According to the respondents inadequate funds to undertake various activities by officers in GES killed their initiative and ingenuity. From the table 4.6.1. 38 of the respondents (76 percent) agreed and 9 of the respondents (18 percent) disagreed. This depicted why most workers pretended to work as their employers failed to satisfy them. This also in supported of what according to Maslow's theory cited by Greenberg and Baron (2000) that people would not worked well if their needs have not been met.

Table 4.6.1 Inadequate financial resources in GES.

	Frequency	Percent	Valid Percent	Cumulative Percentage
Strongly Agree	21	42	42	42
Agree	17	34	34	76
Undecided	3	6	6	82
Disagree	9	18	18	100
Total	50	100	100	

Source: Researcher's Survey Findings; June, 2011

4.6.2 Leadership styles in GES do not encourage staff motivation.

According to the respondents, one of the problems which have bedevilled the Ghana Education Service was the political interference by the political leaders. They said, political leaders did not seem to fully understand their role in the running of government ministries and other public organisations which fall under their ministry. They added that basically the role of a minister is to formulate policies and the role of public servants is to implement these policies and run the daily operations of the ministry. This concluded what Warrior (2004) asserted that the public servants lived in fear of government ministers who interfered with the running of their ministries as they tried to seek favours for themselves and their political supporters. Warrior added that the public servants lived in constant fear of being suspended from work. This pointed out that most of the directors, heads of institutions, heads of departments and managers were feared of

demotions. They were toothless dogs and always followed them to implement what they wanted, whether good or bad.

The comments from the respondents also indicated that, some management styles tend to be authoritarian with limited participation, delegation, and communication with respect to major institutional management functions. Workers subjected to these types of management regimes feel like ‘we are treated as children’. The extent to which workers grievances were addressed was also a key issue.

The responses from the respondents were summarised on the table 4.6.2 which showed that majority (40) of the respondents (80 percent) agreed. The information suggested clearly that the leadership style influenced the organisational culture and the employees’ interest at the job.

Table 4.6.2 Leadership styles in GES do not encourage staff motivation.

Strongly Agree	18	36	36	36
Agree	22	44	44	80
Undecided	3	6	6	86
Disagree	6	12	12	98
Strongly Disagree	1	2	2	100
Total	50	100	100	

Source: Researcher’s Survey Findings; June, 2011

4.6.3. Low wages as compared to other professional

According to the respondents, workers in GES were seen to be among the low income earners as compared to other professional bodies. The data gathered on the table 4.6.3 showed that majority (45) of the respondents (90 percent) agreed. This gave an indication that the society in event looked down to

workers in GES because the society where they came across knew that, staff in GES took low wages and therefore gave them little respect as compared to other professionals.

According to them the most basic element of motivation in an organisation was the salary which a worker took home. This was in accordance with Maslow's hierarchy of needs theory. Salary helped to satisfy the very basic needs of an individual which included food, clothing and shelter (Johns, 1996). The salaries paid to educational sector workers in Ghana were extremely low and hardly motivated them. The incidences of industrial unrest were a clear indication of the magnitude of the problem of low wages. The respondents said that, the economic incentive from the employer to the employees were the payment of salary for job done, and getting a good salary or wage was the major expectation from most workers. This pointed out why some people left GES to other attractive jobs when their qualifications permitted them to do so. Some of the respondents' also argued that, pay /salary or wage was often perceived as a retention factor for workers. They stated that, the belief of paying employees enough money would be ensured that they did not leave the job came partially from the equity theory of motivation which assumes that individuals were satisfied if they felt justly compensated for their efforts and accomplishments. The respondents said that since they were not well paid, that was why most people felt uneasy to be part of the profession and looked for better paid jobs

Table 4.6.3 Low wages as compared to other professionals.

	Frequency	Percent	Valid Percent	Cumulative Percentage
Strongly Agree	29	58	58	58
Agree	16	32	32	90
Undecided	4	8	8	98
Disagree	1	2	2	100
Total	50	100	100	

Source: Researcher's Survey Findings; June, 2011

4.6.4 Inadequate fringe benefits

A statement was made to ascertain if there were inadequate fringe benefits in GES. From the table 4.6.4.1 showed that, 42 of the respondents (84 percent) agreed, while 4 of the respondents (8 percent) disagreed. The results indicated that even though in GES there were fringe benefits but the results showed that more need to be done to allow staff to be given as they progressed. The benefits which the GES workers have to receive were the housing allowance, medical allowance, leave travelling allowance, commuter allowance, over time allowance, vehicle/motor/bicycle allowance, guide and tools allowances. The researcher's observation was that the amount of money paid to GES workers in respect to the above benefits were very low and they were not coming at all to motivate them.

Table 4.6.4 Inadequate fringe benefits

	Frequency	Percent	Valid Percent	Cumulative percentage
Strongly Agree	18	36	36	36
Agree	24	48	48	84
Undecided	4	8	8	92
Disagree	4	8	8	100
Total	50	100	100	

Source: Researcher's Survey Findings; June, 2011

4.7 Strategies/Approaches to motivate GES workers

4.7.1 Recognising good performance.

The researcher wanted to find whether the leaders/managers of GES recognised good performance by their subordinates. The data gathered showed that majority (42) of the respondents (84 percent) agreed. According to the respondents the strategy on recognition of employees' contribution elicited high acceptance in the study. Table 4.7.1 indicated that the two strategies of recognising good performance and rewarding superior performance received 84 percent endorsement. The results showed the importance workers in the Ghana Education Service attached to recognising employee's contributions for good and hard work as Weightman (1999) supported this strategy and stated that recognising employee's contributions motivates employees to work better.

Table 4.7.1 Recognising good performance.

	Frequency	Percent	Valid Percent	Cumulative Percentage
Strongly Agree	10	20	20	20
Agree	32	64	64	84
Undecided	1	2	2	86
Disagree	6	12	12	98
Strongly Disagree	1	2	2	100
Total	50	100	100	

Source: Researcher's Survey Findings; June, 2011

4.7.2 Providing Transport (allowances), hospitals and staff quarters

The data gathered on the table 4.7.2 showed that 34 of the respondents (68 percent) agreed that, the authorities of GES to provide transport (allowances), hospitals and staff quarters to workers, while 15 of the respondents (30) percent disagreed. The results indicated that there was a high degree of acceptance for the provision of hospitals, staff quarters and providing transport

(allowance). This supported what according to Maslow's theory cited by Greenberg and Baron (2000), people did not work well if their needs have not been met. It was only when the basic needs have been satisfied that the employees might be provided the effort required to meet the organisational objectives. Folscher (2004) recommended the provision of medical aid to employees and said that it has become a standard employee benefit offered by most organisations. He pointed out that perhaps the most positive steps an employer can be taken was to establish an organizational employee wellness programme with the aim of reducing the need for medical aid by improving the health of the workforce

Table 4.7.2 Providing transport (allowances), hospitals and staff quarters.

	Frequency	Percent	Valid Percent	Cumulative percentage
Strongly Agree	23	46	46	46
Agree	11	22	22	68
Undecided	1	2	2	70
Disagree	9	18	18	88
Strongly Disagree	6	12	12	100
Total	50	100	100	

Source: Researcher's Survey Findings; June, 2011

4.7.3 Ensuring safety in the work place

The results from the data gathered on the table 4.7.3 showed that there was a high degree of agreement for the strategy under the security and safety category which endorsed by 72 percent of the respondents. This pointed how the workers in education service valued job security for all employees. According to the respondents, one of the factors which had contributed tremendously to low levels of motivation in the GES was the huge numbers of workers. Education service had the highest number of employees in the country, the government knew that if the workers'

salaries were increased by a pesewa it might be affected the country's budget. The researcher's view that giving much money to such a huge workers might be increased the country's budget deficit which donors might be forced the government to retrench some workers in GES. Opiyo (2004) confirmed the above position and reported that the government of Kenya had been advised by the donor community to trim down on the wage bill and have asked the government to consider retrenching 23,000 employees. The fear of losing jobs were quite a reality since the government had in the past undertaken extensive retrenchment programmes in other public sectors. The implication of this was that employees did not only look for the compensation at stake but also job security and safety in the future.

Table 4.7.3 Ensuring safety in the work place.

	Frequency	Percent	Valid Percent	Cumulative percentage
Strongly Agree	15	30	30	30
Agree	21	42	42	72
Disagree	11	22	22	94
Strongly Disagree	3	6	6	100
Total	50	100	100	

Source: Researcher's Survey Findings; June, 2011

4.7.4 Providing training, development and advancement (promotions).

Majority (44) of the respondents (88 percent) agreed that authorities in GES should be provided training and development opportunities for their workers. The data on the table 4.7.4 showed the high degree of acceptance on providing training and development opportunities. The respondents

said that, it helped them to modify or develop their knowledge/skills/attitudes through a learning experience, to achieve effective performance in an activity or range of activities. Its purpose in the work place situation was to enable an individual to acquire abilities in order that he or she may be adequately performed a given job. This confirmed what Buckey and Cample (1999) stated that part of the benefits of training motivates employees because they were able to effectively undertake their work. They also described employee development as the general enhancement and growth of an individual's skills and abilities through conscious and unconscious learning. Staff development therefore ensured that employees in the organisation have the knowledge, skills and competency required to carry out work effectively as a push for employees to excel at the place of work.

Table 4.7.4 Providing training, development and advancement (promotions).

	Frequency	Percent	Valid Percent	Cumulative percentage
Strongly Agree	19	38	38	38
Agree	25	50	50	88
Undecided	1	2	2	90
Disagree	4	8	8	98
Strongly Disagree	1	2	2	100
Total	50	100	100	

Source: Researcher's Survey Findings; June, 2011

4.7.5 Providing Counselling services.

According to the respondents guidance and counselling played an important role in every sector that concerned human endeavour. Since every individual was different from the other they have

different problems which needed to be guided by experts to overcome such problems to enable us to work effectively. The data collected in table 4.7.5 showed that 38 of the respondents (76 percent) agreed. 10 of the respondents (20 percent) disagreed, According to the respondents, guidance and counselling was a service which was needed from infancy to adulthood and throughout life. This corroborated what Musomi (1997) assertion that counselling facilitated a meaningful understanding of one-self and results in the establishment of goals and values for a future desirable behaviour. Musomi added that a counsellor helped a counselee to make alternative choices to either cope or overcome a persistent problem. The respondents said through counselling, managers could be helped employees to overcome problems and therefore assisted unblock the motivation drives.

Table 4.7.5 providing Counselling services.

	Frequency	Percent	Valid Percent	Cumulative Percentage
Strongly Agree	16	32	32	32
Agree	22	44	44	76
Undecided	3	6	6	82
Disagree	8	16	16	98
Strongly Disagree	1	2	2	100
Total	50	100	100	

Source: Researcher's Survey Findings; June, 2011

4.7.6 Placing employees in jobs that fit their skills.

According to the respondents, inefficiencies and ineffectiveness at various departments was a serious developmental problem as leaders always failed to assign jobs to rightful people who

have the requisite skills to perform such functions. In this direction, there were always low productive. Table 4.7.6 showed that, majority (39) of the respondents (78 percent) agreed that, employees should be placed in job that fitted their skills. 9 of the respondents (18 percent) disagreed. According to the respondents, leaders may be known the abilities and capabilities of their workers so that they might be put them in the place where their services were needed and performed well. Managers/Leadership in education should now reflect over the old adage which says “square pegs in round holes”.

Table 4.7.6 Placing employees in jobs that fit their skills.

	Frequency	Percent	Valid Percent	Cumulative percentage
Strongly Agree	14	28	28	28
Agree	25	50	50	78
Undecided	2	4	4	82
Disagree	7	14	14	96
Strongly Disagree	2	4	4	100
Total	50	100	100	

Source: Researcher’s Survey Findings; June, 2011

4.7.7 Staff works best with the necessary tools, equipments and facilities.

The data gathered on the table 4.7.7 showed that, majority (46) of the respondents (92 percent) agreed that staff work best when all the necessary tools, equipments and facilities were provided. According to the respondents, employees were motivated to perform their tasks better if they have adequate tools and equipment. They said education service has been slowed in adopting new technology and modern equipment in the directorate. Many departments suffered from lack of proper equipment, facilities tools and their maintenance. The respondents pointed out that, in the Mampong municipal directorate the colleges of education lecturers and tutors in the second

cycle institutions were not provided with computers and have no access Internet facilities. This made it difficult for the staff to access new research findings and information, which was crucial to the teaching and research in the institutions. The respondents said, in addition most of the teaching staffs were not provided with office facilities where they were able to consult with their students. According to the respondents, provision of modern equipment in the work place may be a way towards enhancing motivation and the advent of the computers have made life easy in the work place. They said equipment and tools using modern technology may be provided to employees to further improve their performance and to enhance their motivation as confirmed by (Bartoo 2004), who said that “equipment and tools using modern technology should be provided to employees to further improve their performance and to enhance their motivation.”

Table 4.7.7 Staff works best with necessary tools, equipments and facilities.

	Frequency	Percent	Valid Percent	Cumulative percentage
Strongly Agree	21	42	42	42
Agree	25	50	50	92
Undecided	2	4	4	96
Disagree	1	2	2	98
Strongly Disagree	1	2	2	100
Total	50	100	100	

Source: Researcher’s Survey Findings; June, 2011

4.7.8. Ensuing equitable and fair recognition and reward of performance.

Another strategy was asked to ensure equitable and fair recognition and reward of performance. The data revealed that 35 (70 percent) of the respondents agreed, while 11 of the respondents (22

percent) disagreed with the statement. The respondents were on the view that, if all workers were treated equitable and given them a fair recognition without bias, all of them might be contributed their quota to the success of the service, if not the reverse was the case. This confirmed what Hellriegel et al. (2001) agreed with the need for equity and argued that according to equity theory, if people perceived that they were being treated unfairly, they were likely to look for justification for the treatment. According to the respondents failure to find any justification, may behaved in the ways that harmed the organisation as Cooper and Rousseau (1996) supported the above view and indicated that a perceived sense of unfairness in rewards in the organisation may be resulted in theft of organisation property by the employees and high rate of turn-over. The respondents said, perceived inequity created employee dissatisfaction and subsequent lacked of motivation to work. This indicated the need to practice fairness and equity in the GES.



Table 4.7.8 Ensuring equitable and fair recognition and reward of performance.

	Frequency	Percent	Valid Percent	Cumulative Percentage
Strongly Agree	19	38	38	38
Agree	16	32	32	70
Undecided	4	8	8	78

Disagree	9	18	18	96
Strongly Disagree	2	4	4	100
Total	50	100	100	

Source: Researcher's Survey Findings; June, 2011

4.7.9 Goal setting must be SMART (Setting clear, achievable and challenging goals)

The data collected to ascertain the goal setting must be set clear, achievable challenging (SMART). Table 4.7.9 showed that goal-setting was 78 per cent in terms of acceptance. This indicated that, there was the need for the service to set the goals to follow, so that the needs of the service can be achieved which would be motivated employees to achieve results. According to the respondents, organisation without goal was like a car without driver. This corroborated what Enos (2000) who supported the strategy and listed the following, benefits for setting goals in the organization; they provided direction and focused performance, they provided teams and individuals with clear expectations.

The respondents said, goal setting were motivational as it provided a feeling of success that came with the achievement of a challenging and realistic goals, as a result of the achievement of challenging goals they enhanced job satisfaction and self confidence from those performing well, they made work fun and relieved boredom. This also confirmed what Parker and Stone (2003) stated that people who were confronted by challenges that test their capability were more likely to perform. Tasks that were perceived as too easy become boring, while tasks that are viewed as beyond “our measure” create anxiety.

The above discussions pointed out that goal-setting improved performance, acted as motivators, produced higher levels of performance than either no goals or simply instruction to “do your best”, knew a particular level of performance was expected of them, and reached the level, even

though it may be difficult. In addition, when group members were committed to a goal, performance of the group improves.

Table 4.7.9 Goal setting must be SMART (Setting clear, achievable and challenging goals)

	Frequency	Percent	Valid Percent	Cumulative percentage
Strongly Agree	17	34	34	34
Agree	22	44	44	78
Undecided	5	10	10	88
Disagree	4	8	8	96
Strongly Disagree	2	4	4	100
Total	50	100	100	

Source: Researcher's Survey Findings; June, 2011

4.7.10 Participative management (involving employees in making decisions)

The data gathered in table 4.7.10 showed that majority (39) of the respondents (78 percent) agreed that, management should involved staff in their administration all the time. This supported what Enos (2000) affirmed that high achieving managers used participative management style especially when they are looking for quality decisions and acceptance of those decisions.

Table 4.7.10 Participative management (involving employees in making decisions)

	Frequency	Percent	Valid Percent	Cumulative percentage
Valid Strongly Agree	23	46	46	46
Agree	16	32	32	78
Undecided	3	6	6	84
Disagree	5	10	10	94
Strongly Disagree	3	6	6	100
Total	50	100	100	

Source: Researcher's Survey Findings; June, 2011

4.7.11 Effective communication

Effective communication also received a high degree of acceptance among the respondents (80 per cent). The data showed that good communication was a major factor in job satisfaction, performance and productivity. This confirmed what Folscher (2004) stated that some of the issues which should be effectively communicated to employees included; Progress of the company towards achievement of set organisational goals and objectives, movement of people such as appointments, promotions, transfers and terminations, information of new or departing customers, suppliers and partners, changed policies or procedures which may be included: recruitment, performance management, job grading and remuneration, training and development, working conditions, safety and health and operational procedures and Performance at work. This depicted that each employee had a right to clear communication about what he/she had expected to do and expected targets. This will be enable employees to know the areas which will be required improvement.

Table 4.7.11 Provide effective communication system in the organization

	Frequency	Percent	Valid Percent	Cumulative percentage
Strongly Agree	22	44	44	44
Agree	18	36	36	80
Undecided	5	10	10	90
Disagree	3	6	6	96
Strongly Disagree	2	4	4	100
Total	50	100	100	

Source: Researcher's Survey Findings; June, 2011.

4.8. Testing of Hypotheses:

4.8.1 Increased workers morale is a function of effective motivational techniques in GES

The research was to determine the “effective motivational techniques are a function of increased workers morale”. Majority (31) of the respondents (62 percent) agreed, while 19 of the respondents (38 percent) disagreed.

The above responses were used to test the hypothesis ‘effective motivational techniques are a function of increased workers morale in Ghana Education Service’.

Ho: μ_i = Increased workers morale is a function of effective motivational techniques

H1: $\mu_j \neq$ Increased workers morale is not a function of effective motivational techniques Using chi-square, the formula is given as;

$$X^2 = \sum [(O_i - E_i)^2 / E_i]$$

Where df is the degrees of freedom, ‘k’ is the number of levels of the categorical variable, ‘n’ is the number of observations in the sample, E_i is the expected frequency count for level i, O_i is the observed frequency count for level i, and X^2 is the chi-square test statistic. When the number n in the sample is only 2, in each case the number of degrees of freedom is 1, Yates correction is affected on X^2 . X^2 is then defined as

$$X^2 = \sum (|O_i - E_i| - 0.5)^2 / E_i$$

Ho Increased workers morale is a function of effective motivational techniques

H₁ Increased workers morale is not a function of effective motivational techniques

The observed value for agreed = 50-19=31 and disagreed =19.

Since we are testing the equity in agreed and disagreed, the value in each case = 50÷2=25.

Thus we have the following table 4.8.1.

Table 4.8.1 Increased workers morale is a function of effective motivational techniques

Effective Motivation	No of respondents		0-E	10-EI	10-EI-1/2	(10-EI-1/2) ²	$\Sigma(10-EI-1/2)^2$
	0	E					E
Agreed	31	25	6	6	5.5	25.25	1.01
Disagreed	19	25	-6	6	5.5	25.25	1.01
Total	50	50	0				2.02

Source: Researcher's Survey Findings; June, 2011

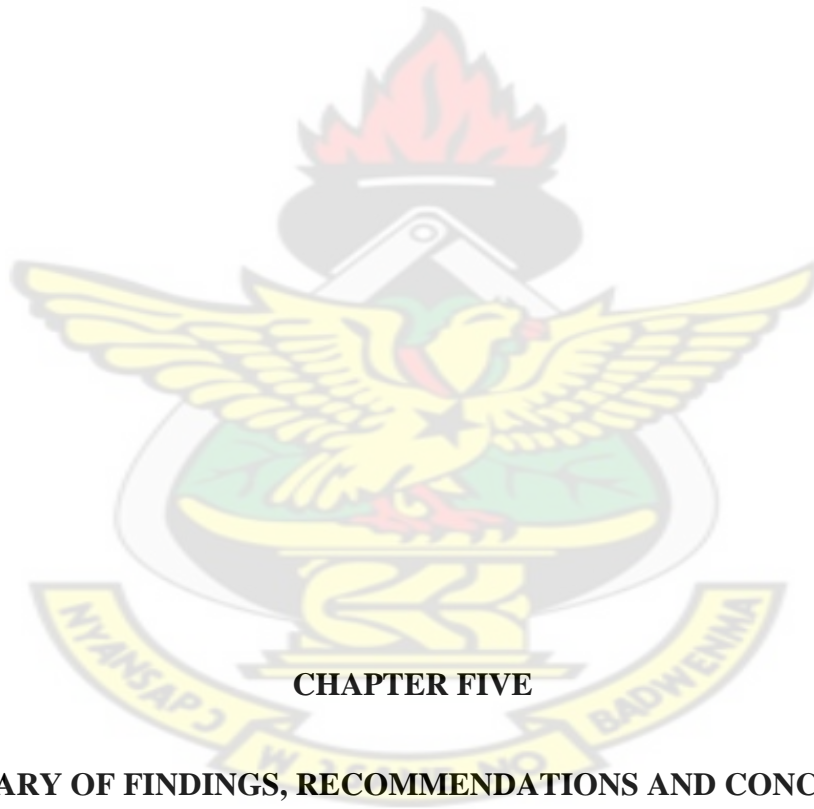
$$X^2 = \Sigma [(O_i - E_i)^2 / E_i] = 2.02$$

The X^2 table with 'K'-1= 2-1=1 degree of freedom and at 5% level of significance given X^2_{n-1} =3.84.

The calculated X^2 values lies within the accepted region, since $X^2 < X^2_{n-1}$. Therefore, we accept H_0 and concluded that effective motivational techniques are a function of increased workers morale.

It could be concluded from the hypotheses that increased workers morale is a function of effective motivational techniques. When the authorities increased workers morale their output too would also be high.

KNUST



CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

The previous chapters concentrated on introductory aspects of the study which delved into the problems statement, the objectives of the study, the relevance of the study, the scope of the study, the limitations of the study, and the organisation of study. Literature was reviewed to

cover the relevant areas of interest to the researcher which also satisfied the specific objectives of the study. The methodology and the background of the research area were discussed. Finally, the data assembled through the primary source was meticulously analysed based on the research questions raised in the introductory chapter.

However, the focus of this chapter is to summarise the findings analysed from the data gathered through the survey in chapter 4. It further discussed the summary of the researcher's recommendations, which were possible solution to the problems identified and the conclusion of the study.

The summary of the results of the study are presented according to the specific objectives of the study.

5.2 Summary of the Main Findings of the Study

5.2.1 Benefits and terms of conditions in GES

It was discovered that benefits and terms of conditions in GES do not motivate staff to give off their best. As the cost of living continues to rise, the remuneration also became stagnant. The data revealed that the benefits and terms of conditions were poor, and this explained why educational workers were always seeking for alternative jobs in other areas where the terms and conditions of service were better, and also the reason for teacher attrition in the country. The findings further pointed out that, the benefits and terms of conditions gave GES workers study leave with pay, however not all courses attracted study leave with pay which served as a

disincentive to workers. According to the respondents even though benefits and conditions such as study leave with pay, maternity leave, promotions and others were in place to motivate staff in GES. The data gathered indicated that much more to be done to motivate staff. Benefits such as housing, vehicles on hire purchase, scholarship for the wards of staff, salary advance, prompt processed of upgrading and promotions, etc may be instituted to motivate staff. It also pointed out that some of the Schools in the municipality lack basic amenities such as pipe-borne water and electricity, staff rooms, toilets facilities and housing.

5.2.2 Roles of motivation in GES

The study revealed that motivation served as a tool to encourage staff to work hard as Tosi, Rizzo and Carrell (1994) indicated that performance was the result of ability and motivation of employees. It pointed out that most of workers were not provided welfare facilities such as medical aids, housing subsidies, transport facilities, and some communities lack proper school buildings, hospitals, maintenance of roads, provision of water for employees and their families to enhance the quality of life the workers.

Respondents said they got motivated when they received what they needed. Also the study revealed that, well motivated staff has a positive attitude towards work than those who were not motivated.

The responses from the respondents also pointed out that, motivation was important to both an individual and the progress of the institution. It was important to an individual as it helped him to

achieve his personal goals. If an individual was motivated, he had job satisfaction. Motivation helped in self-development of individual as he gained by working with a dynamic team.

5.2.3 Problems of motivation in GES

The data revealed that the major setback of GES was its inability to motivate its workers. Unlike other public services which received allowances and other fringe benefits. It revealed that GES staff were only limited to the monthly consolidated salary. The research further pointed out that, where there were no motivational packages, the administration becomes unfair in its execution. The data gathered revealed that majority of the institutions were not able to pay the allowances of their staff as workers worked for several months without allowances and other remunerations. This sometimes demoralised workers to give off their best. According to the respondents inadequate funds to undertake various activities by officers in GES killed their initiatives and ingenuity. The information gathered clearly suggested that the leadership style influenced the organisational culture and the employees' interest at the job as some leaders were autocratic and also followed political leaders for fear of demotion or transfer.

Respondents said that workers in GES were seen to be among the low income earners as compared to other professional bodies. The benefits which the GES workers have to receive were the housing allowance, medical allowance, leave travelling allowance, commuter allowance, over time allowance, vehicle/ motor/bicycle allowance, guide and tools allowances which were not coming at all.

5.2.4 Strategies and approaches of motivation in GES.

The findings showed the managers in the education service in Ghana attached little recognition to employees' contribution. This was at variance with what Weighman (1999) stated that recognising employees contributions motivate employees to work better. There was high degree of acceptance for the provision of adequate salary for hospital, housing and transport allowance.

Again the findings revealed high degree of acceptance on providing training and development opportunities and advancement opportunities. The findings also revealed that most of the respondent welcome counselling session in GES as Musomi (1997) affirmed that counselling facilitates a meaningful understanding of one-self and resulted in the establishment of goals and values for a future desirable behaviour. This showed that there was a general agreement of managers to place employees in jobs that fitted their skills. It was a general acceptance for the provision of adequate tools and equipment helped workers to work efficiently and effectively. The data showed that good communication was a major factor in job satisfaction, performance and productivity.

5.3 Summary of Recommendations

It recommended that, stakeholders of education should try to improve educational workers benefits and terms of condition of service so as to help them to give off their best. Also, Government should find ways and means to retain educational workers, and be attracted to other sectors personnel to join education service. Even though benefits and conditions such as study leave with pay, maternity leave, promotions and others had been instituted to motivate GES staff. However, things such as housing, vehicles on hire purchase, scholarship for the wards of staff,

salary advance, prompt processing of upgrading and promotions, etc may be instituted to motivate staff. It also recommended that as the cost of living continues to rise, workers salaries, remuneration and allowances may also be increased corresponding to give relief to the workers. It also recommended that some basic amenities such as pipe-borne water and electricity, staff rooms, toilets facilities and housing may be provided to the workers in the municipality.

It recommended that workers in GES shall be motivated provided that if the management authority wanted to increase productive as Jones (1996) asserted that “motivation has become even more important in contemporary organisations as a result of the need for increased productivity and to be globally competitive. Authorities should know what would motivate its workers before given to them. Leaders should consider motivation as a tool for productive results. It recommended that workers should be provided with welfare facilities such as medical aids, housing subsidies, transport facilities, etc which would enhanced the quality of life of the workers.

It recommended that politicians may not do politics with education. There should be a mechanism created to operate education in the country to avoid promises to the workers of GES during their electioneering campaign. Government may establish common remunerations and fringe benefits to all workers. Again, the study recommended that leaders/managers of education should be trained on how to motivate workers to improve employees’ productivity. The study recommended that Ministry of finance should release adequate funds timely to the district and its allocation to the various institutions so that payment of allowances should be paid on time.

Finally, it is recommended that benefits such as housing allowance, medical allowance, leave travelling allowance, commutation allowance, over time allowance, vehicle/ motor/bicycle allowance, guide and tools allowances may be instituted for the workers to enjoy.

It is recommended that for effective and efficient motivation, the managers/leaders in GES may use motivational strategies and approaches such as placing employees in jobs that fit their skills, ensuring safety in the work place, providing transport (allowances), medical facilities and staff quarters and recognising good performance. Also, the provision of counselling services, ensuring equitable and fair rewards, providing the necessary tools, equipment and facilities for staff, and the use of participative management approach to motivate their workers.

5.4 Conclusion

Motivation is the force within a person that establishes the level direction and persistence of effort expended at work. Level refers to the amount of effort or intensity we put into the job, direction refers to our device or where to put our efforts and persistence refers to our stamina or how long we are able to maintain our effort. The empirical study was taken to examine the effect of motivation on workers morale in G.E.S and to identify the motivational strategies to it. The results of the study showed that the level of motivation in the educational sector workers was extremely low.

The study also established that the motivation of employees was essential to improve employees work performance. Ability to perform was not enough for effective performance. Employees

must be motivated to enable them to perform at their maximum levels. The results also showed quite clearly the extent to which educational workers agreed or disagreed to motivational strategies developed for employees in the educational sector. It was imperative to GES leaders to demonstrate a sense of good leadership by putting in place measures to improve on the existing benefits and conditions in the service. .

Nonetheless, this study is subject to the usual limitations associated with survey research but there are at least several limitations to the study that need to be addressed in future research. This study covered only G.E.S workers in Mampong Municipal educational directorate. It is possible that the contextual factors and their effects on motivation on workers morale may be different for the metropolitan/municipal/district directorate in Ghana. Again, the type of methodology and the measurements used in this study may be limited and not exhaustive enough, thus limiting the findings of the study. Finally, there may be other important predicting variables that could be added to improve its explanatory power. This, generalisation of the results however, was undertaken with caution.

REFERENCES

A H Maslow (1943), “*A Theory of Human motivation. Psychological review*”, 50,370 -396.

Adams, JS (2006), “*Inequity in social exchange: Advances in experimental social psychology*”, Academic Press, New York.

Armstrong, M. (1999). *Human Resource Management*”. London: Kogan

Armstrong, M., (2000) “*Multiple Intelligences for the 21st Century*”. New York.

Arnolds, CA and Boshoff, C. (2002), “*Compensation, esteem valence and job performance: an empirical assessment*”, International Journal of Human Resource Management, Vol. 13, No.4, pp.697-719

Aseka, J.(2002). “*Personnel Management In The Public Service*”. Unpublished paper presented during the training and retraining of facilitators for the Public Sector Integrity Programme on July 27, 2002 in Mombasa, Kenya.

Bagraim, J. ,Potgieter, T. , Viedge, C. , Amanda, W., Edited by Schultz, H. (2003). “*Organisational Behaviour- A contemporary South African Perspective*”. Pretoria: Vanschalk

Bartoo, V. (2004). “*Give Varsities Access To Internet. East African Standard*” (Online) <http://www.eastandard.net>(Accessed:13 May,2011).

Beardwell, I. and Holden, L. (1994). “*Human Resource Management: A contemporary Perspective*”. London: Pitman Publishing.

Bedeian, AG (2006), *“Management”*. Dryden Press, New York.

Berry, D.M. (2003). *“An Evaluation Of Mentoring To Develop A Strategy For Facilitating The Objectives Of The Employment Equity Act (Act of 1998)”*. Unpublished D Tech Thesis, Port Elizabeth Technikon, Port Elizabeth.

Brunstein, J C and Maier, GW (2006), *“Implicit and self-attributed motives to achieve: Two separate but interacting needs; Journal of personality in social psychology”*, Vol. 89, pp. 205-222.

Bucher, JA, (2008), *“Extension management in the information age”*, Journal of Extension, vol.28 No.1, pp. 20-22.

Buckley, R. and Cample, J. (1999). *“Theory And Practice Of Training”*. London: Kogan

Buford, J A, Bedeian, A G and Lindner, J R (2006), *“Management in Extension”*, Ohio State University Extension, Ohio

Carrell, M.R., Elbert, N.F., Hatfield, R.D., Grobler, P.A., Marx, M., and Vander Schyf, S. (1998). *“Human Resource Management”*: in South Africa. New Jersey: Prentice-Hall.

Ciucci, P. (2004). *“Relevance of rewards. People Dynamics”*. 22(7), pp. 18-19.

Cockburn (2008). *“Elementary teachers’ needs; Issues of retention and recruitment, Teaching and teacher Education”*, Vol. 16, No.s pp. 223-228.

Cooper, C.L. and Rousseau, D.M. (1996). *“Trends In Organizational Behaviour”*. Chichester, England: John Wiley & Sons Ltd.

De Cenzo David A. and Robbins Stephen P. (1996). *“Human Resource Perspective in Human Resource Management”* (109-25) Rutledge London.

De Cenzo, D.A. and Robbins, S.P. (1996). *“ Human Resource Management”* John Wiley&Sons

Dessler, G. (1994). *“Human Resources Management”*. New Jersey: Prentice-Hall.

Dickson, M. Morrison, C and Millar, T (2005), *“School - based management and school effectiveness: Theory and Practice”*, Conger printing press. UK.

Elliot, A J and McGregor, H.A (1999), “*Test anxiety and the hierarchical model of approach and avoidance achievement motivation*”. Journal of Personality and Social Psychology, Vol.76, No.12, pp.628-644

Elliot, A J McGregor, H A (1998), “*Test anxiety and the hierarchical mode of approach and avoidance achievement motivation*”. Journal of personality and social psychology, Vol. 76, No. 12, pp. 628-644.

Ellis, TJ (2008), “*Motivating teachers for excellence Clearinghouse on Educational Management*”, Erick Digest, No.6, pp.6-10.

Elton Mayo, (1924) “*Employee motivation; Motivation in the workplace theory and practice*”.

“*Employee Motivation In The Work Place (Online)*”, (2004). Available: [ttp://accel.team.com/motivation//index/html](http://accel.team.com/motivation//index/html) (Accessed: 15 June, 2011)

Enos, D.D. (2000). “*Performance Improvement: Making it Happen*”. Boca Raton, Florida: CRC Press LLC.

Eshun-Baidoo,J (1997), “*Government workers to enjoy a 20% rent subsidy*”. The Ghanaian Times, pp.1,3.

Evans, L (1998) “*Understanding teacher morale and job satisfaction; Teaching and Teacher Education*”; Vol. 13, No.s pp 831-45.

Fink, A. (2003) “*How to sample in surveys*”, Sage,London (Thousand Oaks)

Folscher, E. (2004). “*Now is the time to steer towards real health cover medical Aid*”. People Dynamics. 22(6), 7-9.

Fraser et al, H- Drape, J.and Taylor, W (1998). “*The quality of teacher’s professional lives; teachers and job satisfaction; Evaluation and Research in Education*”, Vol.12 No. Pp 61-67.

Gbadamosi, G. and Moruf A. Adebakin (1996) “*Organisational Behaviour*” Lagos: Pumark Nigeria Limited (Educational Publishers).

Ghana Education Service Council, (2005). “*Conditions and scheme of service*”. Ghana Publishing corporation, Accra.

Gomez-Mejia, L.R., Balkin, D.B. and Cardy, R.L. (1998). *“Managing Human Resources”*. Upper Sadle River, N.J: Prentice Hall.

Gorden Matthew (2002). *“Weight-by- position adjunction and syllable structure”*. *Lingua* 112, 102-931.

Gordon, J.R. (2001). *“Organizational Behaviour: A Diagnostic Approach”*. Upper Saddle River,N.J: Pearson Education.

Graham, H.T. and Bennett, R. (1998). *“Human Resources Management”*. Esssex: Pearson Education .

Greenberg, J. and Baron, R.A. (2000). *“Behaviour In Organization”*. Upper Saddle River, New Jersey: Prentice-Hall.

Greenberg, J. (1996). *“Managing Behaviour in Organizations”*. Upper Saddle River, N.J: Prentice-Hall. <http://www.employer-employee.com/howtomo.htm> June 2011.

Greenberg, J. and Baron, R.A. (1995). *“Behaviour In Organizations: Understanding And Managing The Human Side Of Work”*. New Jersey: Prentice-Hall.

Hellriegel, D., Jackson, S.E., and Slocum Jr, J.W. (1999). *“Management”* Ohio: South Western Publishing

Hellriegel, D., Slocum, Jr., J.W., Woodman, R. (2001), *“Management Principles; Challenges in the 21st Century”*. Cincinnati: South-West College.

Herzberg, (1959) in Ott, (1989), *“Classical Readings in Organisational Behaviour”*, Pacific Grove, CA Books/Cole Publishing Company.

Higgins, J. M. (2006), *“The management challenges”*. Macmillan Press, New York.

Johns, G. (1996). *“Organizational Behavior: Understanding And Managing life at work”*. New York: Harper Collins Publishers.

Kathuri, N.J. and Pals, D.A. (1993). *“Introduction To Educational Research”*. Njoro Education Media Center (EMC).

Koontz, H. and Weihrich ,H. (1988). *“Management”*. Singapore: McGraw-Hill.

Kreitner, R (2005), *“Management”*, Houghton Mifflin Company,

Kreitner, R. and Kinicki, A. (1998). *“Organizational Behaviour”*. Boston, Irwin/McGraw Hill

Laird, DA, and Laird. (2006). *“Psychology of human relations and motivation”*. McGraw-Hill Book Company

McNamara, C. (1999). *“Basics About Employee Motivation”* (Online). Available: <http://www.mapnp.org/library/guiding/motivate/basics.htm> (Accessed: 15 July, 2011)

Mengel, D. (2001). *“Top ten ways to retain high performance employees”*. People Dynamics. 119(9), pp. 32-33.

Meyer, M. (2003). *“A Guide To Passing Human Resource Management”*. Claremont, New Africa Books.

Milkovich, G., and Glueck, W. (1985) *“Personnel/ Human Resource Management”*. Diagnostic Approach Texas: Business Publication, Inc.

Morris and Wood (1991). *“Management policy in highly unionised companies in Britain”*. Warwick business school; University of Wamick, UK.

“Motivation” (2004). (Online) Available: <http://www.workplaceissues.com/motivate.htm>. (Accessed: 15 May 2011).

Mugenda, O. M., and Mugenda, A.G, (1999). *“Research Methods: Qualitative and Quantitative Approaches”*. Nairobi: Acts Press.

Mullins, L.J. (1993). *“Management And Organisational Behaviour”*. London: Pitman Publishing

Mullins, L.J. (1996). *“Management And Organization Behaviour”*. London: Pitman Publishing

Mureithi, L. and Wasikama, C. (2004). *“Human Resources in Africa”*. Wajibu Journal, 18 (4), pp. 5-9.

Musomi, M.M. (1997) *“A Counselling Guide For Frontline Workers”*. Nairobi: Kenya Alliance for Advancement of Children (KAACR)

Mutai, B.K. (2000). *“How To Write Quality Research Proposal: A complete Simplified Recipe”*. Mysore: Thelley Publications

Ngesa, R. (2001). “*Work Motivation*”. Unpublished paper presented during a senior management seminar at the Kenya Institute of Administration in July, 2001. Nairobi, Kenya.

Nzuve, S.N.M. (1997). “*Management Of Human Resources*”. A Kenyan Perspective. Nairobi: Tech and Pro Associates Publishers.

Nzuve, S.N.M. (1999). “*Elements Of Organizational Behaviour*”. Nairobi: Tech and Pro Associates Publishers.

Ogutu, M. (2004). “*Don laments Africa’s Loss Of Manpower*”. Daily Nation (Online)<http://www.nationmedia.com>. (Accessed: 26 May, 2011).

Opiyo, G. (2004). “*Civil Servants Spoiling For War Over Pay*”. Sunday Standard. Nairobi: The Standard.

Parker, C., & Stone, B. (2003). “*Developing Management Skills For Leadership*”. Essex: Pearson Education

Patron, M. (2004). “*Attracting them and keeping them*”. People Dynamics. 22(5), pp. 21-21.

Prinsloo, R. (2001). “*Why should an entrepreneur use a mentor and what should he look for*” People Dynamics 18(7), p. 31.

Robbins, S.P. (2001). “*Organizational Behaviour*”. New Jersey: Prentice Hall.

Robbins, S. P. (1998). “*Organizational Behaviour*”. New Jersey: Prentice-Hall.

Robbins, S.P. (1993). “*Organizational Behaviour*”. New Jersey: Prentice- Hall.

Schultz, H., Bagraim, J., Potgieter, T., Viedge, C., Werner, A. W., (2003) “*Organisational Behaviour*”. A contemporary south African Perspective.

Simon Appleton and Trancis Teal (1998). “*Human Capital and Economic Development*”. Graffin and Knight 1990, UNDP 1990.

Taljaard, J.J. (2003). ‘*Improving Job Performance By Using Non-Monetary Reward Systems To Motivate Low-Skilled Workers In The Automotive Component Industry*’. Unpublished MBA dissertation, Port Elizabeth Technikon, Port Elizabeth.

Taylor, F.W., (1911), “*Principles of Scientific Management*”, in **G. A. Cole,** (1988), “*Management: Theory and Practice*”. Guernsey, Channel Islands, Guernsey Press.

Tosi, H.L., Rizzo, J.R. Carroll, S.T. (1994). *“Managing Organizational Behaviour”*. Massachusetts: Blackwell Publishers.

Valaam A., Nuttal D. and Walker A. (1992). *“What makes Teachers tick?”* A survey of Teacher morale and motivation, clear market papers 4. The centre for Educational Research, London.

Wagner, NC & Hill, MS (2008), *“Linking Teacher Evaluation, Professional Growth and Motivation”*. ‘A multiple-site case study’, Savannah.

Weightman, J. (1999). *“Managing People”*. London: Comwell press

Zikmund, W G (2000). *“Business Research Methods”*. Dryden.

Appendix

Dear Sir/Madam,

I am a student at the IDL, KNUST in Kumasi preparing my thesis on the “effect of motivation on workers morale in Ghana Education Service”. The purpose of this questionnaire is to collect relevant data to complement this research work. You are kindly requested to answer the questionnaire which will take about 15 minutes. Your accurate response and cooperation is very important to finalize the topic. The collected information will be treated confidential and anonymous, and only used for research purposes.

Thanks for your kind cooperation.

SECTION A: SOCIO-DEMOGRAPHIC CHARACTERISTICS.

1. Sex: Male [] Female []

2. Age:.....

3. Qualification: M S L C [] W.A.CE/SSSCE/Equivalent [] A-Level [] HND [] Degree []

MBA/MSc []

Other(s).....

4. Rank Category:

5. Period in Position: Less than 1 year [] 1-3 years [] More than 3 years []

6. Years of work in GES: Less than 2years [] 2-5years [] More than 5 years []

7. Do you receive motivational packages in the service? Yes [] NO []

8. If yes to question 7 above, what are they?

SECTION B

WHAT ARE THE BENEFITS AND TERMS OF CONDITION OF SERVICE IN GES?

Please indicate with a figure the extent to which you agree/disagree with these statements.

1. Strongly Agree. 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree

1).The benefits and terms of conditions in GES do not motivate staff to give their work hard.

2).Benefits and conditions in GES encourage staff to seek for job alternatives.

3).Benefits and terms of conditions allow staff to have access to study leave with pay.

4).Is it necessary to improve on benefits and terms of condition in GES.

5). Workers' welfare should be a paramount issue of concern to top management.

WHAT ARE ROLES OF MOTIVATION IN GES?

Please indicate with a figure the extent to which you agree/disagree with these statements.

1. Strongly Agree. 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree

- 1). Motivation in GES are not encouraging.
- 2). Motivation serve as a tool to encourage staff to work hard.
- 3). It is important for leaders to know the needs of staff before giving them out.
- 4). Well-motivated staffs have a positive attitude towards work.
- 5). Why Motivation is important in the service?.....

WHAT ARE THE PROBLEMS OF MOTIVATION IN GES?

Please indicate with a figure the extent to which you agree/disagree with these statements.

1). Strongly Agree. 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree

- 1). Inadequate financial resources in GES are a factor for the problems.
- 2). Leadership styles in GES do not encourage staff motivation.
- 3). Low wages as compared to other professionals.
- 4). Inadequate fringe benefits.

WHAT ARE THE STRATEGIES AND APPROACHES OF MOTIVATION IN GES?

Please indicate with a figure the extent to which you agree/disagree with these statements.

1. Strongly Agree. 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree

- 1). Recognise good performance.
- 2). Receive credit for work done affects your morale at work.
- 3). Provide transport (allowances), hospitals, and staff quarters.
- 4). Ensure safety in the work place.
- 5). Provide training and development opportunities.

- 6). Provide counselling services.
- 7). Place employees in jobs that fit their skills.
- 8). Staff work best when working tools, equipment and facilities are adequately provided.
- 9). Ensure equitable and fair recognition and reward of performance.
- 10). Goal setting must be SMART (Setting clear, achievable, and challenging goals).
- 11). Participative management (Involving employees in making decisions).
- 12). Provide effective communication system in the organisation.
- 13). Other(s) (Please specify).....

Hypothesis

Increased workers morale is a function of effective motivational techniques

1 Strongly agreed
 2 Agreed 3 Undecided 4 Strongly disagreed 5 Disagreed .

