

EFFECTS OF CAREER DEVELOPMENT ON EMPLOYEE MOTIVATION,

A CASE STUDY OF FORESTRY COMMISSION, ASHANTI REGION

BY

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DECLARATION

I hereby declare that this submission is my own work towards the Commonwealth Executive Masters of Business Administration and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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DEDICATED TO

My Beloved Wife, Mrs. Mary Monica Gyedu and Children.

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Abstract

The study was to find out the effects of career development on the motivation of Forestry Commission staff in Ashanti Region. The Career Development policy of the Forestry Commission was to ensure that its employees are motivated to acquire knowledge and develop themselves. However, it appears that only a few of these employees are able to take advantage of this policy to study. The employees who are not able to develop themselves further end up being frustrated and de-motivated subsequently affecting their performance. The main objective of this study was to find out the effects of career development on the motivation of Forestry Commission staff in Ashanti Region. The population under study was 429 employees, out of which 101 were sampled. The simple random sampling technique was used in selecting employees and the number selected was eighty while purposive sampling technique was used to select managers and directors who were twenty-one. One hundred employees responded to the questionnaire. The researcher used questionnaire in collecting data. Quantitative and qualitative methods were employed in the analysis of the data. Statistical Package for the Social Scientist and Microsoft Excel were the tools employed to analyze the data. The study found that the Forestry Commission had a career development plan even though most employees are not aware of the policy. It was evident from the study that only a few employees have benefited from the career development policy of the Forestry commission. Upon analysis of the results, it was recommended that management should involve employees in the design of such policies which will not only make them aware but also help them to take ownership of their development and the subsequent development of the organization. It is suggested that further studies be conducted into career development and its effects on employees in other public and private sector organizations.

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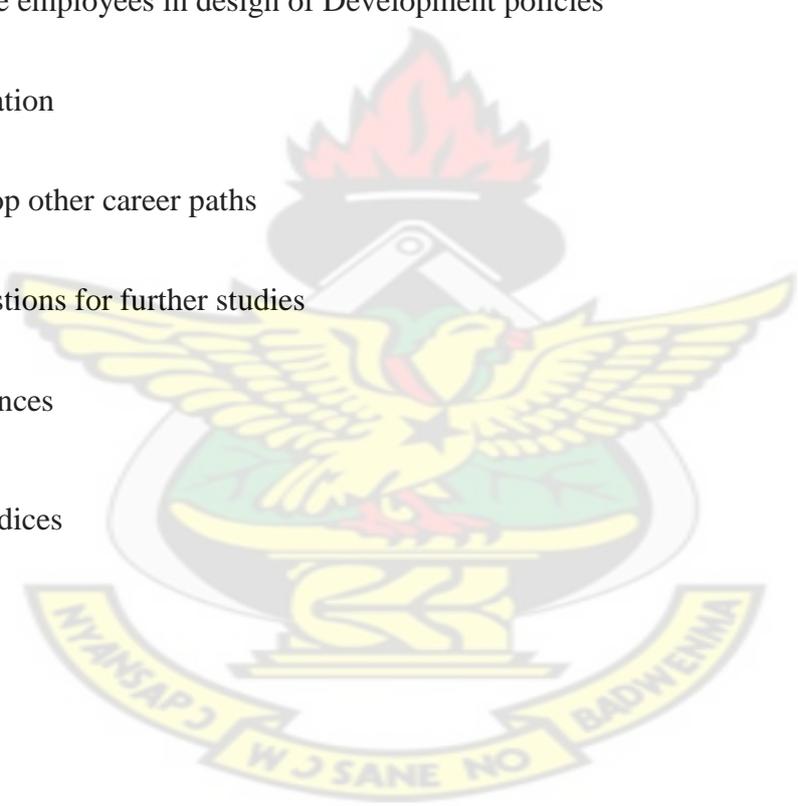
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A'Level

LIST OF ABBREVIATIONS

GCE Advance Level

GES General Certificate of Education

HND Ghana Education Service

HRD Higher National Diploma

HRM Human Resource Director

MBO Human Resource Manager

MSLC Management by Objectives

nAch Middle School Leaving Certificate

nAff Need for Achievement

nPower Need for Affiliation

O'Level Need for Power

OD Ordinary Level

% Organisational Development

RMSC Percentage

SPSS Resource Management Support Centre

TAT Statistical Package for the Social Scientist

UK Thematic Appreciation Test

WITC United Kingdom

Wood Industry Development Centre

KNUST



CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

One of the most prominent theories of career development is that of Super (1957). Super's theory of career stages uses a life-span approach to describe how individuals evidence their self-concept through vocational choices. Super suggests that the process of choosing an occupation that permits maximum self expression occurs over time and in four stages: (a) exploration, a period of engaging in self-examination, schooling, and the study of different career options; (b) establishment, a period of becoming employed and finding a niche; (c) maintenance, a period of holding on to one's position and updating skills; and (d) disengagement, a period of phasing into retirement. In addition, he introduced the concept of career maturity to denote "the place reached on the continuum of vocational development from exploration to decline" (p. 153). The model has expanded over the years and has come to encompass the reality that adults today have multiple roles and do not follow the linear pattern of organizational advancement that was predominant when the initial framework was formulated in the 1950s.

Career development as defined by the American Counselling Association, "is the total constellation of educational (training and development) and chance factors that combine to influence the nature and significance of work in the total life span of any given individual" (Roos, 2006).

The renowned motivational theorists Abraham Maslow and Frederick Herzberg identified the goal of personal growth and development as central to an individual's motivation. Career

development not only provides the opportunity for personal growth, but can also satisfy status and security needs while at the same time providing an opportunity for self-actualisation. The success of any business depends largely on the motivation of the employees. Human resources are essential to the prosperity, productivity and performance of any company. Motivation is the key to creating an environment where optimal performance is possible.

The word motivation is coined from the Latin word "movere", which means to move (Romando, 2007). Motivation is defined as an internal drive that activates behaviour and gives it direction. More so, motivation is concerned with the processes that describe why and how human behaviour is activated and directed. It is regarded as one of the most important areas of study in the field of organizational behaviour.

Career development is a significant ingredient as far as motivation is concerned. According to Herzberg, Mausner and Snyderman (1959) such factors as company policy, supervision, interpersonal relations, working conditions, and salary are hygiene factors rather than motivators. According to this theory, the absence of hygiene factors can create job dissatisfaction, but their presences do not motivate or create satisfaction. In contrast, Herzberg determined from his data that the motivators were elements that enriched a person's job. He found *five factors* in particular that were strong determiners of job satisfaction: achievement, recognition, the work itself, responsibility, and advancement. These motivators (satisfiers) were associated with long-term positive effects in job performance while the hygiene factors (dissatisfiers) consistently produced only short-term changes in job attitudes and performance, which quickly fell back to its previous level.

Similarly, Maslow in 1957 introduced five levels of basic needs through his theory. His hierarchy of human needs is categorized as physiological needs, safety and security needs, needs of love, needs for self esteem and needs for self-actualization. He postulated, based on his observations as a humanistic psychologist, that there is a general pattern of needs, recognition and satisfaction that people follow in generally the same sequence. He also theorized that a person could not recognize or pursue the next higher need in the hierarchy until her or his currently recognized need was substantially or completely satisfied (Encarta, 2009).

Admittedly, career development is therefore one of the important factors which motivates the individual or employee in the organization. This study will take a critical look at means and how staffs are able to develop at the Forestry commission in the Ashanti Region and its ramifications on the morale of staff members.

1.1 Statement of the Problem

It has been observed that career development plays a role in the motivation of employees in an organization. Its ramifications on the morale of employees are far reaching in an organization.

Self motivated and talented staffs change jobs for lower salaries in order to gain particular experience or get into organisations with recognised career development opportunities. These people are so motivated they are willing to take a short-term step back in salary for longer-term benefits. Whilst more difficult in smaller companies, most organisations can find special projects or secondments to provide development opportunities for their staff;

providing the organisation with strength, in-depth and potential succession planning (Novick, 2010).

Hitherto, career development at Forestry Commission was primarily based on long service. Presently; career development is strictly based on academic qualification or educational advancement. It is possible for one to be engaged and retire in one position if such staff has not advanced academically. This policy was to ensure that its employees are motivated to acquire knowledge and develop themselves. However, it appears that a few of these employees are able to take advantage of this policy to study. The employees who are not able to study again end up being frustrated and de-motivated subsequently affecting performance.

The study evaluated and analysed the impact of this new development on employee performance.

1.2 Objective of the Study

The general objective of this study is to find out the effects of career development on the motivation of Forestry Commission staff in Ashanti Region. The specific objectives are:

1. To identify and assess the career development policy of the Forestry Commission in Ashanti Region.
2. To assess whether career development has led to improved employee motivation at the Forestry Commission in Ashanti Region.
3. To investigate the effects of career development on employees performance.
4. To make appropriate recommendation on how to improve employees motivation through development programmes.

1.3 Research Questions

In carrying out the research, the study tried to find solutions to the following questions;

1. What is the career development policy of the Forestry Commission in Ashanti Region?
2. Does career development lead to employee motivation at the Forestry Commission?
3. What are the effects of career development on employees' performance?
4. What career development strategies can be adopted to improve employee motivation?

1.4 Significance of the Study

The study would help the Forestry Commission to fulfil its mandate of sustainable development and management of Ghana's forest and wildlife resources and ensure their optimum contribution to national socio-economic development.

A study of this nature will help the Forestry Commission and other organizations to review their motivational systems in order to meet the needs of their employees. It will further enable the Forestry Commission to appreciate the needs and problems of their staff members.

The study is very significant because it will add to the existing literature or the research will add to the stock of books and works already written.

It will also be beneficial to the academic community and decision makers who deal directly with public organizations and to make meaningful proposals and suggestion to help its development.

1.5 Scope of the Study

The research examined the effects of career development on employee motivation and how it affects their performance. Significantly, concepts on career development, employee motivation and performance were analysed.

The study was limited to the Forestry Commission in the Ashanti Region due to proximity, financial constraint and limited time.

1.6 Overview of Research Methodology

The research adopted the case study approach since the problem under study is peculiar to the Forestry Commission. This study utilised both primary and secondary sources of data. Primary sources of data were obtained from staff and management of Forestry Commission, Ashanti. Secondary data were obtained from books, internet search, articles, and journals among others.

The population under study was all staff and management of Forestry Commission, Ashanti. That was because of availability and accessibility of relevant information for the problem under study. The sample size was 101 respondents in order to ensure that the information gathered is representative enough to draw conclusion. The simple random was used in selecting the staff who formed the group under study during the research period. However, the purposive sampling technique was used to select the managers and directors.

Data collection tools involved the use of questionnaire. All questionnaires were administered and positively answered due to the clear nature the questionnaires were and the systematic manner it was prepared which facilitated the collection of the data needed for the project. Both qualitative and quantitative (analytical) methods were used to analyse the data.

Quantitative procedures include the use of cross tabulation, frequency distributions and percentages. Qualitative analysis included the identification and comparison of the responses.

1.7 Limitations of the Study

The study was limited by factors such as the unwillingness of respondents to fill questionnaire, unavailability of managers to answer questionnaires, financial and time constraints.

1.8 Organization of the Study

The study consists of five chapters. The first chapter consists of the background to the study, statement of the problem, Objectives of the study, Research questions, Significance of the study, Scope of the study, Overview of research methodology, limitations of the study and lastly the Organization of the study. Chapter two deals with literature review on concepts and theories relevant to the study and chapter three, the methodology adopted to conduct the research. This chapter deals with issues such as the research design, instrument and data collection tools and the profile of the Forestry Commission. Chapter four deals with data presentation, discussions and analysis. The last chapter indicates the findings of the study, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature review on the study. It concentrated on defining career development and its dimensions or elements, definition of motivation and theories, definition of performance and measurement and more importantly a conceptual framework showing the relationship between career development, motivation and employee performance.

2.1 Career development defined

In a broad sense, career development involves "helping people to choose organizations and career paths and to attain career objectives. In a more narrow sense, a career development programme helps employees to "analyze their abilities and interests in order to better match their personal needs for growth and development with the needs of the organization." By either definition, career development clearly is founded upon the goal of matching individuals' needs and desires with the need of an organization to meet its mission (Gibbons, 1995). Gibbons further contends that for the past 50 years, these concepts have been adapted successfully by many corporations and organizations in the private sector. By contrast, the vast majority of police agencies - particularly those of moderate size - traditionally view career development as nothing more than promoting officers through the ranks until they reach retirement age. While departments offer employees limited guidance in terms of professional development, individual officers generally receive little or no guidance in areas pertaining to personal growth or their post-retirement lives. Similarly, in organizational development, the study of **career** development looks at how individuals manage their careers

within and between organizations and how organizations structure the career progress of their members. It can also be tied into succession planning within some organizations (Wikipedia, 2010 a).

In personal development, career development is the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to influence the nature and significance of work in the total lifespan of any given individual (National career development association of board of directors, 2003). Similarly, Herr and Cramer (1996) argued that, it is the life-long psychological and behavioural processes as well as contextual influences shaping one's career over the life span. As such, career development involves the person's creation of a career pattern, decision-making style, integration of life roles, values expression, and life-role self concepts.

Lalith (2003) saw Career development as the process where individual career plans encounter organisational realities. Individual development interacts with the organisation and its development through the individual's career. Career development therefore, is of significance for both individual and organisation and for human resource development. Lalith concluded that career developmental activities include all of the off-and-on-the-job training techniques.

Critically, all writers contend that both the needs and desires of the individual and organization are important as far as career development is concerned.

2.2 Dimensions and Elements of Career development.

According to Gibbons (1995) as practiced in many corporations and private organizations, career development basically consists of four stages or levels of development: Establishment, advancement, maintenance, and withdrawal. By integrating these four levels of career

development into a human resources programme, public safety agencies can enhance their overall effectiveness while improving the lives of their officers.

Significantly, the establishment must attract individuals who are interested in the goals of the organization. Therefore, administrators and recruiters clearly must inform potential employees of the organization's mission and goals. Organizations that attempt to attract recruits on the basis of what they think the candidates want, as opposed to what the organization can actually deliver, risk not being able to satisfy recruits' career expectations. During the selection process, recruiters commonly ask candidates about their career aspirations. In response, candidates often say that they want to progress through the ranks to become head of the agency. At the time, these respondents possess little or no understanding of the duties involved in the various ranks along the way. In fact, they probably have not considered fully the limited probability that they indeed will become head of the organization. Unfortunately, recruiters often tacitly encourage unrealistic goals, even though they know that only a few promotions are likely. A far more candid and practical approach is to offer an accurate picture of the real opportunities that exist within an organization. Certainly, promotion through the ranks represents one option. But to attract and retain the best candidates, agencies also need to develop and tout other avenues for experiencing career satisfaction. Once individuals are selected for employment, Gibbons (1995) suggests that organization must counsel them to enhance their potential for success in both their initial assignments and in preparation for future positions.

Furthermore, advancement may take on a different meaning for each individual. Gibbons further stated that Employees' attitudes toward advancement also may change as they mature within an organization. An agency must, therefore, consistently work with individual employees to help them recognize, define, and redefine their goals during the course of their

careers within the organization. Organizations also make a considerable effort to ensure that new officers attain a certain level of training. Unfortunately, once officers become established within the organization, many organizations tend to abandon them to chart their own course for the future. Depending on their personal motivation, some employees may do quite well at projecting future department needs and preparing themselves to answer those needs. Other employees may be too busy doing their jobs to give much thought to organizational needs. Still, others simply may be in the right place at the right time when advancement opportunities arise. Clearly, such an uneven playing field would hamper any contest. Neither employees nor organizations are well served by a system of advancement based more on appearances and luck than on merit and ability. If organizations want officers to share in organizational goals, then administrators must provide effective career counseling to ensure that all officers know what those goals are. In this way, effective career planning ultimately helps departments realize more of the potential that exists in a broader base of its employees.

In addition to this, Gibbons (1995) contends that maintenance recognizes that employees may find their niche in an organization and may not desire to move from that position. If such employees are productive and satisfied, then their decisions should be supported by the organization. A good example is the experienced beat officers who remain in patrol because they enjoy the work and do it well. The department can support these officers by providing training opportunities that will enhance both their abilities and satisfaction in that position. These individuals also can serve as role models for other officers who still are attempting to find their place within the organization. Periodic counseling will help ensure that every officer's success and sense of satisfaction continues. Current fiscal and social factors dictate that law enforcement as a profession must examine ways to improve financial compensation and other types of rewards for career officers who perform proficiently at the line level. As

agencies downsize and eliminate layers of management, fewer career advancements are probable. Therefore, agencies must find alternative ways to compensate and recognize the achievements of career officers.

Gibbons (1995) further maintains that traditionally, many organizations have done a poor job of addressing the issues of withdrawal or retirement. However, a commitment to improve human resources management requires that organizations move forward in this area. Many administrators have seen the devastating effects that disillusioned officers nearing retirement can have on the expectations of younger officers. Officers who are just putting in their time and doing as little work as possible, while criticizing the organization at every opportunity, do nothing to motivate or to develop younger officers. Through a comprehensive career planning program, organizations can take steps to prevent this scenario from recurring. Officers who have a clear focus on what they plan to do after retirement, and who see their current employment as contributing to the success of those plans, continue to contribute to the organization, and by example, assist younger officers develop their skills. By counseling officers to prepare for retirement, organizations also send a message to younger officers that they will be important to the organization throughout their careers. Thus, organizations provide employees with the incentive to be productive and to remain with the organization, rather than seeking out and fleeing to another profession or another department. Gibbons (1995) concluded that in an era of organizational flattening and hiring freezes, organizations must place more emphasis on the development of current employees. A well-designed career development programme is the most effective way for organizations to cultivate, motivate, and retain their most valuable resource - their employees.

More so, Gati, Krausz, and Osipow (1996) cited in (Mau, 2004) contend that, there are some elements they call “career decision-making difficulties” which affect individual career

development. They classified career decision-making difficulties into three major clusters. These are lack of readiness, which occurs before the decision-making process; lack of information, which occurs during the decision-making process; and inconsistent information, which also occurs during the decision-making process. These clusters are, in turn, subdivided. The first cluster, lack of readiness, includes three categories of difficulties. These are lack of motivation to engage in the career decision-making process; general indecisiveness concerning all types of decisions; and dysfunctional beliefs, including irrational expectations. The second cluster, lack of information, includes four categories of difficulties. These are lack of knowledge about the steps involved in the process, lack of information about self, lack of information about various career alternatives, and lack of information about ways of obtaining additional information. The third cluster of difficulties, inconsistent information, involves unreliable information, internal conflicts, and external conflicts.

CAREER DECISION MAKING DIFFICULTIES

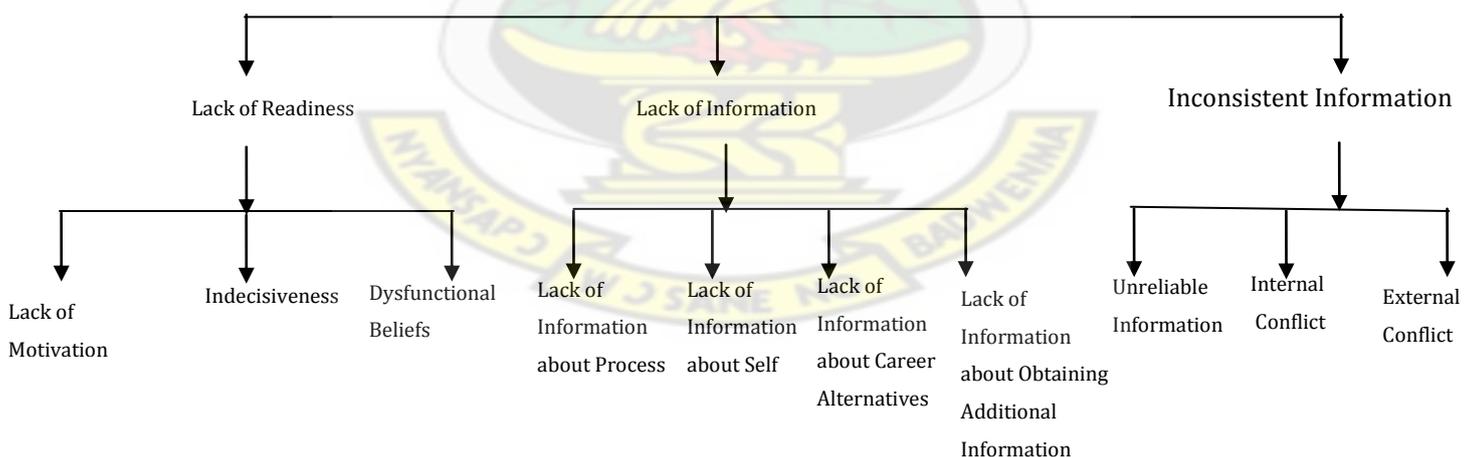


Figure 2.1: Career Decision Making Difficulties (Source: Mau, 2004).

A total of 10 categories thus constitute the taxonomy of career decision-making difficulties.

Researchers examining the constructs and validity of this taxonomy have found empirical

support in a variety of populations, such as clients versus non-clients (Gati et al., 2000), people taking Internet-based versus paper-and-pencil career assessments (Gati & Saka, 2001), cross-national comparisons (Gati et al., 1996; Mau, 2001), and high school (Gati & Saka, 2001; Leung & Hou, 2002) and university students (Osipow & Gati, 1998).

Similarly, perception of career-related barriers and decision-making difficulties plays a significant role in the career development of women and ethnic minorities (Lent, Brown, and Hackett, 1994). Studies have shown that women and ethnic minorities perceived more career-related barriers than did White American men (Luzzo and McWhirter, 2001). In a cross-national study, Mau (2001) found that Taiwanese college students perceived more career decision-making difficulties than did American college students. He also found that the clusters of difficulty have different effects on career indecision depending on students' nationalities. This initial finding prompted further investigation of the perceptions of career decision-making difficulties among different racial and ethnic groups in the United States.

A critical assessment of this avalanche of information shows that while Gibbons (1995) analyses the role an organization plays in career development, all the other writers concentrate on the role of the individual in career development. It should however be emphasized that, their works enable one to fathom the various dimensions and elements of career development.

2.3 Theories of Career Development

Based on the objectives of the study, the following career development theories were reviewed.

2.3.1 Super's Theory of Vocational Choice – 1954

Donald Super generated a life span vocational choice theory that has six life and career development stages. These six stages are:

1. The crystallization stage, ages 14-18
2. Specification stage, ages 18-21
3. Implementation stage, ages 21-24
4. The stabilization stage, ages 24-35
5. Consolidation, age 35
6. Readiness for retirement, age 55

One of Super's greatest contributions to career development has been his emphasis of the role self-concept development plays. Super recognized that the self-concept changes and develops throughout people's lives as a result of experience. People successively refine their self-concept(s) over time and application to the world of work creates adaptation in their career choice. Although the career development theory provides a foundation for the professional work force its research has omitted women, people of colour and the poor. With the changing work force and nature of work the theory has been called into question (Savickas and Lent, 1994).

2.3.2 Holland's Career Typology – 1959

John Holland's theory is grounded in what he calls modal personal orientation or a developmental process established through heredity and the individual's life history of reacting to environmental demands. More simply put, individuals are attracted to a particular occupation that meets their personal needs and provides them satisfaction.

Holland's theory rests on four assumptions:

1. In our culture, persons can be categorized as one of the following: Realistic, Investigative, Artistic, Social, Enterprising or Conventional.
2. There are six modal environments: realistic, investigative, artistic, social, enterprising and conventional.
3. People search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles.
4. Behaviour is determined by an interaction between personality and environment.

Much research supports Holland's typology. The strongest criticism is based on gender bias because females tend to score in three personality types (artistic, social and conventional). Holland attributes this to our society that channels females into female-dominated occupations (Savickas and Lent 1994).

2.4 Definition of Motivation and Relevant theories

According to incentivequotes (2010), motivation is the key to creating an environment where optimal performance is possible. The success of any business therefore depends largely on the motivation of the employees. Human resources are essential to the prosperity, productivity and performance of companies. Chavakkad (2010) asserted that motivation forms the core of management. Motivation is an effective instrument in the hands of the management in inspiring the work force. It is the major task of every manager to motivate his subordinate or to create the will to work among the subordinates. It should also be remembered that the worker may be immensely capable of doing some work; nothing can be achieved if he is not willing to work. Creation of a will to work is motivation in simple but true sense of term. Motivation is an important function which every manager performs for actuating the people to work for accomplishment of objectives of the organization. Issuance

of well conceived instructions and orders does not mean that they will be followed. A manager has to make appropriate use of motivation to enthuse the employees to follow them. Effective motivation succeeds not only in having an order accepted but also in gaining a determination to see that it is executed efficiently and effectively. In order to motivate workers to work for the organizational goals, the managers must determine the motives or needs of the workers and provide an environment in which appropriate incentives are available for their satisfaction. If the management is successful in doing so; it will also be successful in increasing the willingness of the workers to work. This will increase efficiency and effectiveness of the organization. There will be better utilization of resources and workers abilities and capacities (Chavakkad, 2010).

Latumahina (2008) identified self motivation and defined it as enthusiasm or drive. Latumahina indicated that, self motivation is the driving force that keeps people to push through even when the going gets tough sometimes. The root of self motivation is desire that drives you to value things and to identify what is relevant or irrelevant.

2.4.1 The Concept of Motivation

The word motivation was derived from motive which means any idea, need or emotion that prompts a man into action (Chavakkad, 2010). Whatever may be the behavior of man, there is a stimulus behind it. Stimulus is dependent upon the motive of the person concerned. Motive can be known by studying his needs and desires. There is no universal theory that can explain the factors influencing motives which control mans behaviour at any particular point of time. In general, the different motives operate at different times among different people and influence their behaviours. The process of motivation studies the motives of individuals which cause different types of behaviours (Chavakkad, 2010).

2.4.2 Definition of Motivation

Motivation is the activation or energisation of goal-oriented behaviour. Motivation is said to be intrinsic or extrinsic. The term is generally used for humans but, theoretically, it can also be used to describe the causes for animal behaviour as well (Wikipedia, 2010 a). Similarly, according to Romando (2007) the word motivation is coined from the Latin word "movere", which means to move. He argues that motivation is defined as an internal drive that activates behaviour and gives it direction. The term motivation theory is concerned with the processes that describe why and how human behaviour is activated and directed. It is regarded as one of the most important areas of study in the field of organizational behaviour. Critically, both definitions emphasize the inherent activation of a particular behaviour in humans to achieve a goal.

Chavakkad (2010) concluded that the following results may be expected if the employees are properly motivated. The workforce will be better satisfied if the management provides them with opportunities to fulfil their physiological and psychological needs. The workers will cooperate voluntarily with the management and will contribute their maximum towards the goals of the enterprise. Furthermore, the workers will tend to be as efficient as possible by improving upon their skills and knowledge so that they are able to contribute to the progress of the organization. This will also result in increased productivity. In addition to these, the rates of labour's turnover and absenteeism among the workers will be low. There will be good human relations in the organization as friction among the workers themselves and between the workers and the management will decrease and the number of complaints and grievances will come down. Accident will also be low. There will be increase in the quantity and quality of products. Wastage and scrap will be less. Better quality of products will also increase the public image of the business.

2.4.3 Theories of Motivation

2.4.3.1 Incentive Theory of Motivation

A reward, tangible or intangible, is presented after the occurrence of an action (i.e. behaviour) with the intent to cause the behaviour to occur again (Kerr, 1985). This is done by associating positive meaning to the behaviour. Studies show that if the person receives the reward immediately, the effect would be greater, and decreases as duration lengthens. Repetitive action-reward combination can cause the action to become habit. Motivation comes from two sources: oneself, and other people. These two sources are called intrinsic motivation and extrinsic motivation, respectively.

Applying proper motivational techniques can be much harder than it seems. Steven Kerr notes that when creating a reward system, it can be easy to reward A, while hoping for B, and in this process, reap harmful effects that can jeopardize your goals (Kerr, 1985).

A reinforcer is different from reward, in that reinforcement is intended to create a measured increase in the rate of a desirable behaviour following the addition of something to the environment.

Every person has their own set of motivations and personal incentives to work hard. Some are motivated by recognition whilst others are motivated by cash incentives (Incentivequotes, 2010). Whatever the employees' motivation, the key to promoting that motivation as an employer is understanding and incentive. Employee motivation is essential to the success of any company big or small. Motivated employees are productive, happy and committed to company goals. The spin off of this include reduced employee turnover, results driven employees, company loyalty and workplace harmony (Incentivequotes, 2010).

Employee incentive programmes go a long way towards ensuring that employees felt appreciated and worthwhile. This alone can help employee motivation across board. The great thing about these programmes is that, they are individualised and are tailored to suit the needs and wants of the employees. Incentive programmes increase motivation because they are not only encouraging productive performance but also show employees that the company cares. Perhaps the most significant impact of increased employee motivation is that of increased productivity. Employee incentive programmes promote work place harmony, employee performance, and most of all employee motivation which is the key to long term benefits for the company. Motivated employees mean staff retention and company loyalty, the two things that will have significant impact on the growth and development of businesses (Incentivequotes, 2010).

2.4.3.2 Needs Theory

Abraham Maslow's theory is one of the most widely discussed theories of motivation. The theory can be summarized as follow:

1. Human beings have wants and desires which influence their behaviour. Only unsatisfied needs influence behaviour, satisfied needs do not.
2. Since needs are many, they are arranged in order of importance, from the basic to the complex.
3. The person advances to the next level of needs only after the lower level need is at least minimally satisfied.
4. The further the progress up the hierarchy, the more individuality, humanness and psychological health a person will show (Maslow, 1970).

According to Maslow (1970) the needs from the basic (lowest-earliest) to complex (highest-latest) are status, security, shelter, physiological, safety, belongingness, self-esteem, self actualization and self realization.

Related to this is Frederick Herzberg's two-factor theory namely motivators and Hygiene factors. He argued that there were certain factors that a business could introduce that would directly motivate employees to work harder (Motivators). However there were also factors that would de-motivate an employee if not present but would not in themselves actually motivate employees to work harder. This he called the Hygiene factors (Commonwealth of Learning, 2003).

Motivators are more concerned with the actual job itself. For instance how interesting the work is and how much opportunity it gives for extra responsibility, recognition and promotion. Hygiene factors are factors which 'surround the job' rather than the job itself. For example a worker will only turn up to work if a business has provided a reasonable level of pay and safe working conditions but these factors will not make him work harder at his job once he is there (Knights and Willmott, 2007)

Herzberg believed that businesses should motivate employees by adopting a democratic approach to management and by improving the nature and content of the actual job through certain methods. Some of the methods managers could use to achieve this are:

1. Job enlargement – workers being given a greater variety of tasks to perform (not necessarily more challenging) which should make the work more interesting.

2. Job enrichment - involves workers being given a wider range of more complex, interesting and challenging tasks surrounding a complete unit of work. This should give a greater sense of achievement.
3. Empowerment – means delegating more power to employees to make their own decisions over areas of their working life (Herzberg, Mausner & Snyderman 1959).

More so, Clayton Alderfer, expanding on Maslow's hierarchy of needs, created the ERG theory (existence, relatedness and growth). Physiological and safety, the lower order needs are placed in the existence category while love and self-esteem needs are placed in the relatedness category. The growth category contains our self actualization and self esteem needs (Shah, 2000). He argued that more than one need may be activated at the same time. Alderfer's theory suggests that, higher needs become more important as they are satisfied, rather than less important.

David McClelland, a psychologist, in the 1940s created what is known as the TAT – Thematic Appreciation Test, to measure human needs. McClelland identified three theories as a result of these TAT tests, and proposed a set of higher-order needs, including need for achievement (nAch), need for affiliation (nAff), and need for power (nPower). He argued that, these three needs are learned, rather than instinctive (Commonwealth of Learning, 2003).

McClelland further explained that, need for achievement exists when individuals place priority on the quality of their work, and have a preference for situations that enable them to shape the outcome. People with high nAch will work hard towards a goal primarily because it motivates them. Need for affiliation however, focus on establishing and maintaining relationships with others. Individuals with this need tend not to be competitive, preferring

cooperation and conformity. McClelland concluded that, need for power is often evident among middle and upper-levels of management who by their positions influence other members of the organisation.

2.4.3.3 Drive- reduction Theory

The Drive Reduction Theory grows out of the concept that we have certain biological drives, such as hunger (Deci, 1985). As time passes, the strength of the drive increases if it is not satisfied (in this case by eating). Upon satisfying a drive the drive's strength is reduced. The theory is based on diverse ideas from the theories of Freud to the ideas of feedback control systems, such as a thermostat.

Drive reduction theory has some intuitive or folk validity. For instance when preparing food, the drive model appears to be compatible with sensations of rising hunger as the food is prepared, and after the food has been consumed, a decrease in subjective hunger. There are several problems, however, that leave the validity of drive reduction open for debate. The first problem is that it does not explain how secondary reinforcers reduce drive. For example, money satisfies no biological or psychological needs, but a pay check appears to reduce drive through second-order conditioning. Secondly, a drive such as hunger, is viewed as having a "desire" to eat, making the drive a homuncular being – a feature criticized as simply moving the fundamental problem behind this "small man" and his desire.

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

2.4.3.4 Equity Theory

Equity theory suggests that if people perceive a level of inequity or unfairness when they compare their work situation to that of others, they will be motivated to do something about it, in order to create a better or more accurate sense of fairness. The theory distinguishes between felt negative inequity and felt positive inequity (Commonwealth of Learning, 2003).

Felt negative inequity emerges when an individual feels that he or she is receiving less (in the way of compensation, or recognition, or advancement) than others are, in proportion to work inputs. Felt positive inequity on the other hand exists when an individual feels that, compared with others, he or she is actually getting more.

Studies have demonstrated that, when individuals perceive that compensation and reward systems are equitable, they have greater levels of job satisfaction and are willing to commit to organisational objectives (Commonwealth of Learning, 2003).

2.4.3.5 Expectancy Theory

The expectancy theory of Victor Vroom deals with motivation and management. Vroom's theory assumes that behaviour results from conscious choices among alternatives whose purpose it is to maximize pleasure and minimize pain (Vroom and MacCrimmon, 1968). The key elements to this theory are referred to as Expectancy (E), Instrumentality (I), and Valence (V). Critical to the understanding of the theory is the understanding that each of these factors represents a belief.

Together with Edward Lawler and Lyman Porter, Vroom suggested that the relationship between people's behavior at work and their goals was not as simple as was first imagined by

other scientists. Vroom realized that an employee's performance is based on individual factors such as personality, skills, knowledge, experience and abilities.

The expectancy theory says that individuals have different sets of goals and can be motivated if they believe that, there is a positive correlation between efforts and performance; favorable performance will result in a desirable reward; the reward will satisfy an important need; and the desire to satisfy the need is strong enough to make the effort worthwhile.

Vroom's Expectancy Theory is based upon the following three beliefs:

1. Valence (Valence refers to the emotional orientations people hold with respect to outcomes [rewards]. The depth of the want of an employee for extrinsic [money, promotion, time-off, benefits] or intrinsic [satisfaction] rewards).
2. Expectancy (Employees have different expectations and levels of confidence about what they are capable of doing).
3. Instrumentality (The perception of employees whether they will actually get what they desire even if it has been promised by a manager).

Vroom suggests that an employee's beliefs about Expectancy, Instrumentality, and Valence interact psychologically to create a motivational force such that the employee acts in ways that bring pleasure and avoid pain. This force can be 'calculated' via the following formula: **Motivation = Valance × Expectancy(Instrumentality)**. This formula can be used to indicate and predict such things as job satisfaction, one's occupational choice, the likelihood of staying in a job, and the effort one might expend at work.

2.5 Motivation as a Key to Performance Improvement

There is an old saying you can take a horse to the water but you cannot force it to drink; it will drink only if it's thirsty - so with people. They will do what they want to do or otherwise motivated to do. Whether it is to excel on the workshop floor or in the 'ivory tower' they must be motivated or driven to it, either by themselves or through external stimulus. Are they born with the self-motivation or drive? Yes and no. If no, they can be motivated, for motivation is a skill which can and must be learnt. This is essential for any business to survive and succeed (Chavakkad, 2010). Performance is considered to be a function of ability and motivation, thus:

- Job performance = f(ability)+(motivation), (Chavakkad, 2010).

Ability in turn depends on education, experience and training and its improvement is a slow and long process. On the other hand motivation can be improved quickly. There are many options and an uninitiated manager may not even know where to start. There are broadly seven strategies for motivation. These are positive reinforcement/high expectations, effective discipline and punishment, treating people fairly, satisfying employees' needs, setting work related goals, restructuring jobs and base rewards on job performance.

Essentially, there is a gap between an individual's actual state and some desired state and the manager tries to reduce this gap. Motivation is, in effect, a means to reduce and manipulate this gap (Chavakkad, 2010).

2.6 Performance (Definition and Measurement)

Performance Measurement can be best understood through considering the definitions of the words 'performance' and 'measurement'. According to the Baldrige Criteria (cited in Business performance improvement resource, 2007), performance refers to output results and their outcomes obtained from processes, products, and services that permit evaluation and comparison relative to goals, standards, past results, and other organisations. Performance can be expressed in non-financial and financial terms.

Measurement on the other hand refers to numerical information that quantifies input, output, and performance dimensions of processes, products, services, and the overall organisation (outcomes). Performance measures might be simple (derived from one measurement) or composite (Business performance improvement resource, 2007).

All organizations measure performance to some extent. However, there is a large disparity among organizations in terms of which performance measures are used with many primarily focusing on financial measures. There has however, been a general move away from financial measurement since the early 1980's. This was accelerated in the 1990's and 2000's by the worldwide acceptance of business excellence models and performance measurement frameworks that address all stakeholders' needs (Business performance improvement resource, 2007).

2.6.1 Measurements

Performance measurement is the process whereby an organisation establishes the parameters within which programmes, investments, and acquisitions are reaching the desired results (Wikipedia, 2010 b). This process of measuring performance often requires the use of statistical evidence to determine progress toward specific defined organisational objectives.

Performance measures quantitatively tell us something important about our products, services, and the processes that produce them. They are a tool to help us understand, manage, and improve what our organizations do. Performance measures enable us to know how well we are doing, if we are meeting our goals, if our customers are satisfied, if our processes are in statistical control and if and where improvements are necessary (Harrington, 1991). They provide us with the information necessary to make intelligent decisions about what we do.

Wikipedia (2010 b) identified the two often-quoted statements that demonstrate why measurement is important. These are; **“When you can measure what you are speaking about and express it in numbers, you know something about it”**; and **“You cannot manage what you cannot measure”**. If our products, services, and processes are not measured, those using the products, services and processes and the organisation itself would be misled and bad decisions likely to follow. Regular measurement of progress toward specified outcomes is a vital component of any effort at managing-for-results, a customer-oriented process that focuses on maximising benefits and minimising negative consequences for customers of services and programmes. Performance measures are recognized as an important element of all Total Quality Management programs. Wikipedia concluded that, Managers and supervisors directing the efforts of an organization or a group have a responsibility to know how, when, and where to institute a wide range of changes. These changes cannot be sensibly implemented without knowledge of the appropriate information upon which they are based.

A performance measure is composed of a number and a unit of measure. The number gives us a magnitude (how much) and the unit gives the number a meaning (what). Performance measures are always tied to a goal or an objective (the target). Performance measures can be

represented by single dimensional units like hours, meters, nanoseconds, dollars, number of reports, number of errors, length of time to design hardware, etc. They can show the variation in a process or deviation from design specifications. Single-dimensional units of measure usually represent very basic and fundamental measures of some process or product. More often, multidimensional units of measure are used. These are performance measures expressed as ratios of two or more fundamental units. These may be units like miles per gallon (a performance measure of fuel economy), number of accidents per million hours worked (a performance measure of the companies safety program), or number of on-time vendor deliveries per total number of vendor deliveries. Performance measures expressed this way almost always convey more information than the single-dimensional or single-unit performance measures. Ideally, performance measures should be expressed in units of measure that are the most meaningful to those who must use or make decisions based on those measures.

Wikipedia (2010 b) identified eight reasons for adopting performance measurements. These are to: evaluate organisational performance, control workforce, budget for future operations, motivate employees, celebrate accomplishments, promote and validate success, learn reasons behind poor or good performance, and improve performance.

As a process, performance measurement is not simply concerned with collecting data associated with a predefined performance goal or standard. Performance measurement is better thought of as an overall management system involving prevention and detection aimed at achieving conformance of the work product or service to customer's requirements. Additionally, it is concerned with process optimization through increased efficiency and effectiveness of the process or product. These actions occur in a continuous cycle, allowing

options for expansion and improvement of the work process or product as better techniques are discovered and implemented. According to Harrington (1991) most performance measures can be grouped into one of the following six general categories. However, certain organizations may develop their own categories as appropriate depending on the organization's mission. These include effectiveness: A process characteristic indicating the degree to which the process output (work product) conforms to requirements, efficiency: A process characteristic indicating the degree to which the process produces the required output at minimum resource cost, quality: The degree to which a product or service meets customer requirements and expectations, timeliness: Measures whether a unit of work was done correctly and on time. Criteria must be established to define what constitutes timeliness for a given unit of work. The criterion is usually based on customer requirements, productivity: The value added by the process divided by the value of the labour and capital consumed and safety: Measures the overall health of the organization and the working environment of its employees.

The following reflect the attributes of an ideal unit of measure. They reflect the customer's needs as well as our own, provide an agreed upon basis for decision making, understandable, apply broadly, may be interpreted uniformly, compatible with existing sensors (a way to measure it exists), precise in interpreting the results and is economical to apply (Harrington, 1991). Performance data must support the mission assignment(s) from the highest organizational level downward to the performance level

Similarly to Harrington (1991) and Wikipedia (2010 b) is "The 16 ways to measure employee performance" by Hakala (2008). Hakala contends that, performance measurement uses the following indicators of performance, as well as assessments of those indicators. These

include quantity: The number of units produced, processed or sold is a good objective indicator of performance. Quality: The quality of work performed can be measured by several means. The percentage of work output that must be redone or is rejected is one such indicator. In a sales environment, the percentage of inquiries converted to sales is an indicator of salesmanship quality. In addition to these is timeliness. How fast work is performed is another performance indicator that should be used with caution. In field service, the average customer's downtime is a good indicator of timeliness. In manufacturing, it might be the number of units produced per hour. Cost-effectiveness: The cost of work performed should be used as a measure of performance only if the employee has some degree of control over costs. For example, a customer-service representative's performance is indicated by the percentage of calls that he or she must escalate to more experience and expensive reps, absenteeism/tardiness: An employee is obviously not performing when he or she is not at work. Other employees' performance may be adversely impacted by absences, too.

Significantly to these is creativity. It can be difficult to quantify creativity as a performance indicator, but in many white-collar jobs, it is vitally important. Performance indicators must be assessed by some means in order to measure performance itself.

Hakala (2008) further contends that performance can be assessed from the aforementioned indicators through the following means.

- 1 **Manager Appraisal:** A manager appraises the employee's performance and delivers the appraisal to the employee. Manager appraisal is by nature top-down and does not encourage the employee's active participation. It is often met with resistance, because the employee has no investment in its development.

- 2 **Self-Appraisal:** The employee appraises his or her own performance, in many cases comparing the self-appraisal to management's review. Often, self-appraisals can highlight discrepancies between what the employee and management think are important performance factors and provide mutual feedback for meaningful adjustment of expectations.
- 3 **Peer Appraisal:** Employees in similar positions appraise an employee's performance. This method is based on the assumption that co-workers are most familiar with an employee's performance. Peer appraisal has long been used successfully in manufacturing environments, where objective criteria such as units produced prevail. Recently, peer appraisal has expanded to white-collar professions, where soft criteria such as "works well with others" can lead to ambiguous appraisals. Peer appraisals are often effective at focusing an employee's attention on undesirable behaviors and motivating change.
- 4 **Team Appraisal:** Similar to peer appraisal is that members of a team, who may hold different positions, are asked to appraise each other's work and work styles. This approach assumes that the team's objectives and each member's expected contribution have been clearly defined.
- 5 **Assessment Center:** The employee is appraised by professional assessors who may evaluate simulated or actual work activities. Objectivity is one advantage of assessment centers, which produce reviews that are not clouded by personal relationships with employees.
- 6 **360-Degree or "Full-Circle" Appraisal:** The employee's performance is appraised by everyone with whom he or she interacts, including managers, peers, customers and members of other departments. This is the most comprehensive and expensive way to measure performance and it is generally reserved for key employees.

7 MBO (Management by Objectives): The employee's achievement of objective goals set in concert with his or her manager is assessed. The MBO process begins with action statements such as, "reduce rejected parts to 5 percent." Ongoing monitoring and review of objectives keeps the employee focused on achieving goals. At the annual review, progress toward objectives is assessed, and new goals are set.

There are as many indicators of performance as there are companies and jobs. The various assessment methods can be used in combinations. Significantly, Harrington (1991), Hakala (2008) and Wikipedia (2010 b) are not logical contradictory but enable one to fathom or appreciate performance measurement.

2.6.2 Performance Measurement Framework

A good performance measurement framework will focus on the customer and measure the right things. The Department of Trade and Industry, UK (dti) identified six key areas for consideration in performance measurement. Performance measures must be:

1. Meaningful, unambiguous and widely understood.
2. Owned and managed by the teams within the organization.
3. Based on a high level of data integrity.
4. Such that data collection is embedded within the normal procedures.
5. Able to drive improvement.
6. Linked to critical goals and key drivers of the organization (dti.gov.uk).

There are four key steps in performance measurement framework. Strategic objectives of the organization are converted into desired standards of performance, metrics are developed to compare the desired performance with the actual achieved standards, gaps are identified, and improvement actions initiated. These steps are continuously implemented and reviewed.

2.7 Conceptual Framework of the Relationship between Career Development, Motivation and Employee Performance.

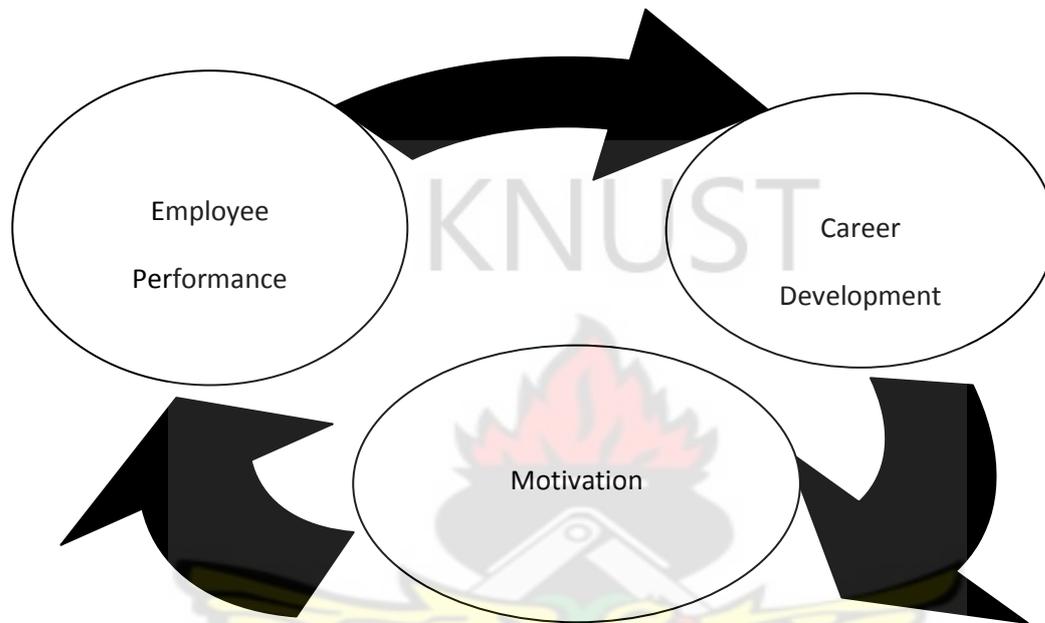


Figure 2.2: Relationship between Career development, Motivation and Employee Performance

Source: Author's construct, 2010

As figure 2.2 shows, there is interconnection, interrelationship and interdependency between career development, motivation and employee performance. Career development leads to motivation and subsequently affects performance within the organization. Critically, a problem with any of these in the organization should be addressed by assessing all these three variables.

CHAPTER THREE

METHODOLOGY AND ORGANIZATIONAL PROFILE

3.0 Introduction

This chapter deals with the methodology adopted in conducting the study. The chapter is organized as follows; research design, research area, population and sampling, research instrument (data collection technique), administration of instrument (data collection proceedings), analysis of data and profile of the Forestry Commission.

3.1 Research Design

The study employed both quantitative and qualitative techniques to determine the effects of career development on employee motivation in the organization. This will enable the researcher to use statistical and subjective analysis to draw conclusion. The study was based on the use of questionnaire. This approach was used because it was an effective tool for collecting data for the sample population to investigate the effects of career development on employee motivation in the organization as well as problems that characterize it and ways of improving this condition to increase productivity.

3.2 Sources of Data

Both primary and secondary data were used in conducting the research.

3.2.1 Primary Sources

In getting primary data there are several approaches available to gathering data. In order to collect reliable and valid information, the researcher contacted all the employees, heads of departments and managers of the organization. The method used in collecting the primary data was questionnaire.

3.2.1.1 Questionnaires

The purpose of using questionnaire was to obtain information about the characteristics, attitudes and beliefs of the employees and managers to determine what will motivate them and opportunities for career advancement. A set of questionnaire was prepared with open – ended as well as close ended questions.

3.2.2 Secondary Sources

The study also made use of secondary data in collecting information. The sources of the secondary data include books, internet search, articles, and journals among others. This helped to identify how others have defined and measured key concepts, the data sources that of others used and this helped to discover how this research project is related to other studies.

3.3 Research Area

This study was conducted in the Forestry commission, Ashanti region because of the availability and accessibility of information. This ensures a more detailed investigation which would yield more valid and reliable results.

3.4 Research Population

The population of the study included the entire staff of the Forestry commission, Ashanti region. The employees had a population universe of 402 while heads of department and managers were 27.

3.5 Sample Size

The sample size for each of the category or group was determined with the formula below:

$$n = \frac{N}{1 + N(a)^2} \text{ (Source: deVaus, 2002)}$$

Where n = sample size, N= population universe and 'a' is the confidence level. The formula above adopted a confidence level of 90% and the margin of error is therefore 10% which is acceptable in social science research. The break down for each of the group is calculated as follows:

Employees of Forestry Commission

N= 402

$$n = \frac{402}{1 + 402(0.1)^2} \Rightarrow n = \frac{402}{1 + 4.02} \Rightarrow n = \frac{402}{5.02} \therefore n = 80$$

Managers and Heads of Department

N=27

$$n = \frac{27}{1 + 27(0.1)^2} \Rightarrow n = \frac{27}{1 + 0.27} \Rightarrow n = \frac{27}{1.27} \therefore n = 21$$

3.6 Sampling Techniques

The simple random sampling was used in selecting employees and the number selected was eighty (80). This is basically because the population will have an equal chance of being selected. Significantly, the purposive sampling technique was used to select managers and directors who were twenty-one (21). This was to ensure that the information will be representative enough to draw conclusion. The sample was selected in accordance with the established objectives of the study.

3.7 Research Instruments

The researcher used questionnaire. The researcher prepared the questionnaires with over twenty simple pre-tested questions to be responded to by the sampled employees,

heads of department and managers of the organization. The questions were designed to make the purpose of the study successful after the results have been ascertained. This instrument gave expected information about the effects of career development on employee motivation at the Forestry Commission.

3.8 Administration of instruments

The questionnaires were distributed to the sampled respondents to appreciate the effects of career development on employee motivation as well as the problems that characterize it. Though it took nearly one month for all questionnaires to be completed, the researcher handed over the questionnaires to the respondents in time and this gave them enough time to study the pattern of the questionnaire and to answer appropriately without being rushed.

3.9 Analysis of Data

The data was organized into tables and figures based on the questionnaire given to respondents. The results were then analyzed and converted using descriptive statistics. Quantitative and qualitative methods were employed in the analysis of the data. The results were subsequently computed into percentages. Percentage (%) values, which were not round figures, were approximated to the nearest whole numbers. Diagrammatic representations of the statistical summaries of the result were presented in the form of pie charts, graphs, and frequency tables.

Computer data analysis such as SPSS and Microsoft Excel were the main tools employed to analyse the data in order to help interpret results. The Statistical Package for the Social Scientist (SPSS) was used to analyse the pre-coded questions. This package was used to compute the percentages because it is easier to use. It was also

used to make tables needed for discussions of the results. The other questions that were open-ended were analyzed by listing all the vital responses given by the respondents. They were then considered based on their relevance to the research.

3.10 Profile of Forestry Commission

The Forestry Commission Act 571 of 1999 brought under the Commission, the main public bodies and agencies implementing the functions of protection, development, management and regulation of forests and wildlife resources and to provide for related matters. The Act created three Divisions and three Units under the Forestry Commission. The Forest Services Division, Wildlife Division and Timber Industry Development Division are the divisions under the Commission while the Units comprise of the Wood Industries Training Centre, Resource Management Support Centre and the London office of the Forestry Commission. The Forestry Commission is headed by a Chief Executive while the divisions are headed by Executive Directors. The units are headed by Directors.

The operations of the Forestry Commission are guided by the 1992 constitution, the 1994 Forest and wildlife policy, and the Forestry Master Plan of 1996 – 2020. The Commission operates as a corporate body performing as an Executive Agency of government in forest and wildlife resource management.

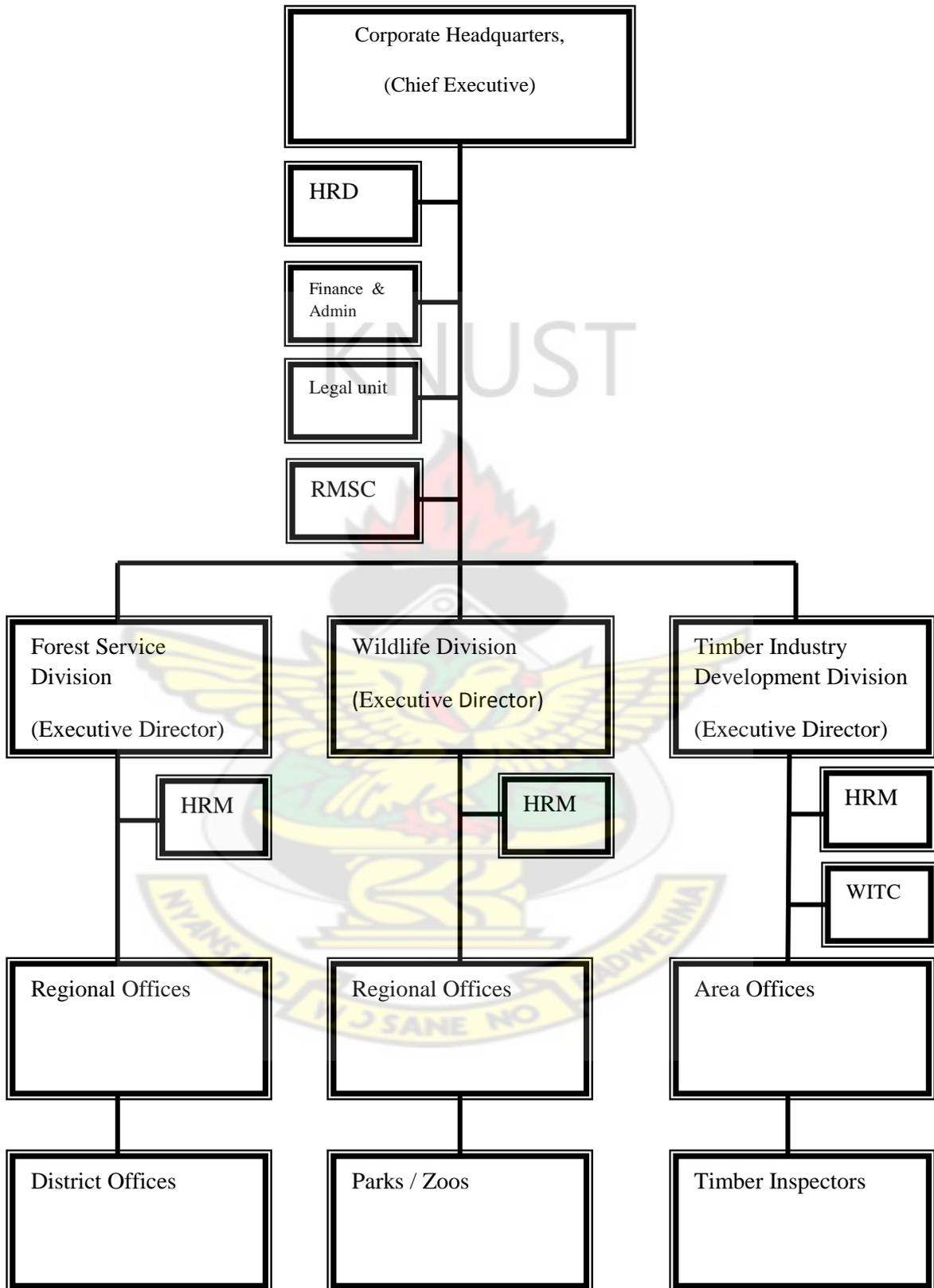
The policy framework on which the Forestry Commission operates is the 1994 Forest and Wildlife policy of Ghana which aims at conservation and sustainable development of the nation's forest and wildlife resources for maintenance of environmental quality and perpetual flow of optimum benefits to all segments of society.

To achieve the objectives and goals of the 1994 forest and wildlife policy, the Forestry Commission in 2008 adopted a new vision statement as “To leave future generations and its communities with richer, better, more valuable forestry and wildlife endowments than we inherited”. In pursuance of the new vision statement, the Commission has committed itself to a new Mission which is “To sustainably develop and manage Ghana’s Forestry and Wildlife resources”.

KNUST



ORGANIZATIONAL CHART OF FORESTRY COMMISSION



Source: Forestry Commission

CHAPTER FOUR

PRESENTATION, DISCUSSION AND ANALYSIS OF DATA

4.0 Introduction

This chapter presents, discusses and analyses data gathered from the field through questionnaires. These are analyzed to emphasize response from respondents using various forms of graphical representations. This chapter is also divided into sub-headings to throw more light on questions asked on the field.

4.1 Demographic Data

On demographic data, questions were asked on gender, age, qualification and length of years at work.

From the sample size of one hundred and one (101), all were from the Forestry Commission. However one hundred questionnaires were retrieved. In dealing with gender, there were seventy eight (78) males with twenty two (22) females

Table 4.1: Gender Distribution

Gender	Frequency	Percentage
Males	78	78
Females	22	22
Total	100	100

Source: Field Survey, 2010.

In all the questionnaires received from respondents, seventy eight (78) representing 78% of the total number of the participants was males while twenty two (22) representing 22% of the total number was females. This clearly shows that there were more male participants than females in this survey and it may be as a result of the Forestry Commission's population that has more male employees than female employees and the simple random technique used in selecting respondents.

Hitherto, very few females chose the forestry profession which was seen as a reserve for males. The 22% female participation rate is quite encouraging and supports Lalith (2003) assertion that there has been a substantial increase in the participation rate of women in the labour market. She attributed this increase to equal employment opportunities and more access to education. Table 1 is the source of the statistics.

4.2 Age Distribution

On the issue of age, respondents were categorized into the following age groups below 26, 26-30, 31-35, 36-40, 41-45 above 45.

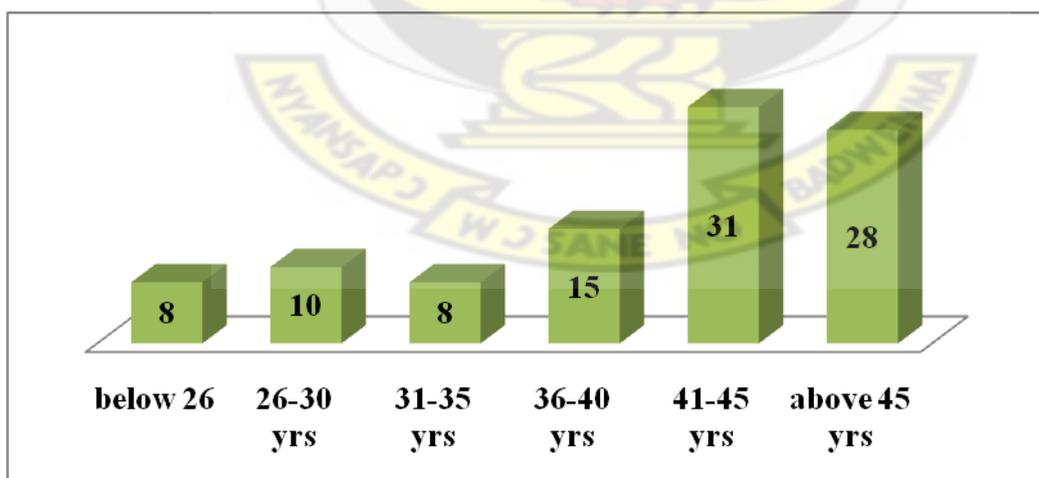


Figure 4.1: Age Distribution

Souce: Field Survey, 2010.

From figure 4.1, it is realised that out of one hundred (100) respondents, eight (8) were below the age of 26, ten (10) were between 26-30, eight (8) respondents were between 31-35 years of age, fifteen (15) of the respondents were between 36-40 years with thirty one (31) respondents falling between 41-45 years. Twenty eight (28) respondents were above 45 years.

The figure clearly shows that, 59% of the respondents are above 41 years, an indication that the Forestry Commission has aging employees. The Human Resource department of the Commission may have to look at the age trend of employees critically so as to guide them in future recruitment exercises. Though, organisations with aging population have stock of knowledge and experience, they lack energy for increased productivity.

4.3 Professional Qualification

This was to find out the highest qualification of the various workers at the Forestry Commission. The table below gives more insight.

Table 4.2: Qualification

Qualification	Frequency	Percentage
Masters	12	12
Degree	18	18
HND	12	12
A-Level/Certificate	25	25
Others (MSLC/GCE O'level)	33	33
Total	100	100

Source: Field Survey, 2010

From table 4.2, it was realised that twelve (12) respondents had Masters degree, eighteen (18) respondents had a Degree from various fields, twelve (12) had Higher National Diploma (HND), twenty five (25) respondents were A-Level/certificate holders, while thirty three (33) respondents had GCE O'Level/Middle School Leaving Certificate (MSLC). The discussion above shows that the Forestry Commission has several levels of professional qualifications that must be developed and satisfied accordingly and differently from each one depending on one's qualification.

From the discussion, it is realised that, 30% of respondents had at least a University degree, which is a plus to the Forestry Commission. High level of professional qualification results in expertise of staff and leads to increased performance. This confirms Chavakkad (2010) assertion that, ability to perform depends on education, experience and training. The Forestry Commission may have to continue with its training programmes to cover employees whose qualification range from HND to GCE O'level to enable them acquire new skills and increase their ability to perform.

4.4 Length of Years at the Forestry Commission

This was to find out the number of years workers had spent at the Forestry Commission. Their answers are presented in figure 4.2.

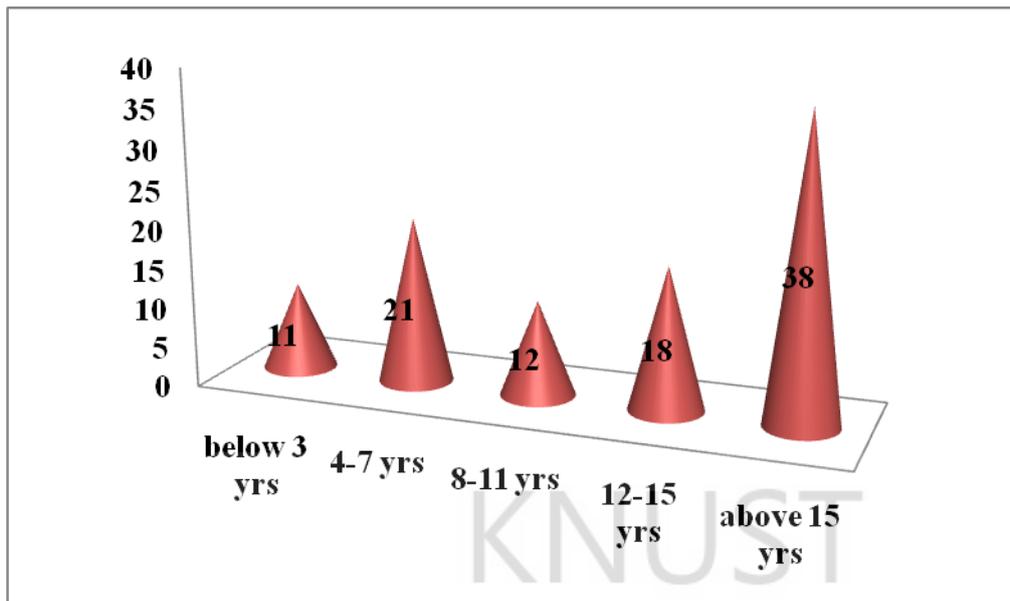


Figure 4.2: Length of Years at the Forestry Commission

Source: Field Survey, 2010.

Figure 4.2 indicates that majority of the respondents which is 38% had worked with the Forestry Commission for over 15 years, followed by those who had worked between 4-7 years and represented 21% of the respondents. This is closely followed by those who had worked for 12-15 years and they constituted 18% of respondents. Eleven percent of respondents had been with the Forestry Commission for less than three years.

This picture shows that most of the staff have been with the Forestry Commission for a long time and might also show that the Commission has better policies such as career development policy for retaining its employees. This confirms Gibbons (1995) assertion that, a well-designed career development programme is the most effective way for organisations to cultivate, motivate, and retain their most valuable resource – their employees.

4.5 Section A: Promotional Systems at Forestry Commission

This was to find out from respondents how earlier promotions at the Commission was based on. Respondents agreed that they were based on both education and long service. Respondents were further asked in their opinion which is best for the Forestry Commission. Table 4.3 presents the results.

Table 4.3: Promotional System

Promotional System	Frequency	Percentage
Long Service	21	21
Both Educational Advancement and Long Service	79	79
Total	100	100

Source: Field Survey, 2010.

From 4.3, 21% answered that long service best suited the Forestry Commission while 79% of the respondents agreed that both educational advancement and long service best suited the Forestry Commission. This means that majority of respondents prefer a system whereby both educational advancement and long service are factored into the career development system of the Forestry Commission. To some extent this will ensure that those who are not able to further their education are also taken into consideration. This will maintain a balance and equality in the system as far as promotion is concerned.

Respondents were further asked to indicate three good things and three bad things about the old system of promotion. On three good things of the old system, these were the results.

Table 4.4: Good Things of the Old System

Good Things of the Old System	Frequency	Percentage
Breeds Respect	35	35
Assurance of Promotion	23	23
Experience Considered	42	42
Total	100	100

Source: Field Survey, 2010.

From table 4.4, 35% of respondents agreed that the old system breeds respects for people who had worked for a long time. Long service with education brings about experience. Respondents were of the view that experience is always good for organization to help it learn from its past and move forward. Forty two percent of respondents shared this view. Twenty three percent of respondents were also of the view that there was assurance of promotion whenever time was due whether by longitude of service or by educational qualification. This means that the old system had a lot of significance and importance as it rewarded the employees who had played tremendous role in the development of the organisation. This implies that it retained many employees as they will definitely be motivated through long service by the system.

Table 4.5: Bad Things with the Old Systems

Bad Things of the Old System	Frequency	Percentage
Not motivated to upgrade themselves	48	48
Low Performance	26	26
Frustration	26	26
Total	100	100

Source: Field Survey, 2010.

On the bad things of the old system, 48% of the respondents indicated that under the old system employees were not motivated to upgrade themselves since it guaranteed promotion and other benefits based solely on length of service.

Moreover, the old system did not bring about competition among staff in terms of performance since everyone was promoted when the time was due. Twenty six percent of the respondents shared this view. Further twenty six percent of the respondents were intimidated, that is there is frustration as long service promotion takes a long time.

The data shows that the old system of promotion had both advantages and disadvantages as espoused by respondents. This implies that despite its disadvantages, there is the need to motivate employees who have contributed their quota to the development of the organisation irrespective of their inability to further their education. This supports Knights and Willmott (2007) assertion that motivators are more concerned with the actual job itself. For instance

how interesting the work is and how much opportunity it gives for extra responsibility, recognition and promotion.

4.6 Section B: Level of Satisfaction or Dissatisfaction

This section dealt with how staff of Forestry Commission showed their satisfaction and dissatisfaction with statements made regarding their work. They were to choose between five given responses; thus very satisfied, satisfied, neither satisfied nor dissatisfied, dissatisfied and very dissatisfied.

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4.6.1: Self Esteem or Respect Derived from Work

This was to find out from respondents how they perceived their work and the respect they derived from both within and without. The following responses were received;

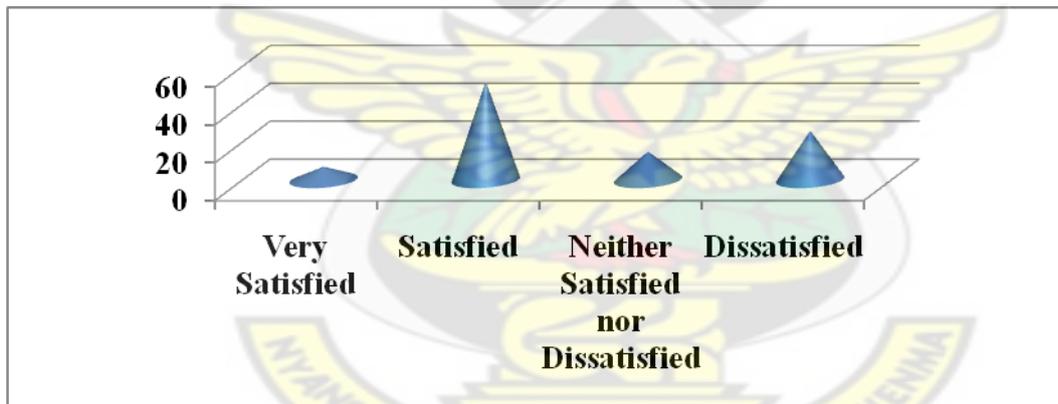


Figure 4.3: Self Esteem Derived from Work

Source: Field Survey, 2010.

Figure 4.3 shows that 7% of respondents were very satisfied with self esteem and respect derived from their work. The majority comprising 52% of the respondents were satisfied with self esteem and respect derived from their work. Fifteen percent of respondents were neither satisfied nor dissatisfied while 26% of respondents were dissatisfied with self esteem and

respect derived from their work. This means that most of the respondents appreciated the self esteem and respect derived from their work and this will subsequently affect their morale in the organisation. Significantly, this will also affect performance in the organisation. This supports Chavakkad (2010) idea that performance is considered to be a function of ability and motivation.

4.6.2 Supervision by Supervisors

This was to find out the level of satisfaction of respondents in relation to the amount of close supervision by their supervisors. Answers from respondents are as indicated in figure 4.4.

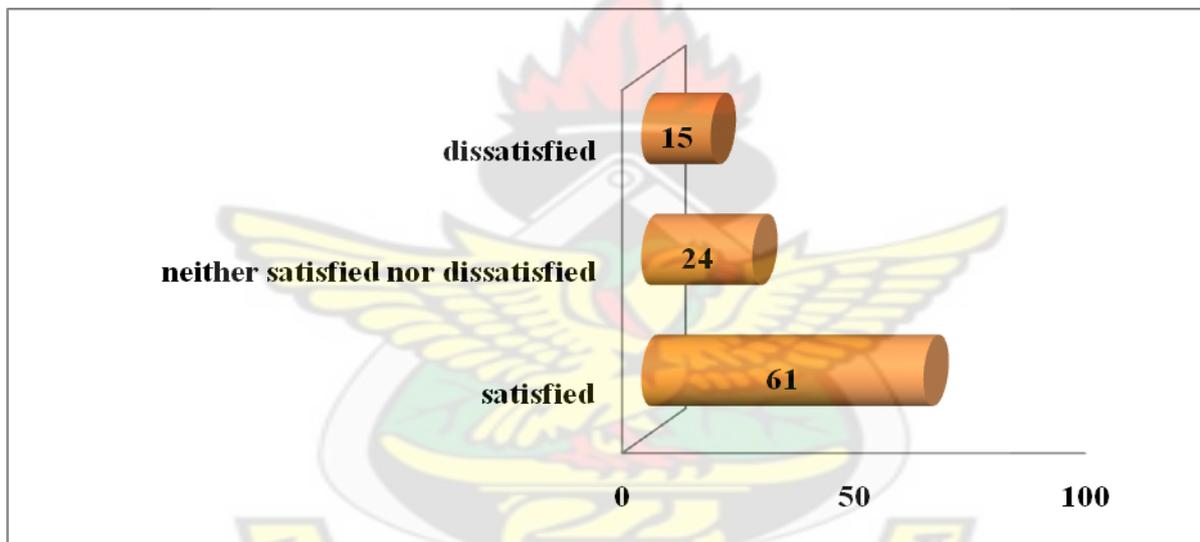


Figure 4.4: Supervision by Supervisors

Source: Field Survey, 2010.

Figure 4.4 shows that 61% of respondents were satisfied with the amount of supervision by their supervisors, 24% were neither satisfied nor dissatisfied while 15% of respondents were dissatisfied with the amount of close supervision by their supervisors. The discussion therefore shows that majority of respondents are satisfied with the level of supervision by their supervisors. This will subsequently affect their morale and ensure retention of

employees thereby impacting on performance. This confirms Kerr (1985) assertion that, motivation comes from two sources: oneself, and other people. These two sources are called intrinsic motivation and extrinsic motivation, respectively and both affect performance.

4.6.3 Security

This was to find out how secured respondents feel as employees of the Forestry Commission.

Answers are as follows;

Table 4.6: Security at Work

Response	Frequency	Percentage
Satisfied	43	43
Neither Dissatisfied nor Satisfied	40	40
Dissatisfied	17	17
Total	100	100

Source: Field Survey 2010

Table 4.6 shows that 43% of respondents were satisfied with security at work, 40% were neither satisfied nor dissatisfied while 17% were dissatisfied. The results show that there is a mixed feeling as far as security at work is concerned. This can subsequently affect retention of staff as the slightest provocation can create employee turnover. This confirms Knights and Willmott (2007) assertion that there are certain factors that would de-motivate an employee if not present but would not in themselves actually motivate employees to work harder (Hygiene factors). Security at work is one of these factors. Maslow (1970) also asserted that security forms one of the basic human needs and its presence at work place leads to employee

motivation. This shows that, the Forestry Commission may have to do more to increase the security level of its employees so as to motivate them to perform and retain them.

4.6.4: Feedback on Performance

This was to find out the level of employee satisfaction with regards to feedback on their performance. Respondents were to choose from Very satisfied, Satisfied, Neither satisfied nor dissatisfied, Dissatisfied, and very Dissatisfied. Figure 4.5 presents the responses.

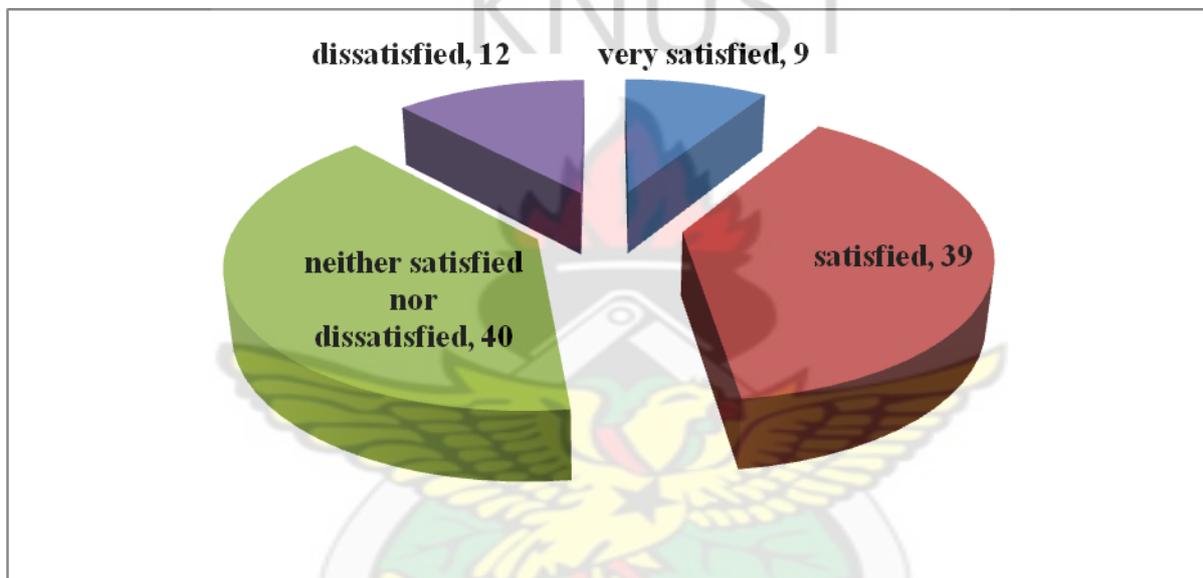


Figure 4.5: Feedback on Performance

Source: Field Survey, 2010.

From figure 4.5, it is realised that 40% of the respondents were neither satisfied nor dissatisfied with feedback on their performance, 39% of respondents were satisfied with feedback on performance, 9% were very satisfied while 12% of respondents were dissatisfied with their feedback on performance. This means that performance measurement and feedback is critical to employees and supports Harrington (1991) idea that performance measures enable us to know how well we are doing, if we are meeting our goals, if our customers are

satisfied, if our processes are in statistical control and if and where improvements are necessary. The Forestry Commission may have to improve on its channel of communication for employees to get feedback on their performance.

4.6.5: Opportunity to do Challenging Work

This was to find out if respondents had the opportunity to do challenging work. Their answers are as follows;

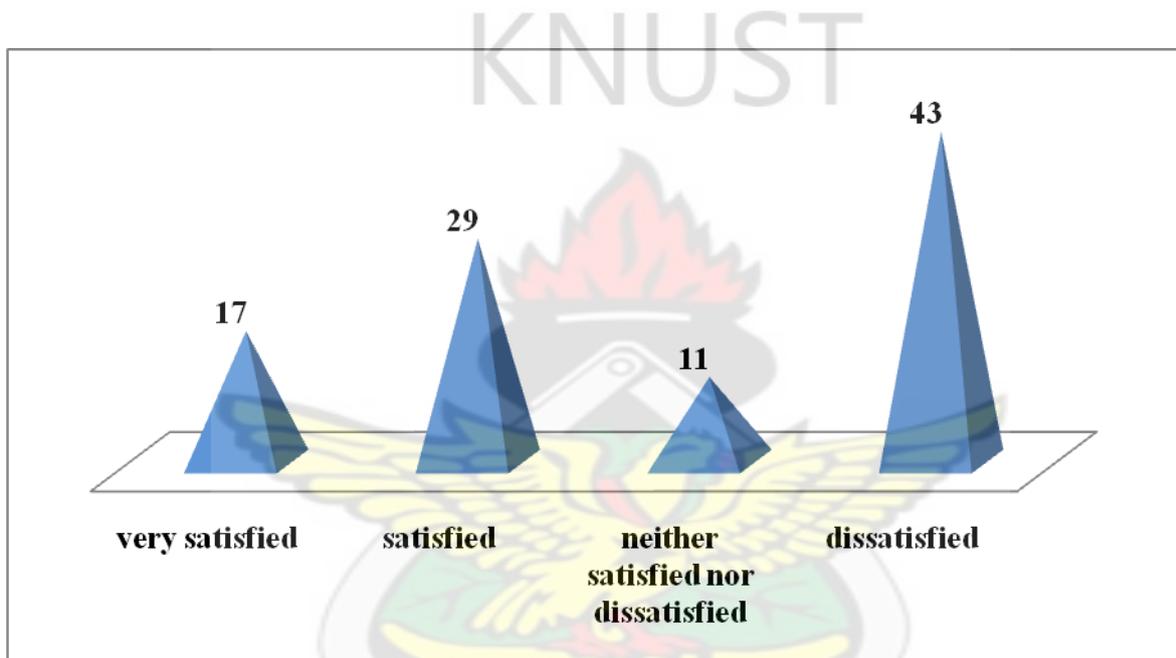


Figure 4.6: Opportunity to do Challenging Work

Source: Field Survey, 2010.

From figure 4.6, it is realised that 17% of respondents were very satisfied with the opportunity given them to do challenging works, 29% were satisfied, 11% were neither satisfied nor dissatisfied while 43% respondents were dissatisfied with opportunity given them to do challenging works. The number of respondents dissatisfied is quite high and this might be as a result that they lack the experience to do challenging jobs or simply do not qualify to handle challenging opportunities. This dissatisfaction shown by employees

reinforces the Incentive theory of motivation enunciated by Kerr (1985) that repetitive action-reward combination can cause the action to become habit. Motivation comes from two sources: oneself, and other people. Therefore ones inability to do challenge job becomes a demotivation to work.

4.7 Section C: Career Development

This was to find out from respondents if the Forestry Commission had a career development policy, its effects on employees' performance and whether it serves as a motivation for them to work harder. Respondents were to choose between five given responses to statements made regarding career development. They were to choose between strongly disagree, disagree, indifferent, agree and strongly agree.

4.7.1: Career Development Plan

This was to find out from respondents if the Forestry Commission had a clear and well laid down career development plan for employees. Answers from respondents are as follows;

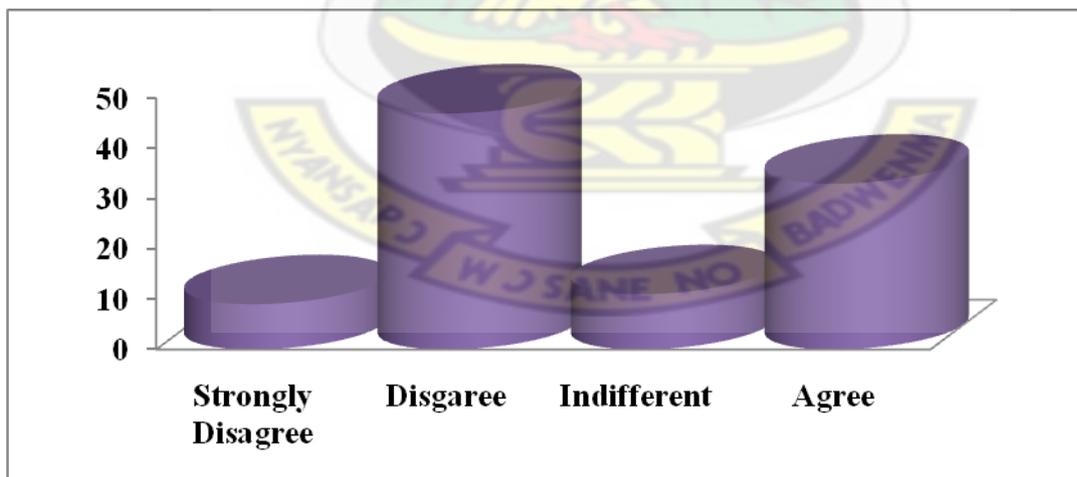


Figure 4.7: Clear and well laid Down Career Development Plan

Source: Field Survey, 2010.

From figure 4.7, 9% of respondents strongly disagreed with the statement that the Forestry Commission had a well laid down career development plan, 47% of respondents disagreed with the statement while 11% of respondents were indifferent to the statement. However, 33% of respondents agreed with the statement that the Forestry Commission had a well laid down and clear career development plan. From the discussion 56% of respondents disagreed with the statement while only 33% agreed with the statement. It could be therefore said that the Forestry Commission have no career plan or the majority do not know about it.

4.7.2: Employees are helped to Develop Skills and Talents

This was to find out from respondents if under the career development plan of the Forestry Commission, they are helped to develop their talents.

Table 4.7: Employees helped to Develop Skills and Talents

Response	Frequency	Percentage %
Disagree	17	17
Indifferent	22	22
Agree	61	61
Total	100	100

Source: Field Survey, 2010

From table 4.7, it is realised that 17% of respondents disagreed with the statement, 22% were indifferent to the statement while 61% of respondents agreed with the statement that employees are helped to develop their skills and talents. From the discussions, it can be said

that those who are helped to develop their skills are those who have had the opportunity to attend seminars and other courses while those who disagreed had not yet had the chance.

4.7.3: Employees Involved in the Design of Policy

This was also to find out from respondents if they were involved in the design of career development policies of the Forestry Commission. Responses are as follows;

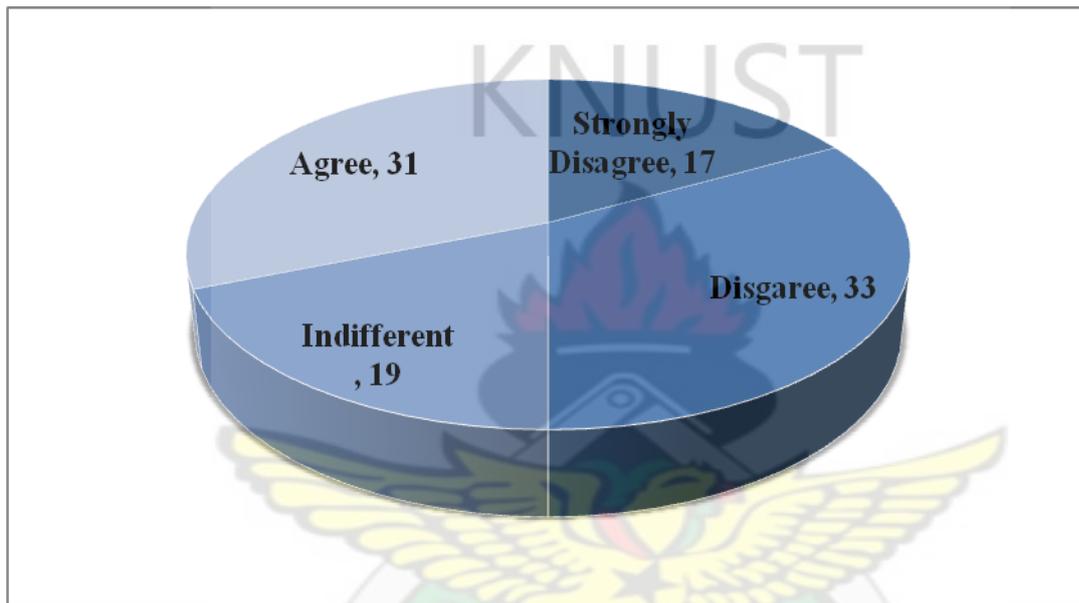


Figure 4.8: Employees involved in Design of Policy

Source: Field Survey, 2010.

Figure 4.8 shows that 17% of the respondents strongly disagreed with the statement that, employees are involved in the design of career development policy of the Forestry Commission. Thirty three percent of respondents also disagreed with the statement while 19% were indifferent to the statement. Thirty one percent of respondents however agreed with the statement that employees are involved in the design of the policy. The discussion shows that 50% of the respondents disagreed with the statement. This observation shows that the share of information and communication is central to career development and supports

the idea of Gati, Krausz and Osipaw (1996) that, there are some elements they call “career decision-making difficulties” which affect individual career development. These are lack of readiness, which occurs before the decision-making process; lack of information, which occurs during the decision-making process; and inconsistent information, which also occurs during the decision-making process.

Respondents were then asked to define career development in their own opinion. Table 4.8 shows the results.

Table 4.8: Career Development.

Definition of Career	Frequency	Percentage
Development		
Engaging, Maintaining, Progressing through the rank	26	26
In-service training	74	74
Total	100	100

Source: Field Survey, 2008.

From table 4.8, 26% of the respondents agreed on the fact that career development is the engaging, maintaining, progressing through the rank and file of an organization and finally retiring.

Seventy-four respondents defined career development as the in-service training given to staff of an organization by way of seminars, short courses on new methods to enhance the skill and knowledge of its workers.

Respondents further explained that career development is the ability to add value to one self to help develop effectiveness and higher placement. These ideas shared by respondents are analogous to what was contained in Wikipedia (2010 a) that career development is how individuals manage their careers within and between organizations and how organizations structure the career progress of their members. It can also be tied into succession planning within some organizations.

4.7.4: Forestry Commission and Career Development Plan

This was to find out from respondents if the Forestry Commission has a career development plan. Out of one hundred respondents, 52% answered in the affirmative while 48% answered in the negative.

Respondents were further asked how they felt about the career development plan of the Forestry Commission. Their responses are as shown in figure 4.9 below.

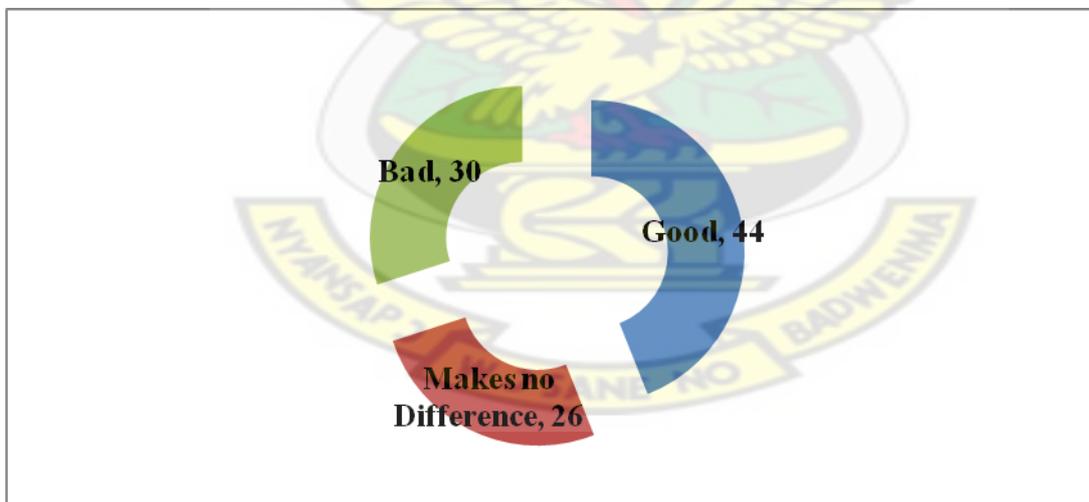


Figure 4.9: Career Development Plan

Source: Field Survey, 2010.

From figure 4.9, it is realised that 44% of respondents were of the opinion that it was good as it helps develop employees within the organization. Twenty six percent of respondents were also of the view that the career development plan of the Forestry Commission makes no difference while 30% of respondents feel bad about the career development plan of the Forestry Commission. This means that there is the need to develop a career development plan that will take into consideration all and sundry to ensure satisfaction among employees.

4.8 Section D: Motivation

This was to find out from respondents factors that will help motivate them in their work and in what they do. Respondents were to choose between strongly disagree, disagree, indifferent, agree and strongly agree.

4.8.1 Training and Development

Table 4.9: Training and Development

Response	Frequency	Percentage
Agree	22	22
Strongly Agree	78	78
Total	100	100

Source: Field Survey 2010

Table 4.9 shows that on motivation in terms of training and development, 22% of respondents agreed with the statement while 78% of respondents strongly agreed with the statement. The table shows that all respondents agreed that training and development will motivate them in what they do. This supports Herzberg, Mausner and Snyderman (1959) that job enrichment and training motivate employees in the workplace.

4.8.2 Promotion

This was to find out from respondents if promotion would help motivate them to work harder.

Responses from respondents are as follows;

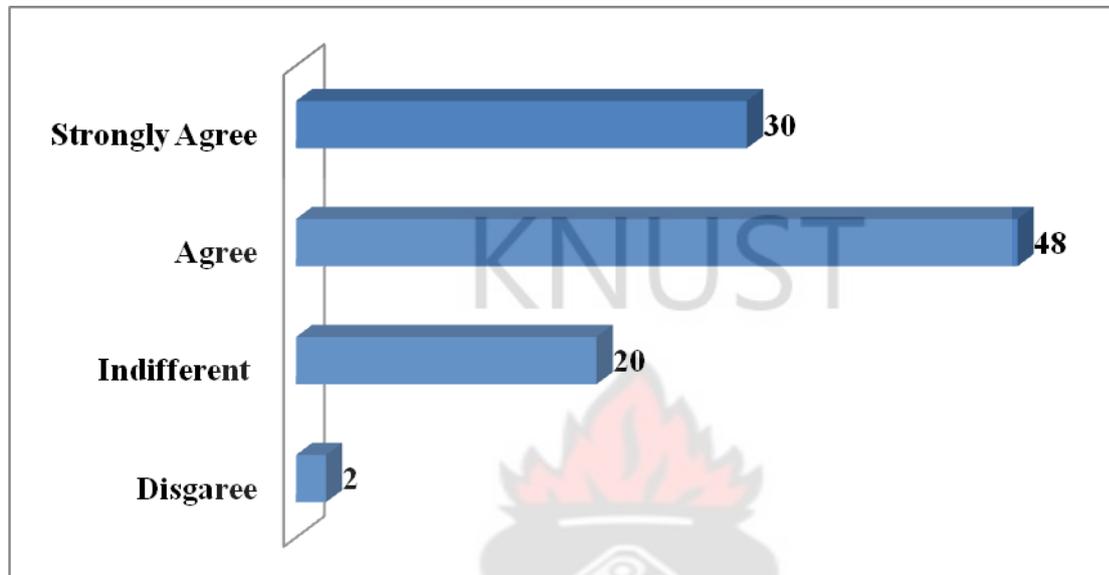


Figure 4.10: Promotions

Source: Field Survey, 2010.

Answers from respondents as seen from figure 4.10 indicate that, 2% of respondents disagreed with the statement that promotions will help motivate them to work, 20% of respondents were indifferent to the statement, 48% of respondents agreed with the statement while 30% respondents strongly agreed with the statement that promotion would help motivate them in their work. From the discussion, 78% of respondents agreed with the statement that promotion will motivate them at work. This supports Vroom and MacCrimmon (1968) assertion that promotion, an extrinsic reward leads to employee motivation at work place. Management must therefore satisfy the promotional needs of its employees so as to motivate them to perform.

4.8.3: Career Development

This was also to find out how career development would motivate respondents in their work.

Responses from respondents are as follows;

Table 4.10: Career Development

Response	Frequency	Percentage %
Indifferent	28	28
Agree	46	46
Strongly Agree	26	26
Total	100	100

Source: Field Survey 2010

Table 4.10 shows that 46% of respondents agreed with the statement that career development will motivate them at work, 26% respondents strongly agreed with the statement while 28% respondents were indifferent to the statement. This shows that 72% of respondents agreed with the statement that career development will motivate them in their work. This result supports the idea of Herzberg, Mausner and Snyderman (1959) that career development measures such as job enlargement, job enrichment and job empowerment motivate employees at the workplace.

4.8.4: Level of Motivation

This was to find out the level of motivation of respondents at the Forestry Commission.

Respondents were to choose from low, moderate, high and very high. Responses from respondents are explained below;

Table 4.11: Level of Motivation

Response	Frequency	Percentage %
Low	28	28
Moderate	62	62
High	10	10
Total	100	100

Source: Field Survey 2010

From table 4.11, out of one hundred respondents, 28% were of the opinion that their motivation level was low while 62% stated that their motivation level at the Forestry Commission was moderate. However, 10% of respondents stated their motivation level was high. From the discussion, only 10% of respondents indicated that, their level of motivation in the Forestry Commission is high. The low level of employee motivation at the Forestry Commission may be attributed to the absence of certain factors (Hygiene factors). This confirms Herzberg, Mausner and Snyderman (1959) statement that, there are certain factors that will de-motivate an employee if not present but would not in themselves actually motivate employees to work harder.

4.9 Section E: Performance

The researcher wanted to find out the performance of respondents at their work and how factors like career development and motivation enhance their performance.

4.9.1 Training Workshop

This was to find out from respondents how often they attended workshop to help enhance their performance at work. They were to choose from very often, often, rarely often and never. Responses from respondents are as follows;

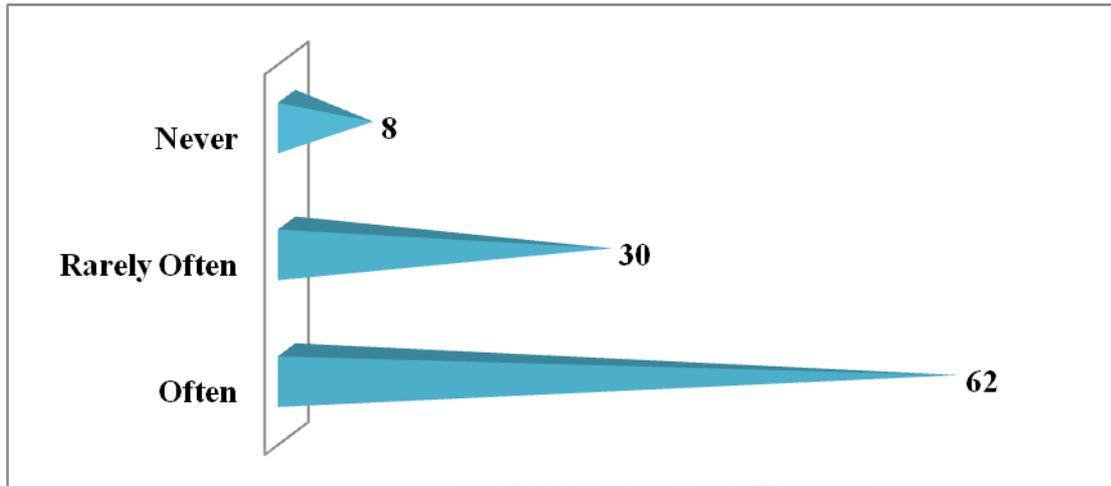


Figure 4.11: Training and Workshop

Source: Field Survey, 2010.

From figure 4.11, 62% of respondents stated that they often attended workshops to help in their work output, 30% rarely often attended training workshops while 8% had never attended any training workshops. The 8% of respondents who had not attended any training workshops were found to be Middle School Leaving Certificate/GCE O'Level holders and had spent between four to seven years at the Forestry Commission.

Training and workshop programmes by organisations lead to improved skills, acquisition of knowledge, and staff expertise which result in improved performance. This supports Vroom and MacCrimmon (1968) assertion that, an employee's performance is based on individual factors such as personality, skills, knowledge, expertise, and abilities.

4.9.2: Feedback on Performance

This was to find out from respondents the frequency with which they get feedback on their performances and their level of satisfaction with the feedback on their performance.

Their responses are as shown in table 4.12 and figure 4.12 below;

Table 4.12: Frequency with Feedback on Performance

Response	Frequency	Percentage
Often	73	73
Very often	27	27
Total	100	100

Source: Field Survey 2010

From table 4.12, 27% of respondents stated that they very often get feedback on their performance while 73% stated that they often get feedback on their performance.

Respondents were further asked how satisfied they are with the feedback on their performance. Figure 4.12 presents the results.

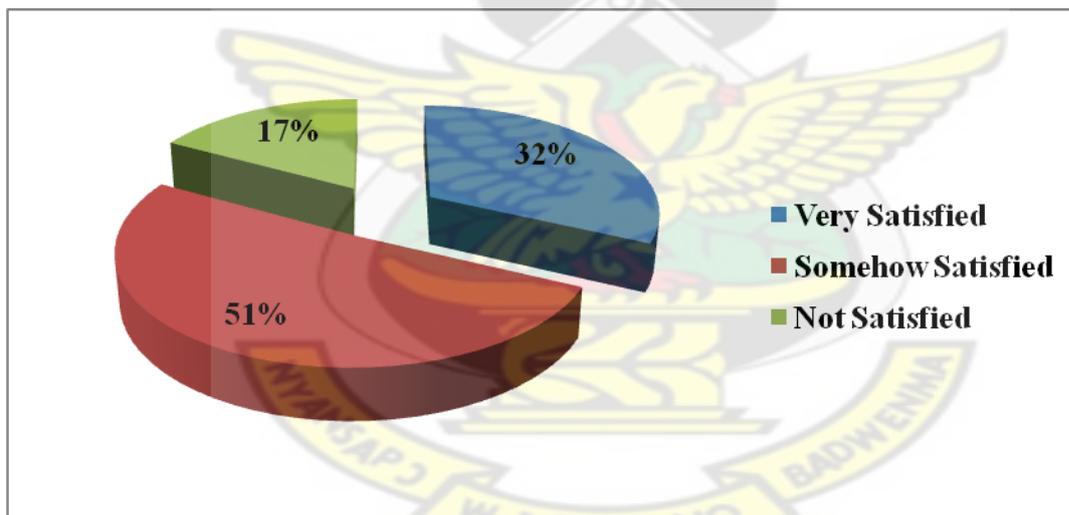


Figure 4.12: Satisfaction with Feedback

Source: Field Survey, 2010.

From figure 4.12, the majority comprising 51% of respondents stated that they were somehow satisfied with the feedback on their performance. Thirty two percent were very satisfied with their feedback on performance. This might be as a result of favourable

comments on their performance. Seventeen percent of the respondents were not satisfied with feedback on their performance. Feedback on performance measurements enables employees to know how well they performed, areas of excellence, areas of weakness, areas of failures that require future improvements and strategise for the future. This confirms Gati, Krausz and Osipaw (1996) assertion that lack of information and inconsistent information can affect decision making process. It also supports Harrington (1991) idea that performance measurements are tools to enable employees know how well they are doing, if they are meeting their goals, if customers are satisfied, and if and where improvements are necessary.

4.9.3 Reasons why staff would leave

This was to find out the factors or reasons that would make respondents leave the Forestry Commission. They include salary, self development and others. Respondents were to choose one to five (1 - 5), with 5 being the highest reason and 1 the least. The results are as follows

Table 4.13: Reasons staff will leave - Salary

Response	Frequency	Percentage
Lower (2)	22	22
High (3)	19	19
Higher (4)	47	47
Highest (5)	12	12
Total	100	100

Source: Field Survey, 2010

From table 4.13, it is realised that 22% of the respondents believed that salaries would be a lower reason for them to leave the Forestry Commission. Forty seven percent of the

respondents stated that salary would be a higher reason for them to leave while 12% of respondents stated that salary would be the highest reason for them to leave the Forestry Commission. This shows that salary is critical as far as retention of employees is concerned. This supports Herzberg, Mausner and Snyderman (1959) statement that there are factors that would de-motivate an employee if not present but would not in themselves actually motivate employees to work harder (Hygiene factors). Salary is one of these hygiene factors.

Table 4.14: Reasons staff will leave - Self Development

Response	Frequency	Percentage
Lowest	17	17
Lower	3	3
High	26	26
Higher	40	40
Highest	14	14
Total	100	100

Source: Field Survey 2010

Table 4.14 shows that more respondents would be tempted to leave if the chance for self development is not given. Fourteen percent of the respondents showed the highest reason, followed by higher and high with 40% and 26% of respondents respectively. Twenty percent of respondents showed the lowest signs with self development as the reasons for them to leave the Forestry Commission. This shows that self development is very important as far as employee retention is concerned. The Forestry Commission may have to make conscious efforts to develop its staff and give them room to develop themselves.

Table 4.15: Reasons why staff will leave - Conducive Environment

Responses	Frequency	Percentage
High (3)	59	59
Higher (4)	23	23
Highest (5)	18	18
Total	100	100

Source: Field Survey, 2010

From table 4.15, 59% of respondents stated that conducive environment would be a high reason for them to leave if it is not the best. Twenty three percent were of the opinion that conducive environment would be a higher reason for them to leave while highest had eighteen responses. This clearly shows that conducive environment is paramount in retaining Forestry Commission staff. This confirms Herzberg, Mausner and Snyderman (1959) statement that there are factors that would de-motivate an employee if not present, which will subsequently lead to such employees leaving the Commission. Conducive environment is one of such factors.

4.9.4: Reason to Stay at the Forestry Commission

This was to find out the factors or reasons that will make respondents continue to work or stay at the Forestry Commission. Responses are as shown in table 4.16.

Table 4.16: Reasons why staff will stay - Salary

Response	Frequency	Percentage
High	27	27
Higher	56	56
Highest	17	17
Total	100	100

Source: Field Survey, 2010

From table 4.16, it is realised that the majority constituting 56% of respondents stated that salary would be a higher reason for them to stay at their current place of work. Seventeen percent of respondents were with the opinion that salaries would be the highest reason for them to stay while 27% stated it would be a high reason not to leave. From the discussion, it is clear that staffs of the Forestry Commission are satisfied with their salaries. Management may have to maintain and possibly improve on its staff salaries to enable them perform and retain them.

Table 4.17: Reasons why staff will stay - Self Development

Response	Frequency	Percentage
High	13	13
Higher	32	32
Highest	55	55
Total	100	100

Source: Field Survey, 2010.

Table 4.17 shows that 55% of the respondents stated that self development would be the highest reason for them to stay at the Forestry Commission. Thirty two percent said self development would be a higher reason for them to stay with 13% choosing high. From the results it can be seen that, if employees of the Forestry Commission are given the chance to develop themselves, labour turnover at the Commission would be on the lower side. This supports Super's idea in (Savickas & Lent 1994) that self-concept development plays an important role in people's life and results in experience and adaptation of a particular career.

Table 4.18: Reasons why staff will stay - Conducive Environment

Response	Frequency	Percentage
Lower	1	1
High	8	8
Higher	72	72
Highest	19	19
Total	100	100

Source: Field Survey, 2010.

From table 4.18, the majority of respondents thus 72% stated that conducive environment would be a higher reason for them not to leave the Forestry Commission. Nineteen percent of respondents were of the opinion that it would be the highest reason for them to stay. Eight percent stated that, it will be a high reason to stay while only one percent of respondents stated it would be a lower reason to stay. The discussion shows that, conducive working environment is very important to the staff of the Forestry Commission. Management may have to create a good working environment free from intimidations, interferences, fear, favouritism, discrimination etc. for its employees so as to retain and enable them to perform.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The purpose of this chapter is to round off the study with summary of study, conclusion and recommendations. The conclusions would be made from the analysis and the literature review.

5.1 Summary of Findings

The study was about the effects of Career Development on Employees motivation, at the Forest Commission, Ashanti. Significantly, the main objectives of the research were to assess and identify the career development policy of the Forestry Commission, assess the impact of career development on employee motivation. Based on the objectives of the research, these were the findings from the survey. These have been grouped under the following sub-headings.

5.1.1 Career Development Policy of the Forestry Commission

It was evident from the study that the Forestry Commission had a career development plan even though most employees are not clearly aware of the situation. This is because out of one hundred respondents, forty eight respondents answered no when they were asked if the Forestry Commission had a career development plan.

The career development plan of the Forestry Commission could be said to be based on the promotional system where employees are trained (Short courses and seminars) and developed to rise through the rank and file of the organization. From the analysis it was realized that

more than half of respondents disagreed that the career development plan of the Forestry Commission was well laid and clear.

Significantly this is not a healthy development for the Forestry Commission as career development serves to motivate employees to give off their best. If employees are not aware or career development plans of the commission is not well laid down and clear to workers, then employees would be threatened and might find somewhere else to go.

A follow up to the Forestry Commission Human Resources Department revealed that the Career development policy is embodied in the Human Resource Policy and Procedures under Training and development section.

5.1.2 The Impact of Career Development on Employee Motivation at the Forestry Commission

It was evident from the study that only a few employees have benefitted from the Career development policies of the Forestry Commission. This is because most respondents when asked about how they felt about the Career development plan of the Forestry Commission gave not encouraging answers. Thirty respondents answered that they felt bad about the career development plan while twenty six felt it makes no difference in their daily work. Almost 60% of respondents agreed to this fact.

The impact of Career development have given employees security over their work as they feel part of the organization and are doing their best to help the Forestry Commission achieves its mission. At the same time, it tends to de-motivate some employees as they are left undeveloped. Once again employees when asked to mention some of the factors that will

motivate them at work chose Career development as a motivator if they are carefully planned for them.

5.1.3 The Effects of Career Development on Employees' Performance

It was realized from the analysis that some employees had benefitted from Career development and the effects of these developments are that employees are motivated to do and perform very well in their various capacities. From the analysis, it was realized that motivation wise sixty two (62) respondents are moderately satisfied while the motivation level of ten (10) respondents are high. More so employees are helped to develop their skills and talents under Career development at the Forestry Commission.

This goes a long way to help employees appreciate the value they are to the Forestry Commission thereby giving off their best in terms of performance for the commission to achieve its mission.

5.2 Conclusion

Motivating the employees of an organization is very important as it helps to maintain employees on their jobs as well as induce them to give off their best on the job. In any given economy and for that matter the whole world, people work their way out to get themselves a job because of an expected remuneration and satisfaction for the services rendered. However, when employees' expectations thus both implicit and explicit are not met, they may leave the organization. The image an organization portrays and how attractive it is to potential employees is crucial.

One of the cardinal functions of every human resource management department is to employ the best calibre of staff, train and retain them. For employees to do their jobs satisfactorily they need to possess the necessary skills and the needed job satisfaction should be provided by the employer. The absence of the motivational packages would lead to many staff leaving their organization soon after employment. Even though these benefits are enshrined in their various collective agreement, the concept of 'psychological contract' should be a binding factor between both the employer and the employee so that the employer will provide the needed level of satisfaction and the employee giving out his best to merit the benefits. People see job satisfaction as only the remuneration but it includes a lot of factors such as welfare services, both job content and context, career development, promotions, working conditions among others.

From the study it was realized most employees of the Forestry Commission expressed their satisfaction at several areas, but the issue of career development was not the best. Most of the employees had not had the opportunity to develop themselves. Most of them do not know the existence of such a policy and above all the policy is not clear to most employees. Despite this, some employees have benefited and are contributing to the development of the Forestry Commission. Management of the Forestry Commission must not ignore this as Career development is crucial in motivating employees and also helping to develop and retain the best of employees. Keeping and maintaining employees are a challenge and management must do their best to rectify this and help all employees enjoy Career development at the Forestry Commission.

5.3 Recommendations

Based on the findings of the survey, these recommendations are made to ensure that career development is strengthened at the Forestry Commission.

5.3.1 Encourage Self Development

The research revealed that most employees are not given the opportunity to exercise or develop their potentials. Therefore it is recommended that employees be given clearly defined roles and duties. This would directly go a long way to affect productivity and enable management to assess whether staff members are performing or not. Staff members who excel should be encouraged thereby ensuring self development. Self development was a major concern of most respondents. The zeal to develop oneself is pertinent and goes a long way to enhance expertise, eventually affecting productivity. It is important to encourage employees to own their self development and initiate their own development as more often employees are looking to their employers to initiate the career development process.

5.3.2 Involve Employees in Design of Career Development Policies

The research also revealed that the Career development plan of the Forestry Commission is not well laid and clear to most employees. Management should therefore take the opportunity and involve employees in the design of such policies which will not only make them aware but rather help them try to develop themselves and help the growth of the organization.

More importantly, involving them will help to address employees' pertinent needs and will also help them to own the policy and facilitate its implementation.

5.3.3 Motivation

Job satisfaction comes from factors such as: achievement, recognition, the work itself, responsibility, and advancement. It is recommended that any career development plan of Forestry Commission should put these key ingredients into consideration.

Career development is important to every organization, but in trying to develop employees, management should not lose focus on other fields of motivation like, rewards for accomplishment, promotions, self esteem and respect from colleagues and supervisors. This in all will help in making employees enjoy their stay wherever they find themselves.

Management should separate the Career development policy from the Human Resources Policy and procedures as it is currently pertaining.

5.3.4 Develop other Career Paths

The Forestry Commission should develop other career paths such as lateral career path for staff who are not able to develop themselves academically, to take advantage of it and develop themselves. This will give all staff of the Commission the opportunity for self development at their various capacities, which will improve employee motivation and increase performance.

5.4 Suggestions for further research

There is the need to conduct further study into career development and its effect on employees in other public and private sector organisations. This is because it will go a long way to help management to appreciate the needs of employees and offer appropriate motivational packages for them.

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QUESTIONNAIRES

This is a study being conducted to the Effects of Career Development on Employee Motivation at the Forest Commission, Ashanti Region. I will therefore appreciate it if you could take some time to answer the following questions as candidly as possible. Please note that the responses you provide are for academic purposes only and are completely anonymous and confidential. Thank you in advance for your cooperation.

Demographical Data

Write or tick () the appropriate response to each of them

1. Sex: Male Female

2. Age range: Below 26 b. 26-30 c. 31-35 d. 36-40 e. 41-45 above 45

3. Professional Qualification: Master D ee H N D A level
others.....

4. Number of years at Work:

Below 3 yrs 4-7 yrs 8-11 yrs 12-15 yrs above 15 yrs

SECTION A. PROMOTIONAL SYSTEM AT FORESTRY COMMISSION

5. Earlier promotional system of Forestry Commission was based on

a. Educational advancement, b. Long service, c. Both

6. In your own opinion, which of them best suited the Forestry Commission?

a. Educational advancement, b. Long Service, c. Both

7. Indicate any three good things and three bad things about the old system.

(i) Three Good things

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(ii) Three Bad things

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KNUST

8. Forestry Commission current promotional system is based on
a. Educational advancement, b. Long Service, c. Experience

9. Which category of staff do your current position fall in?
a. Director, b. Senior Manager, c. Middle Manager,
d. Junior Manager, e. Technical staff, f. Forest Guard.,

10. How long have you stayed at your current position?
a. 1-2 yrs, b. 3-4 yrs, c. 5-6 yrs, d. 7-8 yrs,
e. 9+

11. What is your ultimate expected position in the Forestry Commission?
a. CE, b. Exec. Director, c. Director, d. Senior Manager,
e. Middle Manager, f. Junior Manager, f. Range Supervisor,
g Current position,

12. The above ambition can be achieved through
a. Educational advancement, b. Promotion, c. Long service,
d. Career Development

SECTION B: LEVEL OF SATISFACTION AT WORK

Please tick () the appropriate column to indicate your level of satisfaction or dissatisfaction with the statement.

Statement	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
Self esteem or respect derived from your work					
Amount of close supervision by your supervisor					
Feeling of security at your work					
feed back on performance					
Opportunity to do challenging job in your work					

SECTION C: CAREER DEVELOPMENT

Please ensure to consult this chart to answer the questions 13 -19 with these point scales (1, 2, 3, 4 and 5).

1	2	3	4	5
Strongly disagree	Disagree	Indifferent	Agree	Strongly agree

13. The Forestry Commission has a clear and well laid down Career development plan. 1 2 3 4 5

14. There is opportunity to do challenging job in your work. 1 2 3 4 5

15. There is a chance to do whole piece of work. 1 2 3 4 5

16. There is opportunity for participation in decision making. 1 2 3 4 5

17. Employees are helped to developed their skills and talents. 1 2 3 4 5

18. Employees are involved in the design of the policy. 1 2 3 4 5

19. Will continue to work at the Forestry Commission because of career development. 1 2 3 4 5

20. What in your opinion is career development?

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.....

21. Do the Forestry Commission have a Career Development plan?

Yes No

22 . How do you feel about the career development policy of the Forestry Commission?

a. Very Good b. Good c. Makes no difference d. Bad

23. What was your qualification when you were first appointed in the Forestry Commission?

a. PHd, b. Masters, c. Degree, d. Diploma, e. A Level/Certificate,
f. O'level/MSLC,

24. What is your current qualification?

a. PHd., b. Masters, c. Degree, d. Diploma,
e. A'Level/Certificate, f. O'Level/MSLC

25. What motivated you to acquire the new qualification?

a. Career development b. Promotion, c. Increase in salary

SECTION D: MOTIVATION

Please ensure to consult this chart to answer the questions 26-27 with these point scales (1, 2, 3, 4 and 5).

1	2	3	4	5
Strongly disagree	Disagree	Indifferent	Agree	Strongly agree

26. These factors will help motivate you in your work.

- | | | | | | |
|-----------------------------|---|---|---|---|---|
| a. Training and development | 1 | 2 | 3 | 4 | 5 |
| b. Training and good salary | 1 | 2 | 3 | 4 | 5 |
| c. Promotions | 1 | 2 | 3 | 4 | 5 |
| d. Wages | 1 | 2 | 3 | 4 | 5 |
| e. Career development | 1 | 2 | 3 | 4 | 5 |

Kindly use this scale to answer question 27 & 28 (1, 2, 3, 4)

1	2	3	4
Low	Moderate	High	Very High

27. What can you say about the level of motivation at the Forestry Commission? 1 2 3 4

28. How do the following account for your level of motivation?

- | | | | | | |
|--|---|---|---|---|---|
| a. Wages | 1 | 2 | 3 | 4 | 5 |
| b. Promotions | 1 | 2 | 3 | 4 | 5 |
| c. Self esteem and respect from colleagues | 1 | 2 | 3 | 4 | 5 |
| d. Training and development | 1 | 2 | 3 | 4 | 5 |

Kindly use this scale to answer question 29 (1, 2, 3, 4 and 5.)

1	2	3	4	5
Strongly disagree	Disagree	Indifferent	Agree	Strongly agree

29. In relation to career development, indicate the type of motivation and how each enhances your performance.

- | | | | | | |
|--|---|---|---|---|---|
| a. Salary | 1 | 2 | 3 | 4 | 5 |
| b. Training and development | 1 | 2 | 3 | 4 | 5 |
| c. Study Leave | 1 | 2 | 3 | 4 | 5 |
| d. Recognition for good work | 1 | 2 | 3 | 4 | 5 |
| e. Car Loan | 1 | 2 | 3 | 4 | 5 |
| f. Housing loan | 1 | 2 | 3 | 4 | 5 |
| 30. There is opportunity for promotion | 1 | 2 | 3 | 4 | 5 |

SECTION E: PERFORMANCE

Kindly use this scale to answer the question 31 (1, 2, 3, and 4)

1	2	3	4
Very often	Often	Rarely often	Never

31. How often do you participate in the following?

- | | | | | |
|----------------------|---|---|---|---|
| a. Training workshop | 1 | 2 | 3 | 4 |
| b. Seminars | 1 | 2 | 3 | 4 |
| c. Short study leave | 1 | 2 | 3 | 4 |
| d. Long study leave | 1 | 2 | 3 | 4 |

Kindly use this scale to answer the questions 32-33 (1, 2, 3, and 4)

1	2	3	4
Very often	Often	Rarely often	Never

32. How often do you get feedback on your performance? 1 2 3 4

33. If yes, are you satisfied with your performance?

a. Very satisfied 1 2 3 4

b. Somehow satisfied 1 2 3 4

c. Not satisfied 1 2 3 4

Kindly use this scale to answer question 34 (1, 2, 3, 4 and 5.)

1	2	3	4	5
Strongly disagree	Disagree	Indifferent	Agree	Strongly agree

34. Which one do you prefer at the Forestry Commission?

a. Salary 1 2 3 4 5

b. Career Development 1 2 3 4 5

c. Rewards for accomplishment 1 2 3 4 5

d. Job Satisfaction 1 2 3 4 5

35. Give reason(s) for your answer to the above question?

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36. Which of the following reasons will make you leave the Forestry Commission? (Please rank with 5 as the highest reason and 1 as the lowest reason)

a. Salary 1 2 3 4 5

- | | | | | | |
|-----------------------------------|---|---|---|---|---|
| b. Self-Development | 1 | 2 | 3 | 4 | 5 |
| c. Co-worker relationship | 1 | 2 | 3 | 4 | 5 |
| d. Employee- manager relationship | 1 | 2 | 3 | 4 | 5 |
| e. Conducive Environment | 1 | 2 | 3 | 4 | 5 |

37. Which of the following reasons will make you stay at the Forestry Commission? (Please rank with 5 as the highest reason and 1 as the lowest reason).

- | | | | | | |
|-----------------------------------|---|---|---|---|---|
| a. Salary | 1 | 2 | 3 | 4 | 5 |
| b. Self-Development | 1 | 2 | 3 | 4 | 5 |
| c. Co-worker relationship | 1 | 2 | 3 | 4 | 5 |
| d. Employee- manager relationship | 1 | 2 | 3 | 4 | 5 |
| e. Conducive Environment | 1 | 2 | 3 | 4 | 5 |

38. What is the level of contribution of the following factors to your current performance? (Please rank with 5 as the highest contributor and 1 as the lowest contributor)

- a. Salary
- b. Self development
- c. Co-worker relationship
- d. Employee-manager relationship
- e. Conducive environment