KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

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THE EFFECT OF MOTIVATION ON EMPLOYEE PERFORMANCE IN GHANA EDUCATION SERVICE: A CASE STUDY OF ANGEL EDUCATIONAL COMPLEX.

BY

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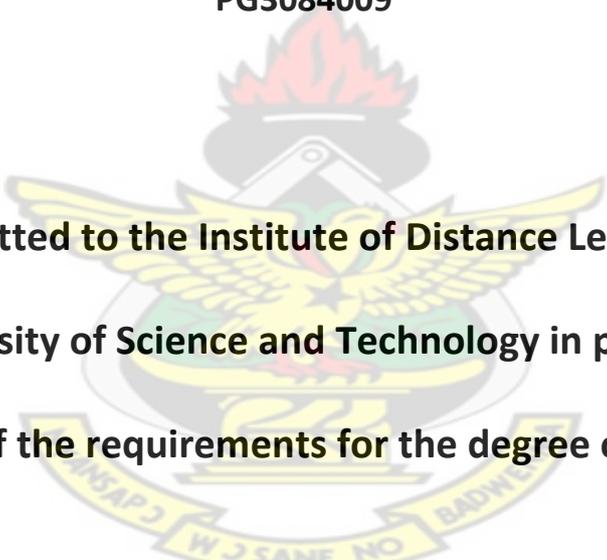
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DECLARATION

I hereby declare that this submission, 'the effect of motivation on employee performance inGhana Education Service: a case study of Angel Educational Complex is my own work towards the Master in 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 another degree of the University except where due acknowledgement has been made in the text.

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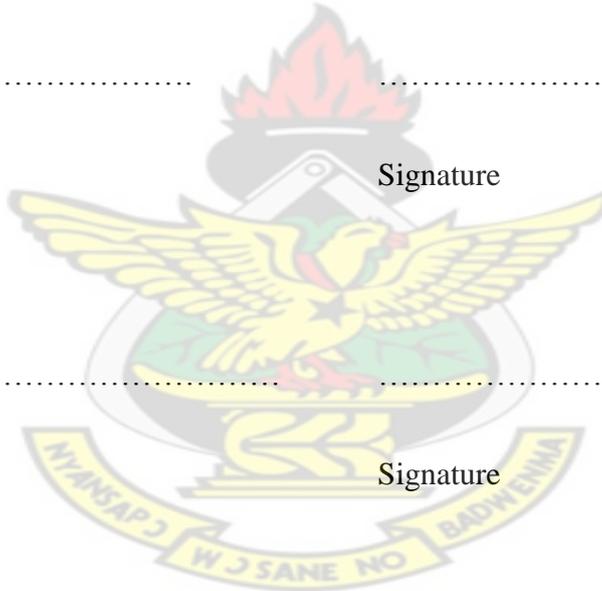
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DEDICATION

I dedicate this work to the almighty God for his marvelous grace granted unto me during the period of my studies. Also to Dinah, my wife and the entire family through whose sacrifice, support and encouragement I have come this far.

ACKNOWLEDGEMENT

ABSTRACT

Employee motivation describes an employee's intrinsic enthusiasm about and drives to accomplish work. Every employee is motivated about something in his or her life. Motivating employees about work is the combination of fulfilling the employee's needs and expectations from work and workplace factors that enable employee motivation - or not. These variables make motivating employees challenging. Information about motivating employees is readily available but it's hard to apply the ideas in many workplaces. Too many workplaces still act as if the employee should be grateful to have a job. Managers are on power trips and employee policies and procedures are formulated based on the assumption that you cannot trust employees to do the right thing. Communication is never transparent and there is always a secret message or a hidden agenda. Motivating employees in this work environment is tough, if not impossible. Fortunately, most work environments are not in this extreme. They each have their own set of problems, but managers appreciate that motivating employees will bring positive results for the Organization. This study used a multi-method approach. Both quantitative and qualitative data were collected to answer the research questions. Both interviews and questionnaires were used to gather these data and analysis were done using words, graphs, tables and statistics. The one on one interviews and the administration of questionnaires was of an enormous help to the researcher for effective comparison of all responses. After the study it was found that motivation serves as a factor which influenced performance and hence increases productivity. It is therefore important that employees of Angel Educational Complex are well motivated to ensure continuous students good performance in terms of examination results.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Ghana Education Service has the sole responsibility of making sure quality Education is not sacrificed to the detriment of students. In view of this, Ghana Education Service has put in place a mechanism to ensure that teachers are motivated to give up their best to ensure that students acquire the necessary skills and knowledge to further their studies. These include further studies, teachers' motivation by PTA and many others which are both intrinsic and extrinsic.

Organisations require a number of resources, strategies and techniques in order to succeed. From capital, to a business site and to employees, all of these are essential for a business to work. While these components are significant, values, particularly motivation, is also recognised as a vital business element, especially in enabling organisational transformation and enhancement. Motivation permits the business owners and employees to be resourceful, responsible and productive in performing daily business tasks, which in turn helps in uniting

the business with its consumers. By means of motivating the employees, managers are able to encourage them to work towards a common goal. This principle also helps the employees to become more productive, enabling enhancement and transformation to take place.

Often, a person has the desire and ambition to get something done or achieve a certain goal, but lack the push, the initiative and the willingness to take action. This is due to lack of motivation and inner drive. Motivation strengthens the ambition, increases initiatives and gives direction, courage, energy and the persistence to follow organisational goals. A motivated person takes action and does whatever it needs to achieve organisational goals.

Motivation is one of the most important key to success. When there is lack of motivation, the organisation either gets no results, or only mediocre results, whereas when there is motivation the organisation attain greater and better results and achievements. Lack of motivation shows lack of enthusiasm, zest and ambition, whereas the possession of motivation is a sign of strong desire, energy and enthusiasm, and the willingness to do whatever it takes to achieve what the organisation sets out to do.

Often an employee knows how to perform correctly, the process is good, and all resources are available, but for one reason or another, chooses not to do so, which normally means it is a motivational issue. While many jobs have problems that are inherent to the position, it is the problems that are inherent to the person that normally cause the employer to loose focus from main task of getting results. These motivational problems could arrive from family pressures, personality conflicts, and a lack of understanding on how the behaviour affects other people or process (Military leadership, 1993).

Employees are a company's livelihood. How they feel about the work they are doing and the results received from that work directly impact an organisation's performance and, ultimately, its stability. For instance, if an organisation's employees are highly motivated and

proactive, they will do whatever is necessary to achieve the goals of the organisation as well as keep track of an organisation performance to address any potential challenges. This two-prong approach builds an organisation's stability. An organisation whose employees have low motivation is completely vulnerable to both internal and external challenges because its employees are not going the extra mile to maintain the organisation's stability. An unstable organisation ultimately underperforms.

Lack of motivation equates to less work being accomplished. Productivity does not disappear; it is usually transferred to aspects not related to the organisation's work. Things like personal conversations, internet surfing or taking longer lunches cost the organisation time and money. Reduced productivity can be detrimental to an organisation's performance and future success.

The job of a manager in the workplace is therefore is to get things done through employees. To do this the manager should be able to motivate employees, but that is easier said than done.

This study was to look at what motivate employees of Angel Educational Complex to perform to the expectation of School Management and what corresponding benefits do the school achieve to meet its target.

1.2   Statement of the Problem

In Angel Educational Complex School, it was assumed that teachers were highly motivated and therefore results of students performance were very excellent yet the rate of turnover of teachers were very high in each academic year to other equally competing schools.

Function of management is becoming more and more complex, especially in organisations with large labours force. With the advent of the competitive age, there has been a heightened

need for managers to seek a system to help manage resource more efficiently.

In recent times, motivational concept is providing the necessary tools in this domain. Management is faced with the challenge of getting people to give their best in their jobs. However, most organisations are not using motivation because of lack of knowledge about it or ignorance of how it would be applied. Other reasons that can be attributed to this state of affairs are the lack of trained personnel to apply the technique, lack of top management support and unwillingness in such a venture because management may deem it as a cost and not as an asset.

The government's policy of promoting private sector participation in the economy has brought in its wake a lot of organisational self-regulation and refocusing for survival. Many of these organisations are obsessed with elaborate recruitment and selection procedures, hiring the best skilled workers and acquiring the most sophisticated gadgets in order to gain comparative advantages.

The job of a manager in the workplace is to get things done through employees. To do this, the manager should be able to motivate employees. But that is easier said than done. In spite of enormous research, basic as well as applied, the subject of motivation is not clearly understood and more often than not poorly practiced.

An understanding appreciation of this is a prerequisite to effective employee motivation and therefore effective management and leadership. Finding ways to motivate employees can be a challenging prospect for employers, but it is also a necessary component of any successful business. When employees have an increased sense of motivation, they will often have greater job satisfaction and improved work performance and ultimately, when employees are highly productive, the entire organisation reaps the rewards.

This study would therefore examine how an understanding of motivation theories can help managers of the school increase employee performance when implemented through practical, doable applications that increase employee motivation.

1.3   The Objectives of the study

The objective of the study was to determine the negative effect of employee turnovers rate on student's performance and to adopt strategies to curtail or minimise such occurrences.

1. To identify the motivational strategies used by Angel Educational Complex.

2. To assess the employees perception of the motivation strategies at the school

3. To assess the performance of employees at Angel Educational Complex

4. To establish the influence of motivation strategies on performance at Angel Educational Complex.

1.4   Research Questions

The fast paced business world is affecting institutions in different parts of the world. With this ever changing business environment, institutions like Angel Educational Complex in Kumasi have to adjust in order to be able to remain competitive and to provide the needs of their employees. One way of maintaining a competitive edge is by ensuring the employee motivation is always considered in the institution.

With respect to the problems stated, the study seeks to provide answers to the following questions:

1.   What motivational strategies are in place in Angel Educational Complex to motivate?

employees to perform?

2.   Do employees of Angel Educational Complex see motivation policies as being?

transparent?

3.   How do employees perceive and accept motivation as a form of a strategy to increase

productivity in the Angel Educational Complex?

4.   What are the factors to consider in assessing employees' performance in Angel

Educational Complex?

5.   Does motivation has an influence on employee performance in Angel Educational

Complex?

6.   What is the employee motivation strategy of Angel Educational Complex?

1.5   The scope of the Study

In the study, the issues and challenges that confronts with the Angel Educational complex

with regards to teachers turnover rate each academic year, the strategies managers employed

and the effects on performance on students results were assessed.

1.6   **The significance of the study**

It is the belief of the researcher that the research findings would throw more light on the

motives of experience teachers' high turnover rate each academic year and advice

management of school how such moves can be minimised to ensure continuity of academic

work and productivity in terms of impacting of knowledge and skills to the students.

The outcome of this research would be a working tool for managers of the school to use it to

ensure that employees were well motivated to stay in the school to enhance efficiency and

effectiveness. Distinctive schools value their human capital because without them, it would

be difficult to achieve the vision of the school to beat its competitors. This would assist managers of the school to do away with the maxim that ''when you do not like the system of work here, you can leave this school to another, we shall get someone to replace you syndrome'' this paper is significant as it will serves as a guideline for other schools on how to retain good employees.

1.7 Methodology

This survey research employed interviews and questionnaire as methodological tools for data collection. The methodological framework for this study and survey was based on triangulation. Thus, both qualitative and quantitative analysis.

The population of this study comprised teaching and non-teaching staff of Angel Educational Complex. The research on its outlook reflects the strategy adopted by most of the private schools in Ghana but the survey was limited to Angel Educational Complex in Kumasi metropolis for data collection. The school consists of pre-school, basic school and Senior High School with the total teaching staff of two hundred and thirty non- teaching staff.

Primary data was collected in order to solicit responses directly from the field. However, secondary data was also collected. Thus, both primary and secondary data were collected, forming the basic information from which conclusions were drawn for decision making.

The sample size for the study was eighty (80) teaching staff and twenty (20) non teaching staff.

At the end of the entire data collection process, the data was entered into Statistical Package for Social Sciences (SPSS). A code book was developed to help in the data entry. Plausible checks were conducted and inconsistent data was cleared appropriately. Descriptive statistical tools such as tables, frequencies and percentages were used.

1.8   Limitation of Study

Almost every research work inevitably faces some basic limitations and this study is no exception. Time frame for the completion of this research was a major limiting factor which affected the conduct of a comprehensive research. Lack of readily organised data was a limiting factor, however, within the constraints; all attempts were made to undertake a valid comprehensive study.

1.9   Organisation of the Study

The research work is organized into five chapters. Chapter one presents the general introduction, the problem statement, the objectives, the research questions, the scope and limitation of the study and the significance of the study. The second chapter deals with reviewing existing literature that primarily deals with discussions and review of literature related to the concepts of the research. Chapter three presents the research procedure. It contains research method selection, case `study design, discussion of validity and reliability issues and the method of data analyses. This chapter also presents the profile of the case study institution. The fourth chapter comprises compilation, analysis and discussion of data collected from the fieldwork. Chapter five presents the summary of the findings, conclusions and recommendations.

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CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

The purpose of this paper is to give a detailed review of the literature of motivation in a thematic and quasi-chronological fashion. This would permit the reader to gain a thorough understanding of the many facets of motivation theories in modern literature.

2.1   Theories of Motivation

At one time, employees were considered just another input into the production of goods and services. What perhaps changed this way of thinking about employees was research, referred to as the Hawthorne Studies, conducted by Elton Mayo from 1924 to 1932 (Dickson, 1973). This study found employees were not motivated solely by money and employee behavior is linked to their attitudes. The Hawthorne Studies began the human relations approach to management, whereby the needs and motivation of employees become the primary focus of managers (Bedeian, 1993).

Understanding what motivated employees and how they were motivated was the focus of many researchers following the publication of the Hawthorne Study results (Terpstra, 1979). Five major approaches that have led to our understanding of motivation are Maslow's need-hierarchy theory, Herzberg's two- factor theory, Vroom's expectancy theory, Adams' equity theory, and Skinner's reinforcement theory.

According to Maslow, employees have five levels of needs (Maslow, 1943): physiological, safety, social, ego, and self-actualizing. Maslow argued that lower level needs had to be satisfied before the next higher level need would motivate employees. Herzberg's work categorized motivation into two factors: motivators and hygienes (Herzberg, Mausner, & Snyderman, 1959). Motivator or intrinsic factors, such as achievement and recognition, produce job satisfaction. Hygiene or extrinsic factors, such as pay and job security, produce job dissatisfaction.

Vroom's theory is based on the belief that employee effort will lead to performance and performance will lead to rewards (Vroom, 1964). Rewards may be either positive or negative. The more positive the reward the more likely the employee will be highly motivated. Conversely, the more negative the reward the less likely the employee will be motivated.

Adams' theory states that employees strive for equity between themselves and other workers. Equity is achieved when the ratio of employee outcomes over inputs is equal to other employee outcomes over inputs (Adams, 1965).

Skinner's theory simply states those employees' behaviors that lead to positive outcomes will be repeated and behaviors that lead to negative outcomes will not be repeated (Skinner, 1953). Managers should positively reinforce employee behaviors that lead to positive outcomes. Managers should negatively reinforce employee behavior that leads to negative outcomes.

Motivation is an internal state that causes people to behave in a particular way to accomplish particular goals and purposes. It is possible to observe the outward manifestations of motivation but not motivation itself (Denhardt et al., 2008). For instance, the acquisition of money may be an extrinsic motivator, but it is simply the manifestation of the internal drive

to meet intrinsic needs like purchasing food, paying rent for shelter, or acquiring high social status. Motivation strengthens the ambition, increases initiative and gives direction, courage, energy and the persistence to follow one's goals. A motivated person takes action and does whatever it needs to achieve his or her goals.

Human motivation is a complex and well studied field that has broad roots in a diverse collection of academic disciplines including psychology, sociology, education, political science, and economics. In simplified terms, motivation can be defined as, "what causes people to behave as they do" (Denhardt et al., 2008). Unfortunately, this simple definition hides the dynamic intricacies of the motivation literature.

According to Creech (1995), motivation is typically defined by psychologists as a stimulation that causes the creation of aroused, sustained and directed behavior. This behavior in turn leads individuals to work and perform towards goal achievement. Several authors had also studied on the principal concept behind motivation. Kreitner (1995) for instance, has defined motivation as the psychological process that results to a directional and purposeful behavior. Motivation is also defined as the tendency to behave in an appropriate manner to attain certain needs (Buford, Bedeian & Lindner, 1995).

There tends to be a general consensus as to the definition of motivation which reflects that: (1) motivation is goal directed (Lawler, 1994), (2) motivation outlines the achievement and pursuit of goals (Denhardt et al., 2008) and (3) motivation is environmentally dependent (Pettinger, 1996). Campbell and Pritchard (1976) define motivation as being the set of psychological processes that cause the initiation, direction, intensity, and persistence of behavior.

Because motivation is so difficult to define, it may help in determining what motivation is not. Denhardt, Denhardt and Aristigueta (2008) outline four examples. Motivation is not: (1) directly observable, (2) the same as satisfaction, (3) always conscious, and (4) directly controllable.

Motivation is not directly observable. "Motivation is an internal state that causes people to behave in a particular way to accomplish particular goals and purposes. It is possible to observe the outward manifestations of motivation but not motivation itself" (Denhardt et al., 2008). For instance, the acquisition of money may be an extrinsic motivator, but it is simply the manifestation of the internal drive to meet intrinsic needs like purchasing food, paying rent for shelter, or acquiring high social status.

Motivation is not the same as satisfaction. "Put simply, satisfaction is past oriented, whereas motivation is future oriented" (Denhardt et al., 2008). While workers may be very satisfied by the compensation of their job, there are countless instances where these workers are not entirely motivated to continue doing what they would do (Igalens & Roussel, 1999).

The introduction of several researches on employee motivation has also introduced a number of theories explaining the factors that motivate employees. These theories include the need-hierarchy theory and the two-factor theory. The need-hierarchy theory of Maslow (1943) is among the first motivation theories that had been introduced. In this theoretical model, Maslow noted five levels of employee needs, which include the physiological, social, ego, safety and self-actualizing needs. From his work, Maslow is a challenging process and that motivation basically works through a series of needs that are arranged in a certain level. Hersberg on the other hand (Hersberg, Mausner & Snyderman, 1959) had classified motivation into two factors. These two factors are motivators and hygiene. Intrinsic or

motivator factors pertain to recognition, achievement and attainment of job satisfaction. Alternatively, extrinsic or hygiene factors refer to job security and payments.

Types of Motivation: Intrinsic and Extrinsic

By looking deeper into the multiple theories of motivation, one will find that there are two basic types of motivation: intrinsic and extrinsic motivation. Intrinsically motivated behaviors are seen when there is no other apparent reward except the activity itself (Deci, 1975). Malone and Lepper (1987) have defined it as "what people will do without external inducement." Examples of intrinsic motivation are hunger, a sense of duty, altruism, and a desire to feel appreciated. Extrinsically motivated behaviors are those where the controlling mechanism is easily seen (Deci, 1975). Examples of extrinsic motivation are money, rules and laws, and the physical environment.

Deci and Ryan (1985) state that intrinsically motivated behaviors are innate and can result in creativity, flexibility, and spontaneity while extrinsically motivated behaviors are generally done as a consequence of pressure and result in low self-esteem and anxiety. However, even the mere identification of intrinsic/extrinsic behaviors has been a topic of debate (Scott, 1975; Guzzo, 1979). Despite this, the distinction between intrinsic and extrinsic motivation is an important one given their impact upon each other.

There has been much research into the effects that intrinsic and extrinsic motivation have upon each other, especially in the field of education. It has been found that many students do not find studying to be intrinsically rewarding (Csikszentmihalyi & Larson, 1984) and that extrinsic motivation has the exact opposite effect on student achievement than is desired (Lepper & Hodell, 1989). In fact, Cameron and Pierce (1994) have shown that when individuals are asked to complete a task, mere verbal praise after successfully completing the

task increases intrinsic motivation. Contrary to popular belief, the use of expected extrinsic rewards for completing the task actually produces a negative motivational effect for future task completion once the reward is removed. However, Cameron and Pierce also found that reinforcement, unlike reward, does not harm intrinsic motivation (Cameron & Pierce, 1994).

Taking these findings into the realm of motivation in organizations, managers must be cognizant of the fact that by simply applying extrinsic motivation methods without also addressing intrinsic factors, managers could be doing more harm than good. Also, managers must understand that by simply rewarding workers through extrinsic means, they are actually perpetuating a destructive cycle of continual reward and decreased intrinsic motivation. It is important to keep this in mind as we cover the myriad of theories and needs outlined below.

Content Theories of Motivation

Shortly after Fritz Roethlisberger published his 1941 book Management and Morale, outlining in detail the Hawthorn studies, Abraham Maslow published "A Theory of Human Motivation" in 1943. Maslow is considered the father of needs based motivation theory and his theory is "one of the best-known and most widely cited works on motivation" (Denhardt et al., 2008).

Maslow proposed a five level hierarchy of needs which he outlined as necessary for the achievement of a completely satisfied individual; or in his terms, a self-actualized being. Those needs are: physiological, safety, love, esteem, and self-actualization.

Physiological needs can be described as the most basic of human needs; those needed for human survival. These include breathing, water, food, and shelter. Safety needs are those needs which create stability and predictability in our lives: personal and financial security, health and well-being, and employment and access to resources. Love/belonging needs are

centered on social interactions and interpersonal relationships: friendship, family, and intimacy. Esteem needs reflect our desires for respect, self-esteem and the need to belong.

Finally, self-actualization is the state which the individual achieves when all other needs have been meet. Maslow identifies fifteen attributes that self-actualized individuals experience, and thus the exact definition of being "self-actualized" is difficult to summarize. Some of the characteristics include: the acceptance of self, others and nature; spontaneity; autonomy independent of culture and environment; and the mystic experience:

Feelings of limitless horizons opening up to the vision, the feeling of being simultaneously more powerful and also more helpless than one ever was before, the feeling of ecstasy and wonder and awe, the loss of placement in time and space with, finally, the conviction that something extremely important and valuable had happened, so that the subject was to some extent transformed and strengthened even in his daily life by such experiences.

Each need, or level, is fulfilled in sequence and serves as motivation until all the needs of the individual are meet in self-actualization. While Maslow emphasized that individuals will generally be motivated to seek each need in the order described, he also stated that the order of his hierarchy is "not nearly as rigid as we may have implied" and that in some individuals will seek needs in different order (Maslow, 1946)

It is important to remember that Maslow himself realized that his hierarchy of needs was more theoretical than normative:

The present theory then must be considered to be a suggested program or framework for future research and must stand or fall, not so much on facts available or evidence presented, as upon researches yet to be done, researches suggested perhaps, by the questions raised in this paper. As such, a number of authors have expanded upon Maslow's work.

McGregor (1957) is perhaps the most well known scholar to evolve Maslow's needs hierarchy into a "cogent articulation of the basic assumptions of the organizational behavior perspective" (Ott et al., 2007). McGregor outlined two theories of how managers view and hence treat employees. Each theory is a managerial assumption regarding employees. McGregor main point seem to be that depending on the accepted assumption, those beliefs tend to be a self-fulfilling prophesy.

Theory X holds that workers are viewed as lazy, self-interested, gullible and thus predicating the assumption that they need to be guided and controlled. Managers who have these assumptions believe that it is their job to structure their subordinates work. These assumptions can lead to mistrust and eventually cause diseconomies of scale. This theory is well aligned with the works of Taylor and Simon (1997) as they focus on organizations as purely rational systems (Scott & Davis, 2007).

Theory Y holds that employees are capable, self-controlled, and self-directed. They accept and desire responsibility and are receptive to change and organizational and self-improvement. Managers under the Theory Y assumption believe that good work itself is motivating. Managers are also more likely to develop positive interpersonal relationships with their workers (McGregor, 1957).

Herzberg (1968), influenced by both Maslow and McGregor (1957) posited his own theory of motivation called the motivation-hygiene theory. In this, he describes two dimensions of conditions: motivators and hygiene factors. Motivators, akin to Maslow's higher-level needs, are what lead to job satisfaction and are associated with the nature of the work itself: achievement, recognition, responsibility and growth. Motivators are intrinsic factors which lead to job satisfaction. On the other hand, hygiene factors, associated with Maslow's lower-level needs, do not lead necessarily to motivation or satisfaction, but rather are extrinsic and

simply reduce job dissatisfaction. Examples of hygiene factors include: company policy and administration, supervision, relationships with supervisors, and work conditions.

So for instance, a worker can have a high salary (extrinsic hygiene factor) and great work conditions, leaving her not dissatisfied. However, if her work is not rewarding and she does not feel challenged in the tasks she does, then she may not be very satisfied and thus not motivation in her work.

Alderfer (1972), influenced by Allport (1960, 1964) was an American psychologist who simplified Maslow's hierarch of needs into three categories: existence, which included Maslow's physiological and safety needs; relatedness, which included love and esteem; and growth, which included self-actualization. Abbreviated simply as ERG, Alderfer saw his three categories more as a continuum rather than a strict hierarchy (Alderfer, 1969). The ERG theory allows for different people to pursue their needs in a subjective order and possibly simultaneously.

Another important principle of Alderfer's ERG theory is the notion that if a higher-level need goes unsatisfied, due to the difficulty in achieving it, then the individual may regress into a lower-level need that is easier to satisfy. This is known as the frustration-regression principle and can be seen in organizations where a worker meets frustration in growth opportunities, they may then regress towards meeting a lower level need like socialization with coworkers.

Contrary to theorists who believe that individuals have identical innate needs, (McClelland, 1988) argues that certain needs differ from individual to individual and that they are often learned needs; with some people having higher levels of one need than others. McClelland(1988), proposes that individuals are motivated based on three needs: achievement (NAch), power (NPower), and affiliation (NAff). Each person has a certain level

of each need and in combination they describe what types of motivation influences would suite them best.

A worker with high achievement needs seeks to excel in their work and appreciates recognition of their efforts. They tend to avoid situations where there is only a small gain while also avoiding high risk situations where failure is a possibility. High affiliation need workers are more concerned about social relationships. They would rather fit in than stand out. Finally, high power need individuals desire to control others for the achievement of goals. They are less concerned with recognition or approval from others.

Despite the great number of need based theories, the determination of exactly what constitutes a human need is far from settled. There have been a number of scholars that have tried to identify the many different types of human needs and while many theories share similar needs, there seem to be simply too many for absolute consensus. In addition to the needs (and associated theories) I have outlined above, there are many others.

Ryan and Deci (2000) outlined three: autonomy, competence and relatedness. Nohria, Lawrence, and Wilson (2002) have borrowed from psychobiological theory and outlined four basic needs: (1) acquire objects and experiences, (2) long-term bonding with others, (3) learning and understanding of the world, and (4) defense from harm. Reiss (2004) has even outlined a model of motivation that includes 16 motivating desires: power, independence, curiosity, acceptance, order, saving, honor, idealism, social contact, family, status, vengeance, romance, eating, physical exercise, and tranquility.

Process Theories of Motivation

While content theories focused on the needs that all individuals share, process theories focus on the cognitive differences between individuals.

While not exactly a direct motivation theory in the contexts of work or organizations, Festinger's (1957) theory of cognitive dissonance says that a person feels discomfort holding two contradictory ideas, beliefs, or feelings simultaneously. This motivates the individual to, "try to reduce the dissonance and achieve consonance" while also trying to, "actively avoid situations and information which would likely increase the dissonance" (Festinger, 1957).

The theory of cognitive dissonance can be used as a powerful motivating force and has frequently been used in politics and public opinion (Whittaker, 1964; Regan & Kilduff, 1988) and has been likened to other human need states (Festinger, 1964).

Shortly after Festinger, Victor Vroom (1964) wrote about what has become known as expectancy theory. According to Vroom, individuals are constantly trying predict the future. We create probable futures for ourselves about events and strive to meet them. Yet before acting, we internally calculate the value of the reward and the probability of achieving it. Vroom's theory of cognitive decision making and behavior outlines three attributes of motivation: valence, instrumentality, and expectancy. Valence is simply the strength of desire for the perceived outcome; the want of the reward, if you will. Instrumentality is the belief that by completing certain steps, the desired outcome will be achieved. Expectancy is the belief that you can actually achieve the desired outcomes. Taking all three measures into account leads to the level of motivation a person may experience.

To put it more simply:

expectancy theory claims that people are motivated by calculating how much they want something, how much of it then think they will get, how likely it is that their actions will cause them to get it, and how much others in similar circumstances have received (Ott et al., 2007).

Social equity theory was introduced by John S. Adams (1963) and is an extension of Festinger's cognitive dissonance theory and also appears to rely on the concept of the looking-glass self (Cooley, 1983). Equity theory is based on the notion that people are most satisfied in relationships, both personal and professional (Mowday, 1991), when the "give and take" are equal. In terms of work, this can mean that a person judges equity by measuring their input to outcome ratio against that of other workers. Adams suggested that we gain our sense of equity through the process of socialization.

Thus under equity theory, perceived inequity creates tension which is proportionate to the inequity, and this tension is what serves to motivate individuals to change.

Adams outlines six methods to reduce the tension of inequity: (1) altering effort, (2) altering outcomes, (3) changing how people think about effort or outcomes, (4) "leave the field" (5) try to change the outcomes for others, and (6) change the comparison standards. However, Adams cautions that, "Not all means of reducing inequity that have been listed will be equally satisfactory, and the adoption of some may result in very unsteady states.

(Lock, 1988) proposed that the mere setting of goals can serve as a form of motivation (Wofford et al., 1992) and tested Atkinson's (1958) notion that performance and task difficulty were related in a curvilinear, inverse function (Locke & Latham, 2002). Lock's idea, a seemingly natural outgrowth of Aristotle's telos (Barker, 1958), have been supported in a number of studies (Latham & Baldes, 1975; Rothkopf & Billington, 1979; Locke et al., 1990).

Lock's core principle in his goal-setting theory states that by setting moderately difficult, self-assigned, and specific goals, individuals are challenged to increase performance towards those goals. Setting goals also allows workers to judge their own performance against that needed to reach the goal. Goal setting is also an important attribute for teams. Specific and

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measurable performance goals in teams can solidify cohesion, increase performance, and reaffirm purpose (Katzenbach & Smith, 2003).

(Kahler, 1975) identified five common motivational drivers which have the potential to cause dysfunctional behaviors. These "transactional drivers" are the need to: (1) be perfect, (2) be strong, (3) hurry up, (4) please others, and (5) try hard. Kahler suggest that we are all guided to be socially functional adults through these drivers. However, when individuals focus too much on any or all of these drivers, dysfunction can set in, causing stress (Kahler, 1975).

Kahler's drivers, in the context of work, seem to be situational dependent. Managers may be able to capitalize on the intrinsic drivers of their workers to suite the organizations needs but they could also be used in assisting stressed workers identify the sources of their stress.

Based from these theoretical perspectives, it is clear that employees would have to receive something in return in order to encourage them to work productively towards transformation and enhancement. There are many specific ways on how the theories of motivation can be applied in actual work settings. Granting due promotion is one example. Benham (1993) stated that promotion is also synonymous to cover success where employees are given higher responsibilities or place on higher authority levels. Promotion is considered an important element of human resources management as it encourages employees to perform with quality. This also represents a significant aspect of the internal selection system. The organizational members' affective reactions towards their job and to the organization are also influenced significantly based on their promotional opportunities (Johnson et al, 1993). As explained by the theories of Maslow and Hersberg, motivation can help in drawing out the best each employee can provide; this can be achieved by promotion.

Another means of applying the theories of motivation is through the employment of business coaches, a role which managers themselves can play. Similar to sports a business coach helps in making the business grow and succeed.

Performance is considered to be a function of ability and motivation, thus:

Job performance = (ability) (motivation)

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. As a guideline, there are broadly seven strategies for motivation.

Positive reinforcement /high expectations

Effective discipline and punishment

Treating people fairly

Satisfying employees needs

Setting work related goals

Restructuring jobs

Base rewards on job performance

These are the basic strategies, though the mix in the 'recipe' will vary from workplace situation to situation. Essentially, there is a gap between and individual's actual state and some desired state and the manager tries to reduce this gap.

Finding ways to motivate employees can be a challenging prospect for employers, but it is also a necessary component of any successful business. When employees have an increased sense of motivation, they would often have greater job satisfaction and improved work performance and finally, when employees are highly productive, the entire organization reaps the rewards (North, 2010).

According to Garg and Rastogi (2005), the most effective method of increasing employee performance had to do with job design as a crucial motivational factor. When jobs are designed for employees to decrease work-related stress, make the employees feel as if they were doing a meaningful job and that they were responsible for and knowledgeable of the out of their works, the employees would demonstrate increased work performance.

(Knippenberg, 2000) established that it is very important for employees to view themselves as a significant member of their company. When employees consider themselves to be part of the group, they demonstrate higher work motivation and work performance. However, if employees identify themselves solely as part of a subgroup within the work culture, instead of as a part of the entire organization, employee motivation and performance is decreased.

Setting goals acts as a powerful motivational factor for employees and improves work performance. When employees set goals, primarily those that are challenging and very specific, they feel as if their contributions are important to the company and are thus more likely to strive to meet those goals. Performance increases from goal setting is most likely to occur when meeting a goal is rewarded by monetary means (Perry, 2006).

Again, employees who participate in their organization's decision-making processes and who feel that they have a voice in the company have a higher job satisfaction. However, (Perry, 2006) argued that organizational participation was not one of the most effective motivational factors for employees. While participation within the organization results in better business

decisions and has long-term potential for increasing the organization's performance, employee participation only slightly improves individual work performance.

The creation of a motivational workplace where de-motivating activities are avoided; the development of a motivational approach that promotes employee performance and satisfaction; and the institution of equitable reward policies that provide real, attainable incentives all based on an understanding of motivational theories can help bring such theories into the realm of the practical (Lock, 2002).

2.2   Employees Motivational Strategies

When people think of honoring employees for jobs well done, they may typically think of monetary rewards. However, these may be neither necessary nor the best type of reward. Once offered, cash bonuses can come to be expected and quickly forgotten, especially if they are the only recognition employees receive.

By contrast, frequent, positive feedback provided within an enjoyable, team-oriented environment makes a tremendous difference in employees' sense of being valued and, as a result, their commitment to your company. With or without financial rewards, these cultural aspects of the workplace could be the smartest investment in the staff and business.

Recognize and Reward High-Quality Work Praising employees for achieving their goals are important in maintaining an enjoyable work environment. Management can show their appreciation with positive feedback; however, if they go a bit beyond verbal praise, they can enhance employees' motivation without spending a lot of money (Fielding, 2006).

For example, celebrate successes with bagels or pizza. Invite employees to share their experiences in, and co-workers' contributions toward, accomplishing the goals. Peer

recognition will further reinforce employees' sense of teamwork and commitment. Conclude the celebration by presenting mugs, T-shirts or other tangible items that will serve as reminders of their success and inspiration for ongoing achievement.

With these good intentions, there are still potential drawbacks. For example, improvements in performance may be temporary, rather than long term. In addition, employees could lose their intrinsic motivation: they can become motivated solely for gaining a tangible prize, especially if it's a substantial monetary reward, rather than for experiencing the satisfaction of accomplishment. These challenges can be avoided by maintaining a positive, motivating atmosphere.

Inspire Employees' creativity and empower them to use it.

Recognising success is critical, and equally important is inspiring employees to work toward achievements. The staff will be inspired by knowing their contributions are valued and that management is confident in their capabilities.

Inspire creativity by providing freedom, time and other resources to employees. Ask them what they need to maximize their innovative thinking and productivity, and provide it with enthusiasm and encouragement.

To further stimulate employees' creativity and confidence, support continual education through classes, seminars, subscriptions and memberships. Make information easily accessible through a work library (Fielding, 2006).

Ask employees to offer new ideas, request proposals for new projects, and share employees' suggestions through publications, meetings and recognition events. Most importantly, take action on those ideas that have potential benefit for the company, and recognize employees who made any resulting achievements possible.

While encouraging creativity and rewarding success may come somewhat easily, it may be more difficult to stay optimistic when mistakes are made. However, this is where positive reinforcement is even more critical. Employees will be much less likely to offer ideas if they are intimidated by management's reactions to possible mistakes. Keep in mind and express to employees that mistakes are learning opportunities, which could lead to innovative ideas that have a major, profitable impact on your company. If an idea doesn't work out, recognize the initiative and effort. Employees will feel further inspired and satisfied, knowing that management truly listens to their ideas and supports their efforts. According to Rechner at Tejas Securities Group, "management's openness to staff members' input, feedback, ideas and suggestions is the cornerstone of good communications and strong employee relationships. Everybody wins when they are all part of a supportive team."

All of these steps contribute to a sense of entrepreneurship and empowerment, which are essential to reinforcing teamwork and dedication. Empowerment should be initiated on three levels: encouraging employees to be more active in their

work; involving staff members to improve processes and procedures; and enabling them to make more and bigger decisions (Fielding, 2006).

In addition to motivation and job satisfaction, employees benefit with strengthened confidence to accept and pursue new responsibilities. Once a few employees succeed, their enthusiasm and motivation would become contagious throughout their teams or departments. As a result, those groups would become more enthusiastic, proactive and therefore, successful, which further stimulates their team spirit.

Ultimately, your company has much to gain by empowering staff members. By maximizing employees' talents and motivation, managers could invest more time in strategic planning and further motivating employees.

Be Wary of Financial Incentives and Rewards

Certainly, monetary incentives and rewards could be part of your employee-recognition program. However, it is critical that these incentives not be the only or primary strategy for motivating and retaining employees.

On the surface, financial incentives may seem to be the most meaningful forms of motivation for employees. However, the short-term benefits may be far outweighed by long-term disadvantages, which could turn your costly financial incentives into serious deterrents to employees' productivity. As a result, your company's profitability could suffer, and you may be faced with further costs of replacing employees who leave for more satisfying work environments.

Typical of human nature, people tend to think about what their employers have (or have not!) done for them recently, especially if they do not feel appreciated. Furthermore, a brief word of gratitude only when a financial reward is presented will not be perceived as a sincere expression of appreciation (Fielding, 2006).

The easiest and most cost-effective way to avoid this pattern is to maintain open communication with positive feedback and encouragement at all times, with occasional celebrations – where presentation of cash rewards or announcement of new financial incentives, if any, should be just a small part of these events.

Similarly, if cash bonuses are presented on a schedule, such as around the holidays, they probably come to be expected. This reaction could be avoided if bonuses are given randomly,

when you have extra money to share with employees. However, before deciding to present cash bonuses, determine if that money could be better used to expand your business. Express to employees how their contributions resulted in the extra cash flow, and rally them up for investing that money into exciting new possibilities for themselves and the organization.

In addition to cash bonuses, other types of monetary rewards are payment of Social Security contribution to all employees. Profit-sharing plans are simple types of retirement plans in which employers contribute an amount of money equal to a certain percentage of eligible employees' salaries.

Profit-sharing plans offer a strong incentive for employees to be more involved with the company. The staff is more likely to work as a team and accept greater responsibility for increasing the company's profitability. Another advantage is that financial benefits are measurable and objective. As a result, management would not risk showing favoritism, which would cause this motivational strategy to backfire (Fielding, 2006).

On the contrary, profit-sharing plans can also have potential drawbacks. They do not guarantee that employees will be focused on customer service, productivity or other essential elements for the company's success. If profit levels are ever too low to be shared, employees will feel disappointed or even resentful. Even if this does not occur, employees may object to the lack of acknowledgment for their individual achievements. Of course, this particular disadvantage can be overcome with strategies discussed previously. In any case, a negative situation would lead to lower employee morale, which inevitably diminishes employees' motivation and performance.

Launch a Positive, Ongoing Cycle with the Best Choices for Your Staff

When handled in a consistently positive manner within a team-oriented atmosphere, all of these strategies contribute to an ongoing positive cycle: motivated employees are encouraged to be creative, which leads to accomplishments that gain recognition, which strengthens their sense of job satisfaction and boosts their motivation. With all of these factors in place, staff members will produce more for the company.

The entire process should be continual and even begin with the hiring selection. It is essential to start with quality people as the foundation, and then motivate them to succeed, It takes hard work, some money and a bit of luck to recruit employees who have the technical skills and personal qualities an organisation may need to strengthen a business. Maximize investment in these individuals by establishing and maintaining a positive relationship with them (Fielding, 2006).

Motivation Strategies

To some extent, a high level of employee motivation is derived from effective management practices. To develop motivated employees, a manager must treat people as individuals, empower workers, provide an effective reward system, redesign jobs, and create a flexible workplace.

Empowering employees

Empowerment occurs when individuals in an organization are given autonomy, authority, trust, and encouragement to accomplish a task. Empowerment is designed to unshackle the worker and to make a job the worker's responsibility.

In an attempt to empower and to change some of the old bureaucratic ideas, managers are promoting corporate intrapreneurships. Intrapreneurship encourages employees to pursue new ideas and gives them the authority to promote those ideas. Obviously, intrapreneurship is not for the timid, because old structures and processes are turned upside down (Field, 2006).

Providing an effective reward system

Managers often use rewards to reinforce employee behavior that they want to continue. A *reward* is a work outcome of positive value to the individual. Organizations are rich in rewards for people whose performance accomplishments help meet organizational objectives. People receive rewards in one of the following two ways:

- **Extrinsic rewards** are externally administered. They are valued outcomes given to someone by another person, typically a supervisor or higher level manager. Common workplace examples are pay bonuses, promotions, time off, special assignments, office fixtures, awards, verbal praise, and so on. In all cases, the motivational stimulus of extrinsic rewards originates outside the individual (Field, 2006).

- **Intrinsic rewards** are self-administered. Think of the "natural high" a person may experience after completing a job. That person feels good because she has a feeling of competency, personal development, and self-control over her work. In contrast to extrinsic rewards, the motivational stimulus of intrinsic rewards is internal and doesn't depend on the actions of other people (Fielding, 2006).

To motivate behavior, the organization needs to provide an effective reward system. An effective reward system has four elements:

- Rewards need to satisfy the basic needs of all employees.

- Rewards need to be included in the system and be comparable to ones offered by a competitive organization in the same area (Fielding, 2006).

- Rewards need to be available to people in the same positions and be distributed fairly and equitably.

- The overall reward system needs to be multifaceted. Because all people are different, managers must provide a range of rewards—pay, time off, recognition, or promotion. In addition, managers should provide several different ways to earn these rewards (Fielding, 2006).

This last point is worth noting. With the widely developing trend toward empowerment in American industry, many employees and employers are beginning to view traditional pay systems as inadequate. In a traditional system, people are paid according to the positions they hold, not the contributions they make. As organizations adopt approaches built upon teams, customer satisfaction, and empowerment, workers need to be paid differently. Many companies have already responded by designing numerous pay plans, designed by employee design teams, which base rewards on skill levels.

Rewards demonstrate to employees that their behavior is appropriate and should be repeated. If employees don't feel that their work is valued, their motivation will decline.

Redesigning jobs

Many people go to work every day and go through the same, unenthusiastic actions to perform their jobs. These individuals often refer to this condition as burnout. But smart managers can do something to improve this condition before an employee becomes bored and loses motivation. The concept of job redesign, which requires knowledge of and concern for

the human qualities people bring with them to the organization, applies motivational theories to the structure of work for improving productivity and satisfaction

When redesigning jobs, managers look at both job scope and job depth. Redesign attempts may include the following:

- **Job enlargement.** Often referred to as *horizontal job loading,* job enlargement increases the variety of tasks a job includes (fielding, 2006). Although it doesn't increase the quality or the challenge of those tasks, job enlargement may reduce some of the monotony, and as an employee's boredom decreases, his or her work quality generally increases.

- **Job rotation**. This practice assigns people to different jobs or tasks to different people on a temporary basis. The idea is to add variety and to expose people to the dependence that one job has on other jobs. Job rotation can encourage higher levels of contributions and renew interest and enthusiasm. The organization benefits from a cross-trained workforce.

- **Job enrichment.** Also called vertical job loading, this application includes not only an increased variety of tasks, but also provides an employee with more responsibility and authority. If the skills required to do the job are skills that match the jobholder's abilities, job enrichment may improve morale and performance (Fielding, 2006).

Creating flexibility

Today's employees value personal time. Because of family needs, a traditional nine-to-five workday may not work for many people. Therefore, flextime, which permits employees to set

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and control their own work hours, is one way that organizations are accommodating their employees' needs. Here are some other options organizations are trying as well:

- A **compressed workweek** is a form of flextime that allows a full-time job to be completed in less than the standard 40-hour, five-day workweek. Its most common form is the 4/40 schedule, which gives employees three days off each week. This schedule benefits the individual through more leisure time and lower commuting costs. The organization should benefit through lower absenteeism and improved performance. Of course, the danger in this type of scheduling is the possibility of increased fatigue (Fielding, 2006).

- **Job sharing** or **twinning** occurs when one full-time job is split between two or more persons. Job sharing often involves each person working one-half day, but it can also be done on weekly or monthly sharing arrangements. When jobs can be split and shared, organizations can benefit by employing talented people who would otherwise be unable to work full-time. The qualified employee who is also a parent may not want to be in the office for a full day but may be willing to work a half-day. Although adjustment problems sometimes occur, the arrangement can be good for all concerned (Fielding, 2006).

Telecommuting, sometimes called flexi place, is a work arrangement that allows at least a portion of scheduled work hours to be completed outside of the office, with work-at-home as one of the options. Telecommuting frees the jobholder from needing to work fixed hours, wearing special work attire, enduring the normal constraints of commuting, and having direct contact with supervisors. Home workers often demonstrate increased productivity, report fewer distractions, enjoy the freedom to be their own boss, and appreciate the benefit of having more time for them (Fielding, 2006).

2.3　　Employees perception of the motivational strategies

Motivating employees to complete their work correctly and on time is one of the major tasks of management. Changing an employee's perception of his place within a company is sometimes an effective way of improving organizational behavior constructively. Employees who perceive that they have a greater control over their work lives will likely be more motivated to excel within the organizational structure (Brachmann, 2007).

The way one individual views others, affects behavior within an organization. Thus, an individual's social perception can be described in terms of a "target," or what is being perceived, and a "stimulus threshold," a certain level of information that must be received in order to make a perceptive assumption on an individual, work process or any other target. Wrongful social perceptions, such as fundamental attribution error that arises when one person mistakes another person's characteristics as the cause of a negative event, can lead to problems in organizational behavior.

2.3.1 Perceptions Affecting Motivation

A worker's social perception of others within the organization can affect his motivation to complete work effectively to a large degree. Motivation within an organization remains high if a worker perceives that there are opportunities for personal development or professional advancement, if he feels capable of completing tasks correctly and is involved with various organizational decision-making and goal-setting processes. Motivation can be reduced if the worker perceives a lack of opportunity for growth, a lack of involvement or a lack of opportunities to demonstrate any creativity ((Brachmann, 2007).

2.3.2 Changing Perceptions to Improve Motivation

Worker output and motivation can be affected by changing the working conditions that are causing negative organizational behaviors. Reducing the size of work groups may allow an employee to feel as though he has a greater input in the work output. Providing time for easy social interaction can improve social intimacy among coworkers and help produce a camaraderie that improves work interactions (Brachmann, 2007).

Managers must work hard to control their own perceptions of their employees, withholding their own evaluative judgments until they gain adequate information about an employee's work performance (Brachman, 2007).

2.4   Assessing the performance of employees

According to Seidenfeld (2007), assessing employee performance and providing feedback to employees is a task most supervisors dread. Consequently, they tend to put it off, or worse still, avoid it all together. Yet providing feedback to employees is a crucially important management function.

The psychology behind the dread of providing feedback usually has to do with the early-learned rule that we should not judge other people. In the supervisory role however, this generally good idea – of not being judgmental – is sadly misplaced. Supervisors should understand that, properly given, when they offer feedback they are not judging people; they are objectively assessing performance (Seidenfeld, 2007).

Employees need and want frequent feedback on their performance. In fact, feedback is something we make use of constantly. For example, when driving, we constantly watch the

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road, judging how close to the centre line we are driving, then how close to the shoulder. We constantly use feedback to keep us going straight down our lane. Imagine driving without getting visual feedback: disaster!

Nobody ever learns new skills, or improves at anything, without feedback. Whether it's learning to ride a bike, when the feedback of falling over teaches us to not lean that way — or learning to prepare a new recipe, when our gustatory feedback tells us we need to add more salt — feedback is vital. It is even more vital when learning tasks and improving in something as complex as handling animals in a laboratory (Seidenfeld, 2007).

Sure, employees will perform without feedback. But without feedback from their supervisors, employees will make their own work assessments or try to get feedback from their friends and co-workers. Such self-assessment, by its nature, cannot be objective, and it is not likely to be very accurate (Seidenfeld, 2007).

What supervisors must be concerned about when giving feedback are accuracy and objectivity, and how much it will help the employee do a better job. Only the employee's supervisor can give this kind of feedback.

When employees perform well, they need positive recognition to keep them motivated; if their performance is not up to snuff, they need to know it. And they need to know very specifically, in behavioural terms, just what it is that isn't going right (Seidenfeld, 2007)

There can be many reasons why an employee may not be performing well. For one thing, the employee may not see the job from a broad perspective and how his/her specific job meshes with other jobs in the organization. Or employees don't fully and clearly grasp what is expected of them which could lead to their not appreciating the level of performance quality

that's required. Another source of poor performance may be employees never having been clearly told which aspects of their jobs have top priority. Other common causes of poor performance may be such factors as:

Lack of training, so employees do not know how to do certain things.

Failure to understand why thing must be done a certain way (Seidenfeld, 2007).

Personal or emotional problems.

Boredom, so that little thought or energy is devoted to the work.

Resentment towards the organization, or general dissatisfaction.

Lack of motivation, not caring about the job.

But whatever the reason for the poor performance, a meaningful performance assessment will help to identify problems so they can be addressed.

Typically, formal assessments are on a fixed schedule, usually annually or semi-annually. But employees need feedback much more frequently. Of course, some employees will need more attention than others. But no employee should go without frequent periodic assessments. Providing frequent feedback is one of the most constructive things a supervisor can do to maintain high level performance (Seidenfeld, 2007).

Deciding when to give informal performance assessments will depend on the nature of the job and on the type of relationship that the supervisor has with a particular employee. A good time for an informal assessment might be when a specific assignment has been completed. Or, if an employee provides a quarterly summary report, or takes stock of lab supplies at the end of each month, a performance assessment of that specific task, when it is completed, will provide the employee with useful feedback.

The most effective supervisors meet regularly and frequently with each of their employees, on a one-to-one basis, in order to be aware of what's going on "on the line" and to get early warning of possible developing problems. By scheduling frequent, regular brief meetings with each employee the supervisor can be sure that no employee goes for very long without feedback and, by keeping simple notes on each meeting, the supervisor can be sure of knowing about each employee's performance and can spot problems or offer positive reinforcement for an observed improvement.

All performance assessments should have specific, objective standards against which an employees' performance can be evaluated. Such evaluations must be based on facts, on specific behaviours, and on direct observations.

Performance assessments should not focus only on negative performance. Positive feedback from supervisors is a very important reinforcement of positive performance — and therefore a major booster of employee morale. Effectively implemented, performance assessments serve to establish and maintain high levels of productivity and motivation among employees (Seidenfeld, 2007).

Supervisors must carefully consider whether the same standards are being applied fairly to all employees doing the same job. In spite of a supervisor's attempts to be scrupulously fair and even-handed, there is always a danger of applying easier standards to well-liked employees. Supervisors are equally likely to apply stricter standards to their best employees.

Assessments that concentrate only on weaknesses and ignore strengths damage self-confidence and lower morale. A vague, general assessment or none at all may lead to confusion, discouragement, and frustration. But a clear, specific, objective assessment that

covers both employee strengths and weaknesses will foster improved performance in weak areas and higher motivation in strong ones (Seidenfeld, 2007).

Keeping in mind that you are not judging people, but only objectively assessing performance can help change this dreaded task into a looked-forward-to, ideal opportunity to help your employees grow.

Ways to measure employee performance

Performance appraisal has become a continuous process by which an employee's understanding of a company's goals and his or her progress toward contributing to them are measured. Performance measurement is an ongoing activity for all managers and their subordinates. Performance measurement uses the following indicators of performance, as well as assessment of those indicators.

Quantity: the number of units produced, processed or sold is a good objective indicator of performance (Hakala, 2008).

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.

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.

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.

Absenteeism or 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 (Hakala, 2008).

Adherence to policy: deviations from policy indicate an employee whose performance goals are not well aligned with those of the company.

Performance indicators must be assessed by some means in order to measure performance itself. Here are some of the ways in which performance is assessed from the aforementioned indicators.
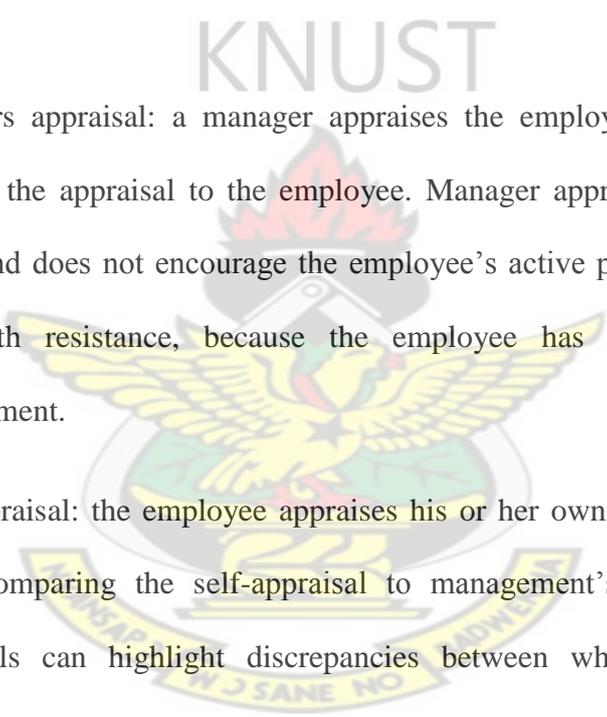
a. managers appraisal: a manager appraises the employee's performance and delivers the appraisal to the employee. Manager appraisal is by nature top-down and does not encourage the employee's active participation. It is often met with resistance, because the employee has no investment in its development.

b. 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.

c. Team appraisal: similar to peer appraisal in 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 (Hakala, 2008).

2.5   Establishing the relationship between motivation strategies and performance

Understanding the work effort–motivation cycle
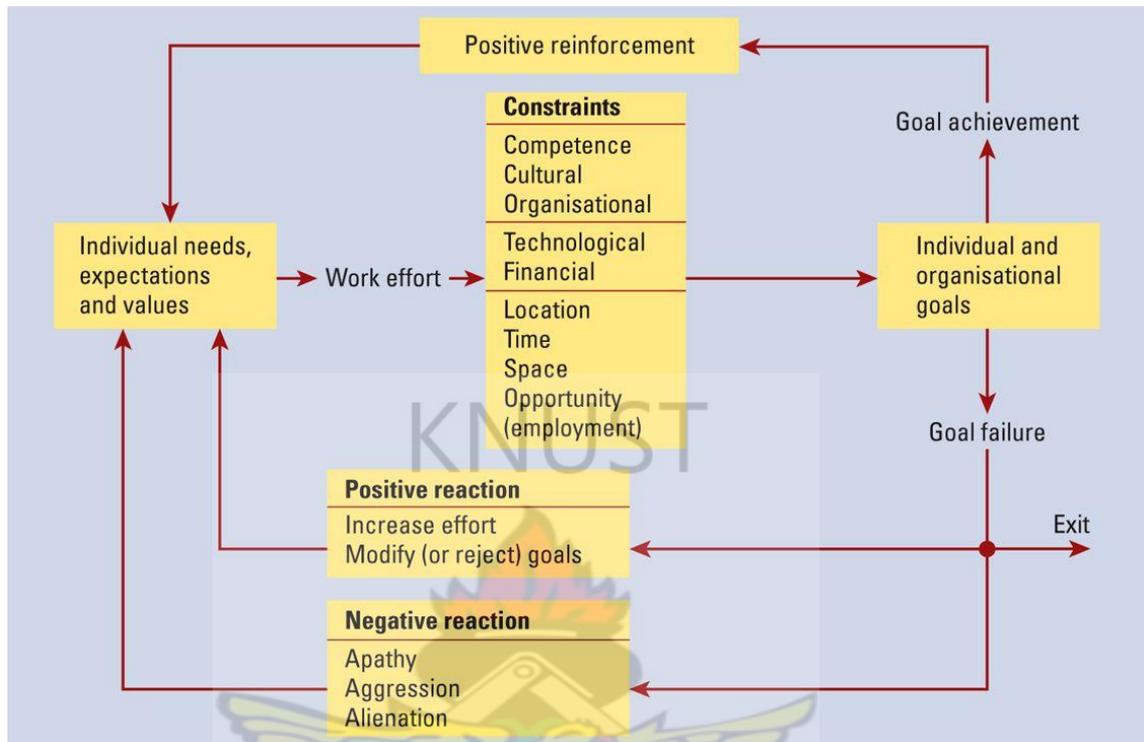
Source: Hakala, (2008). Way to measure employee performance.

The degree of effort expended to achieve these outcomes will depend on:

The individual's willingness to perform and his or her commitment to these outcomes

in

terms of the value attached to a particular outcome

• The individual's competency or capacity to perform the tasks

• The individual's personal assessment of the probability of attaining a specific
outcome

• The opportunity to perform (which is central to empowerment).

A number of organisational constraints or barriers, if not minimised, may restrict high levels of individual performance.

The above diagram shows that if the outcome or goal is attained, then the individual experiences a reduction in pressure or tension, and goal attainment positively reinforces the expended effort to achieve the outcome. As a result of this positive experience, the individual may repeat the cycle. On the other hand, if the outcome is frustrated after a reasonable passage of time then the individual experiences goal frustration and arrives at a decision point. The individual is presented with three alternatives:

1.   Exit from the organisation

2.   Renew attempts at goal achievement, or modify or abandon the goals

3.   Adopt a negative response to the frustration experience, and perform at below–optimum levels.

The challenge for managers is to create organizations in which the opportunities to perform through competency building and empowerment are maximised and the impediments to performance are kept to a minimum to avoid the negative consequences of goal frustration

Motivation is, in effect, a means to reduce and manipulate this gap. It is inducing others in a specific way towards goals specifically stated by the motivator. The motivational system must be tailored to the situation and to the organisation (Hakala, 2008).

Despite the copious amount of literature and research into the most effective methods of motivating people, true human motivation will always be a subjective matter. So long as there is freewill, it is highly unlikely that any theory of motivation will work for all people. The sheer number of theories, needs, and methods of motivation are a testament to this fact.

However, the vast body of literature, only partially touched upon in the preceding text, makes tremendous efforts to define and propose the means by which managers, leaders, and authority figures can attempt to shape human behavior.

If organisations, and more specifically, managers, are seeking to motivate their workers without adhering to the positivist and dehumanising management theories of old, then it would seem that the best approach is to use all of the theories within the contexts they seem best suited for. There is no grand motivation theory that can be applied to every person or situation and as such, the only way to truly motivate someone is to simply treat those individuals (Hakala, 2008).

CHAPTER THREE

METHODOLOGY

3.0   Introduction

This survey research employed both secondary and primary data collection methods. The

Primary data collection method constituted interviews and questionnaires and the secondary

Data collection method was by reviewing books, magazines, journals and website on the

subject - motivation and performance. The methodological framework for this study and

survey is based on triangulation thus, qualitative and quantitative analysis.

Quantitative data gathering technique has been employed for the study. The main research

instrument was questionnaire. Both open and closed-ended questions were used in the

questionnaire. This is to make it possible for the collection of all forms of information

needed. The questions were administered through the interview method among the non-

teaching staff and the teaching staff, the questionnaire was given to them to respond.

3.1   Research Instrument

Survey method was used in collecting data from respondents. Surveys are methods of data

collection in which information is gathered through questioning, interviews to elicit

information from some of the respondents. In this study, questionnaires and interviews were

the major instrument used. In some cases, however, telephone interviews and emails were

also used to elicit information from some of the respondents.

Questionnaire is regarded as a series of questions, each one providing a number of alternative answers from which the respondents can choose (Punch, 2000). This is one of the common instruments used in social sciences research because they provide an efficient means by which statistically quantifiable information can be collected. The study also made use of questionnaires because many of the respondents were easily reached and this also made data analysis very simpler and easier.

The items on the questionnaire were structured which were basically closed ended type. In preparing the questionnaire, a cover letter, instructions and the main body were laid down. The questionnaires were administered personally to the respondents.

The study made use of interviews which were structured to solicit information from some notable personnel. The research also made use of the official documents (secondary data) in relation to the subject under study.

3.2   Population

The population of this study comprised staff of Angel Educational Complex in the Kumasi Metropolis in the Ashanti Region. The population consists of both the teaching and non teaching staff. The total Population was two hundred and thirty (230) made up of two hundred (200) teaching staff and thirty (30) non-teaching staff.

3.3   Sample and Sampling Technique

A sample was drawn from a population which refers to all possible cases of what the researchers were interested in studying and the population is often people who have some

particular characteristics in common.

The entire sample size is hundred (100) consisting of eighty (80) teaching staff and twenty non-teaching Staff. (Appendix 2 for positions of those who participated in the study) With respect to the questionnaire, questions ranging from respondents' attributes, opinion and behaviours were asked. Convenience sampling technique was used to select eighty teaching Staff and twenty non-teaching staff as it became impossible to get all staff at a go to administer the questionnaire at a time.

3.4   Data collection Procedure

According to Blaxter (2001), primary data is defined as consisting of materials that one has gathered by himself through systematic observation, information archives, the results of questionnaires and interviews and case study which one has compiled. Data are primary if they have been gathered according to one's rational and interpreted by one to make a point which is important to one's own argument. Primary data was collected in order to solicit responses directly from the field. The data collected: both primary and secondary (official document) constituted the basic information from which conclusions were drawn for making decision.

Questionnaires and interviews were the main collection tools that the researcher

employed to collect data from the sample frame. Two sets of well structured questionnaires were distributed. One set for the teaching staff and the others for non-teaching staff.

3.5   Data Analysis

At the end of the entire data collection process, the data was entered into Statistical Package

for Social Sciences (SPSS). Plausible checks were conducted and inconsistent data was cleared appropriately. Statistical tests were run. Descriptive statistical tools such as graphs, frequency tables and percentages were used to show the results of the data.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS OF RESULTS

4.0   Introduction

This section of the dissertation study would be discussing the findings and results based on the collated primary data and information on the survey. The primary aim and goal of this dissertation study is directed towards the effect of motivation on employee performance in Ghana Education Service- Angel Educational Complex.

In this research, primary data and secondary data were given focused. Primary research was performed and accomplished using self-administered questionnaires instrument that were sent to employees of Angel Educational Complex in the Ashanti Region. The questionnaires were utilised to gather and gain both qualitative and quantitative information.

The methods of analysed were qualitative and quantitative. The qualitative was describing and elaborating on the responses of the respondents and the quantitative method involves the computation of percentages, graph and tables.

This dissertation has been divided into many parts which include: motivational strategies in Place to motivate employees to perform, employees perception on motivation strategy to increase productivity, motivation as seen to be transparent, factors to consider in assessing employees' performance and relationship between motivation strategies and performance.

4.1   Motivational Strategies

As a strategy to motivate employees to perform, it is expected that school administrators inform employees of various issues affecting the school.   In all, hundred respondents

responded to the Strategy and 54 respondents representing 54% said they were informed whiles 46 % were not informed. This is depicted by the graph below.

Figure 4.1 - The degree to which employees were informed about issues affecting the development of the school.
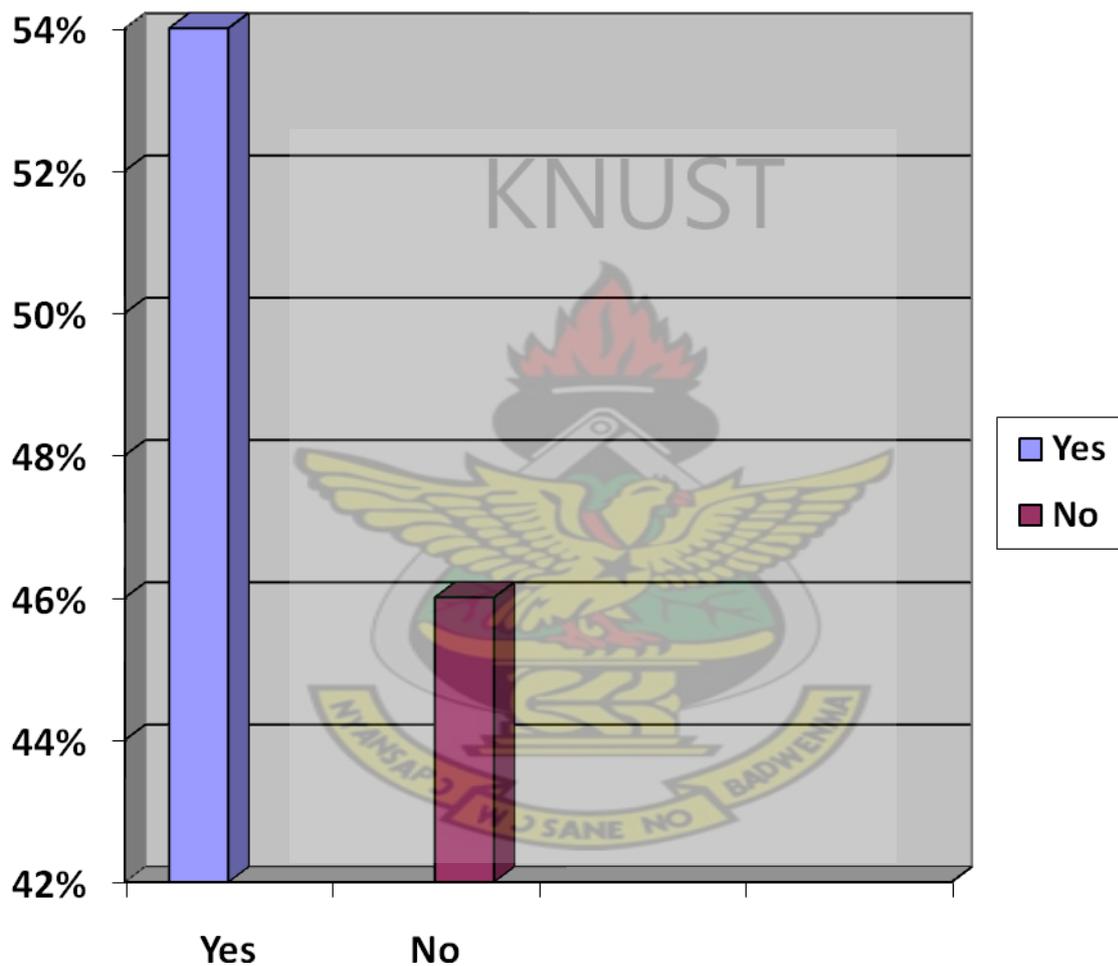
In terms of administration informing employees of challenges going on in the school, 54% were of known and it is assumed that once they were informed, every effort of ideas and solutions to such challenges would be put together to solve or minimise such challenges. On the other hand, 46% of employees were of unknown of any such difficulties and therefore would be relaxed in contributing to the solution of the challenges. This trend would lead to a

laxity attitude among such employees and therefore perceived that they have been sidelined in knowing what is going on in the school.

Solicitation of Feedback from employees when issues were shared among employees

This strategy is to let employees felt that they were part and parcel of the progress of the school and therefore their input were very essential for the productivity of the school in terms of students performances and results. 44 respondents representing 44% were asked to give their feedback whiles 56% were not asked for theirs.

The table below indicates this trend.

Table 4.1:   Feedback from employees on issues shared among employees

Yes	No
44%	56%

Feedbacks information was very necessary for decision making. When feedback are collected from all and sundry on an issues, everybody feels part of the issues raised and ever prepared to contribute his or her quota to solve the problem and therefore feel committed and motivated to work towards such a course. As a strategy to motivate employees to delivery, it is expected that every member of employee is well informed as to what is to be achieve and his or her contribution to make towards that. If feedback is not soliciting from the majority of employees 56%, it means vast ideas are being lost and this main affect the productivity of the school in terms of academic performance.

How satisfied employees were in administration accepting divergent views in addressing issues

Once administrators of the school accept feedback from all and sundry, it is expected that divergent views from employees in addressing issues would also be accepted. However, a different picture is seen from respondents. The diagram below gives a graphical presentation.

Figure 4.2 Satisfaction of Acceptance of divergent views of employees in addressing issue
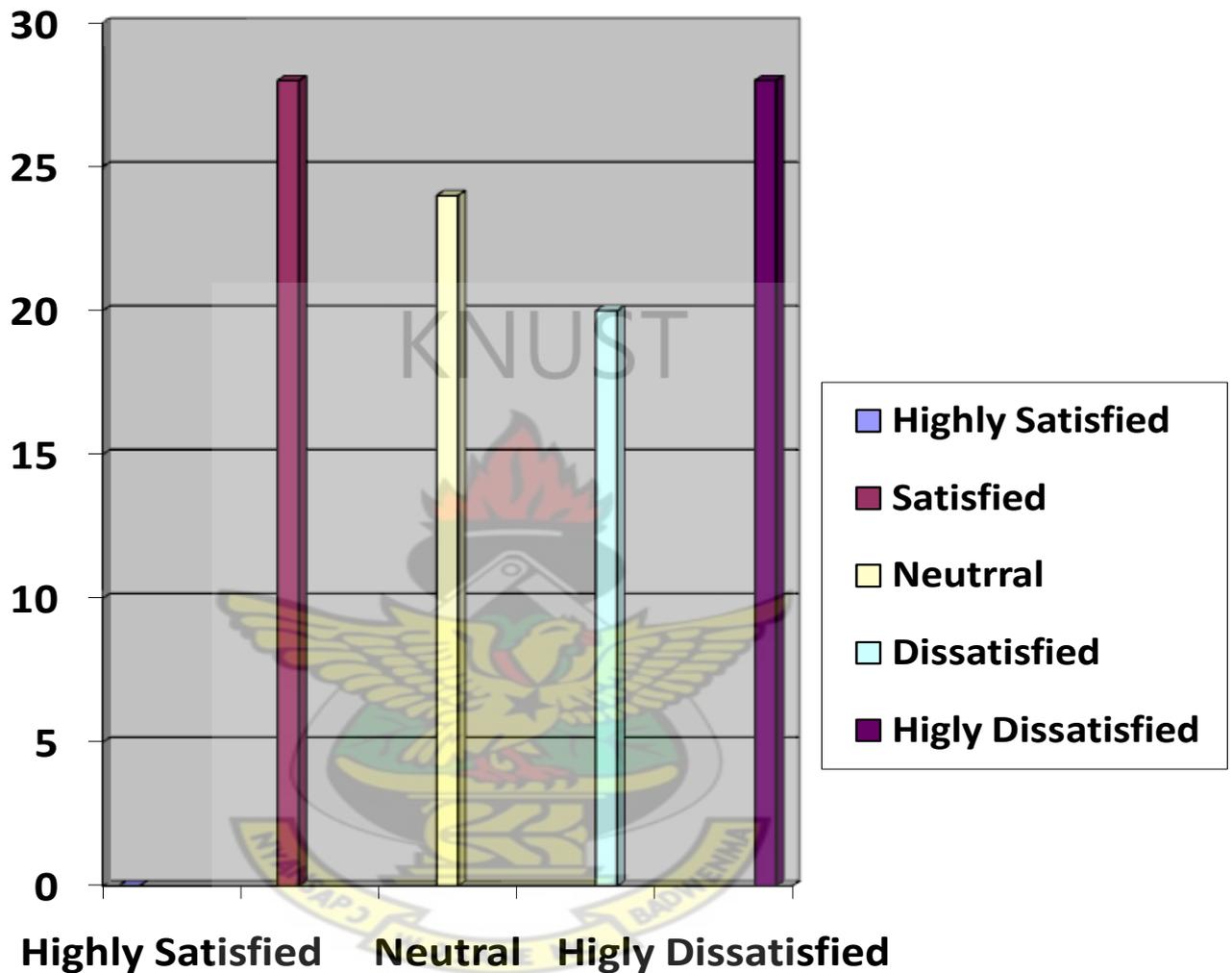
There was no highly satisfaction from employees concerning acceptance to divergent views from employees in addressing pressing issues. 28% of the respondents were satisfied, 24% stayed neutral, 20% were dissatisfied and 26% were highly dissatisfied. This picture suggests that there were no room for divergent opinions as only 28% represents the satisfaction rate and may be that the rest of the employees were afraid to express their opinions to avoid being

victimisation. This may not order well for motivating employees to give up their best to ensure productivity. Again, those on the fence, neutral – 24% shows that they were only there to protect their jobs and therefore would not do anything which would cause them their job and therefore always play it safe without necessarily coming out with their opinions which may go a long well to increase productivity.

Table 4.2 - Equal empowerment to ensure employees performances

Strongly Agree	Agree	Disagree	Strongly Disagree
%	%	%	%
11	29	40	20

In all hundred employees responded to the questionnaire representing 100%. 11% respondents were strongly agree to the fact that equal empowerment was a strategy to motivate performance. 29% also agree to this assertion whiles 40% and 20% of the respondents disagree and strongly disagree respectively. Therefore, sixty percent of the respondents disagree that equal empowerment is non-existence and therefore innovation, creativity may not be in place and therefore not be able to perform creditably simply because an equal empowerment have not been given to all. On the other hand,

forty percent (40%) believes that an equal empowerment is being practiced. This may be those who are senior members of employee.

Employee perception on motivation strategy to increase productivity

Table 4.3 Employees Performance without being motivated

Yes	No
78%	22%

78 respondents of employees representing 78% thought they could be able to perform to the expectation of administrators without being motivated. Whiles, 22% thought otherwise. This shows that employee motivation strategy lacks standardized criteria to know exactly who would be able to work effectively whether or not such an employee has been motivated. This may be explained that new staff may be engaged and therefore wanted to impress administrators so as to be confirmed. The perception was to initially die for the institutions in terms of working very hard to let the administrators recognises ones commitment to ensure productivity. Once confirmed, such perception started to reduce gradually and relaxed as condition was not favourable.

Table 4.4   Incentives and benefits that influence employee performance

Influence	Does not influence	No Opinion
73 =73%	15 =15%	12 = 12%

From the table it can be deduced that respondents would be highly influenced on their performance as incentives and other benefits were the determining factors. 73% were influenced by incentives and other benefits given to such employees. Another point is that 15% were not influenced by incentive and therefore the expected performance would not be able to achieve as there would be nothing new to put in place to motivate such employees to put in more effort to enhance productivity. On the other hand, 12% of respondents were

undecided or have no opinion as they worked as normal routine and therefore do not rely on an incentive or other benefits to urge them to perform.

How often does employee receive feedbacks from departmental head in matters affecting them?

It is believed that employees normally receive feedback from their departmental heads after an issue affecting employees has been resolved. Respondents to a question on how often do employees receive feedback and the result suggests that 20% receives it very often, 34% - quite often, 24% - often and 22% not often at all. The graph below depicts this assertion.

Figure 4.3   Employees receiving feedback.
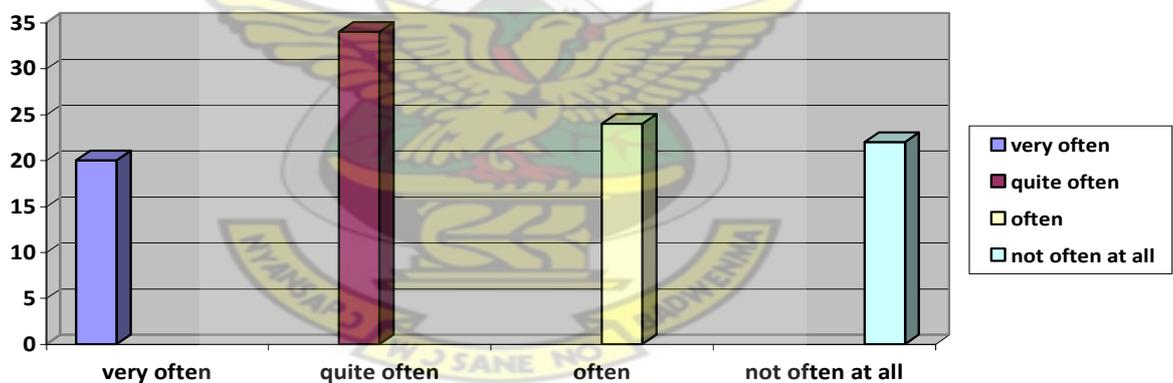
The graph above presents the perception of respondents with regards to the question on how often do employee receive a feedback from departmental head after putting up views and opinions on issues affecting employees. 22% of the respondents however, indicate that receiving feedback was 'not often at all'.

4.2   Perception that Management is really interested in motivating their employees.

Table 4.5 Employees perception of Management interested in motivating employees

Responses	Number	Percentage
Strongly Agree	17	17
Agree	29	29
Disagree	17	17
Neither agree nor disagree	14	14
Highly disagree	23	23

The table above shows the distribution of the perception of the employees of Angel Educational Complex with regards to management interest in motivating their employees. Herein, it shows that the answers of the employees' range from agree to disagree. 46% of the employee perception believed that management were interested in motivating them whiles 40% totally disagree with management interest in motivating them. However, 14% of the respondents were uncertain on the statement management were interested in motivating them. The employees agreed that management interest in motivating employee would enables the institution to retain the more experienced employees who have greater experience in teaching and this would lead to cost saving because a low turnover rate also means less hiring and training activities. Again, management interest in motivation its employees would lead to employees commitment, improve productivity and profitability as the institution would have a high-skilled employees that help in effective organisational performance.

How do employees see motivation as being transparent?

Table 4.6 – Views of motivation being transparent

Respondents	Number	Percentage
Yes	23	23
No	41	41
Occasionally	36	36

In matters relating to motivating employees, it is expected that decision making should involve every department's staff so that they would be able to express their opinions and commit themselves to the decisions taking to ensure effective performance. Once employees are involved in taking part of the decision which might affect them, achieving the results may not be difficult though they may be challenges. From the respondents' point of view, 23 % were involved in decision taking whiles 41% were not involved in decision making. The pre-supposed that only 23% of the employees decide what line of actions need to be taken to ensure efficiency and effectiveness in employees' performances. If the 23% who were involved in the decision making, are not part of the team who do the actual work, the other employee (41%) may suggests that since they were left out of the decision making, it would be very difficult to give up their best since they were not part of the decision making. Thus, the 41% of the respondents may not be motivated enough to give up their best since they might thought that they have been sidelined and this would served as de-motivational, and this would affect employees performance.

On the other hand, the 36% of the respondents who were occasionally called for a meeting to take decisions would also do their best to deliver on those occasions when they were involved in taking such decisions. On those occasions when they were not involved their behaviour

would also change to that of the 41% of the respondents and hence, would affect their expected performances.

4.3   Factors to consider in assessing employees' performance

The table below were some of the factors respondents were asked to respond to ascertain whether or not these were the factors that motivate them to perform well to increase productivity.

Table 4.7 - Assessing employees' performance

Factors	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %
Reasonably periodical Increase in salary	12	15	12	24	37
Job Security exist in the institution	0	40	15	25	20
Good relationship with Co-workers	35	35	18	4	8
Effective Performance appraisal systems	10	36	19	20	15
Promotional opportunities	3	14	10	36	37
Good safety measures adopted	4	37	24	20	15
Performance appraisal activities are helpful to get motivated	21	44	18	13	4
Support from Co-worker is helpful to motivate	14	59	13	11	3
Institution recognises and acknowledges your work.	13	41	13	19	14

Employees were given a possible source of factors that may be serving as a yardstick for motivating employees to perform and hence, increase productivity. Among the factors include reasonable periodical increase in salary which respondents 27 (27%) in total

agreement of increase in salary to motivate them to work more efficiently and effective. Strangely enough, 61 (61%) of the employees noted that salary increment is not the only condition that enhances employees to increase productivity. However, 12% of the respondents stayed neutral. This indicates that majority of employees were not so key on salary increment to increase productivity. Again, the question of job security existed in the institution was asked to ascertain whether or not this was a factor to consider for employees to perform more creditably. The data analysed revealed that 40% of the employees noted that job security was in place in the institution and therefore secure of their job security. This would go a long way to motivate such employees to give up their best to achieve the expected result of the students' performance. On the other hand, 45% of the respondents disagree with the assertion that job security is in the institution. 15% of the respondents stayed neutral. This result shows that job security in the institution to enhance productivity on performance is divided.

Good relationship with co-workers also has its part on factors that account for employees' motivation. 70% of the respondents were in total agreement that when there is conducive good working relationships exist among employees, there is a likelihood that employees would understand themselves and developing a working culture which would lead to increase productivity which normally exhibited in the school results. However, 12% of the respondents disagreed that having a good working relationship would not motivate them to be more committed to the performance of the students' results. This may be that what motivate one person to perform may be different to another to go beyond the extra mile to exceed the target of the school. 18% however, were neutral. This suggests that any working condition, they were prepared to work to achieve the desired results.

Performance appraisal is the process where employees are assessed on their performance based on agreed target to be achieved at the end of the day. When an effective appraisal system is in place, employees normally give up their best in order to meet the target set for them. When employee is assessed and fall short of what he is expected to achieve, possible reasons are assigned to why he/she could not achieved the desired results. It may be realised training and support from other supervisors. This may calls for training to enhance performance. Whereas 46% were in supportive of an effective performance appraisal system in place, 35% were in total disagreement, 19% were neutral or undecided.

Respondents were asked to rate the promotional opportunities in the school and it was realised that only 17% agreed that there were some sort of promotional opportunities for them, which suggests that there were selected few who were given an opportunities to either develop their human capacity in terms of training or exposure to abroad to learn more of teaching methodology. It is interesting to note that 73% has not been offered or exposed to even in-service training. This would lead to a situation where the same routine of doing things would be demonstrated by the majority of employees and hence, denied of an innovative way of doing things. Thus, using the same method of teaching to achieve the expected result.

Respondents were also asked to ascertain whether recognition and acknowledge of employees, performances were a source of motivation, 54% accepted the fact that it was not only money that always serves as a motivational sources but also recognition and acknowledgement of the individual performance. 33% however, disagreed with this assertion. 13% were neutral. This is graphically represented below.

Figure 4.4 – Recognition and acknowledgement of employee performances.
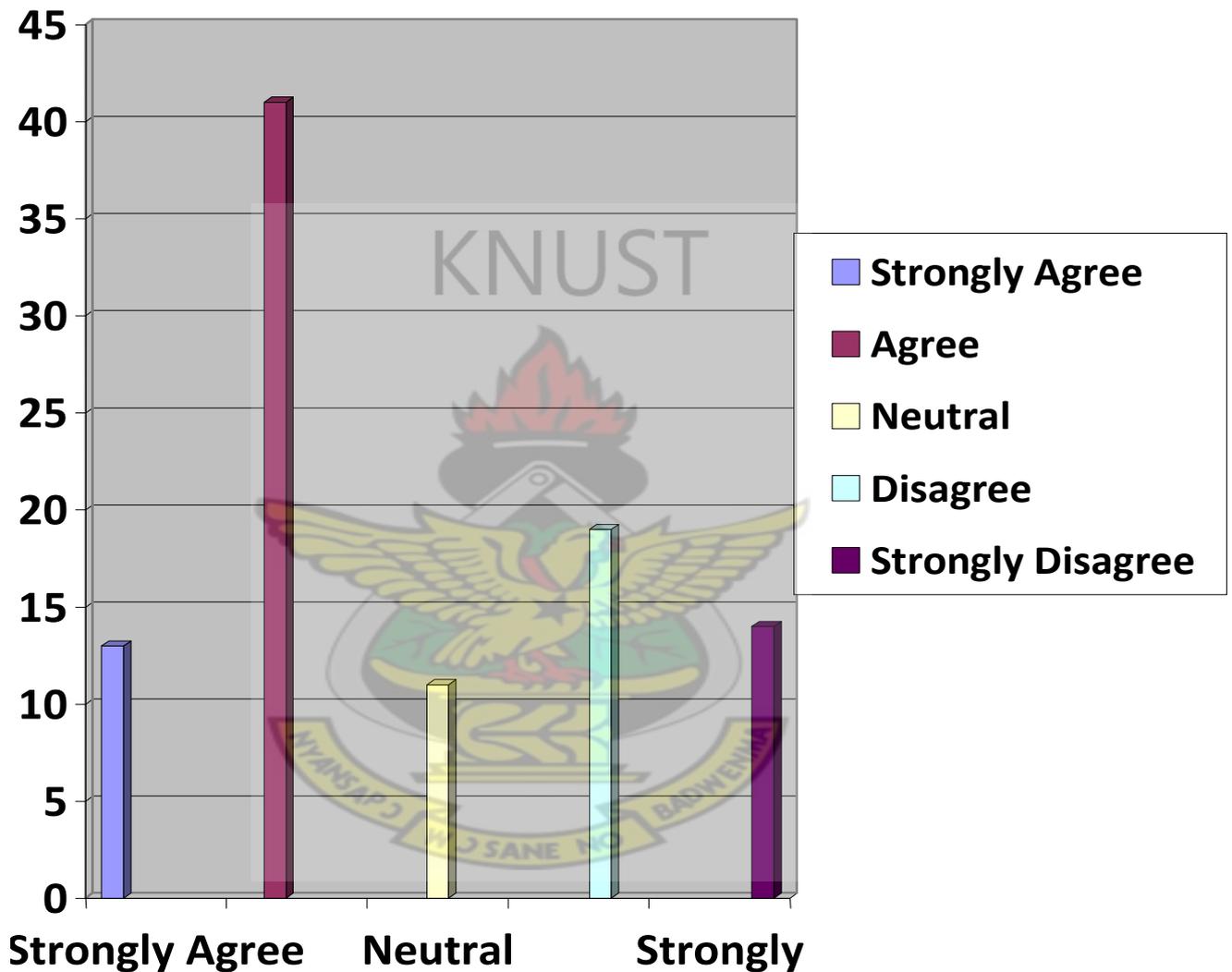
It is interesting to note that factors that need to consider when deciding to motivate employees are many. These include salary increment, promotion, job security, good relationship with co-workers, effective performance appraisal systems and recognition and acknowledgement of employees' performance. Management must therefore study the individual employees' opinion and applies those that are acceptable to each employee in order to enhance productivity.

4.4   Motivation serving as a factor to measure employee performance

Respondents were asked to response to whether or not motivation served as a factor to measure employee performance and this was the outcome.

88% of the respondents totally agreed that motivation is the major issue to consider if an organisation wants to increase performance of its employees. However only 12% disagreed that motivation is not the main factor to ensure employee performance and hence, increase productivity.

This is represented in the table below.

Table 4.8 Opinions on motivation - a factor to measure employee performance

Factors	Number	Percentage
Salary	47	29.9%
Promotion	39	24.8%
Motivational Talks	37	23.6%
Recognition	34	21.7%

Again, respondents were asked to rank the following factors which motivate them the most and help to increase performance

From the above table it can be said that what motivated employee most is when salary is increased which may go a long way to increase productivity. This represents 29.9% and it follows by promotion which is represented by 24.8%. It therefore suggests that the two most influential factors which induce employee to give up their best to enhance performance and hence, productivity were salary and promotion.

Motivational talks to inspire employee follows in that order which represents 23.6%. As managers, there is the need to influence the employee by way of inducing them to go the extra mile to increase performance. Recognition which represents 21.7% is also important to encourage employee to meet the expectation of employer. It should be noted that non-monetary factors should be considered when motivating employees. This should take the form of acknowledging and rewarding employees for good well done in the present of all employees, recognition of hard working employees and institution of best employee award schemes. This will motivation employees to perform and hence, increase productivity.

There is therefore a direct relationship between motivation and performance. When employee is motivated according to what drives them to perform beyond expectation, they would definitely exceed performance and hence, increase productivity. On the other hand, when employees were down, low salary, lack of recognition of employee performance and other incentive, employee will not give up their best but rather lukewarm attitude towards work and this will affect work output and therefore productivity will be decreased.

The Mission of Angel Educational Complex is to provide quality education aimed at sincere delivery by intelligently directing and skilfully executing programme of training of individuals to fit properly into society whiles enhancing staff enrichment to be socially responsible for nation building.

In view of this the Complex boasts of highly qualified teaching and non-teaching staff who were carefully selected through a thorough recruitment process. They were adequately catered for and well remunerated in addition to attractive incentive packages to give of their best in and outside the classroom. The teachers exude confidence and sophistication, in their approach not only in their classroom delivery and presentation but also in their concern for social and disciplinary challenges confronting the complex.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0   Introduction

This chapter provides a summary, conclusion and recommendations on the findings made in the study.

5.1   Summary of Findings

This study sought to examine the effect of motivation on employee performance in Angel Educational Complex. The responses from respondents through questionnaire administration with both the teaching and non-staff provided the input for this study. These observations were made after carrying out the research. In its bid to be the market leader in the contemporary competitive academic market, Management has recognized that motivation is the key success factor that underpins and enhances the growth and the development of the Complex. The Complex, as an educational entity, is equally regarded as a corporate and social system. The employees are then strategically regarded as the focal and the most important part in the system.

For that matter, motivating the employees is the top priority of management. Employees have to be psychologically, socially, emotionally, intellectually and economically balanced in order to deliver to achieving their individual aspirations, the objectives and the goals of the system.   One of the fundamental issues that is sensitive and critical which can make or unmake any organization is wage or salary determination. Justice, fairness and equity in salary determination, to a large extent, put to rest all the traumas any individual or any organization may experience, and that is highly motivational enough to assess the optimal

usage of time and energy. It is therefore recognised that by conducting a salary survey of what other employers are paying for comparable jobs, determining the worth of each job through job evaluation to ensures internal equity, grouping similar jobs into pay grades or classifying jobs, pricing each pay grade by using pay curves and finally fine tuning pay rate that is streamlining pay grades would be highly motivational. These have been the strategy of management over the years.

No subvention to any quarter would ever be adequate. Some employees still have the notion of sometimes not being given a fair deal in their bargaining agreements with management. This notion is not collective but relative it raises a question of imperfection and inadequacies in the system. Human wants are insatiable, but critical measures need to be adopted to minimize chances of agitations and perceptions of unfairness in pay administration.

Management is aware of the fact that failure to plan for the performance appraisal is planning to fail because performance appraisal is very imperative as the basis for the human resource capacity development which is a function of productivity and professional enhancement. The recruitment and selection, and training and development component of a human resource management system ensure that employees have knowledge and skills needed to be effective now and in the future. Performance appraisal and feedback complement recruitment, selection, training and development. It is against this backdrop that management has adopted multiple methods known, to appraise the performance of its employees annually. The commonest of the methods used is the Critical Incident File where the heads of the various schools namely the Pre-School, the Primary School, the Junior High School and the Senior High School write down the positive and the negative performance behaviour of each employee in each jurisdiction. This method is popular, and it has over the years, informed

management of the best performing staff members for awarding purposes. A number of employees has benefited from various awards through this organizational scheme of the Complex, and this has motivated quite a good number of employees to deliver appreciably. Also, this is a motivating factor for labour retention strategy as management is conscious of maintaining a good labour turnover periodically to minimize chances of distortions, gaps and abuses in the handling of the curricula of the various disciplines.

5.2   Conclusion

5.2.1   Motivational Strategies used by Angel Educational Complex

Employee need to be informed of what is happening or the issues affecting the institution in order to find a lasting solution to the challenges and therefore able to perform creditably. The strategy adopted were to feedback employee of what is going on and how best to solve such issues. When feedbacks were solicited, it goes a long way to let employee feel that they were valued and this brings a sense of belongings. Thus, motivating them to go the extra mile to increase performance.

Divergent views on issues from employee were expected to happen and therefore administrators of the school should accept and analyse such views to boost productivity. However, only 28% represents satisfaction rate which suggests that there were no room for divergent opinions on issues affecting the running of the school.

Another motivational strategy was that of equal empowerment to ensure increase employee performance. This was non-existence and therefore innovation and creativity were not seen among employees to perform creditably simply because an equal empowerment had not been given to all.

5.2.2 Employee perception of motivational strategies

Management interest in motivating employees would had enables the institution to retain the more experienced employees and this would have led to cost saving because a low turnover rate also means less hiring and training activities. It was however, realised that forty percent (40%) of the employees perceived that management were not too keen to motivate them as a strategy adopted, favoured only selected few. As a result, employees' commitment to productivity and profitability that were supposed to be beneficial to the school were absent.

Decision making processes were perceived by employee that decisions that were affecting certain departments, should have been solved by the department itself, were done by other supervisors from other departments. When such decisions were taken, employees in that department would feel marginalised or sidelined in decision making and this would serve as a de-motivational and hence, low productivity.

5.2.3 Performance of employees at Angel Educational Complex

Employees' performance was assessed based on what motivate them to give up their best. The factors considered were job security, salary increment, relationship with co-workers, effective performance appraisal, training, promotional opportunities and recognition of employees contribution to work. It was realised that employees were able to perform best when both intrinsic and extrinsic motivation were in place. This helps the employee to know that whatever he or she is doing is being recognised and appreciated and therefore would do his best to perform to the expectation of the management and hence increase productivity. It should be noted that once the motivational factors are absent, employees performance would be negatively be affected.

It was therefore realised that there was a direct relationship between motivation and performance. This is so because once employees are well motivated, they would also do their best to sustain the progress of the institution and hence increase productivity. When both intrinsic and extrinsic are well utilised, employees are normally influence through the leadership to achieve the objective of the institution.

Management motivate employee through both intrinsic and extrinsic. Periodic salary increase was given to employee and also recognises and reward high quality work through the school results received from Basic Education Certificate Examination (BECE), West Africa Secondary School Certificate Examination (WASSCE). Praising employees for achieving their goals are important in maintaining an enjoyable work environment. Peer recognition reinforces employees' sense of team work and commitment. Employees were inspired to be creative by providing freedom, time and other resources to them to be more proactive.

5.2.4 Influence of motivational strategies on performance at Angel Educational Complex

Motivation and performance are bedfellows, and the level of performance attained is determined by three independent factors: Ability, Motivation and Resources. This is mathematically put as

Performance = Ability x Motivation x Resources. Therefore, motivation is a factor of performance. The absence of motivation renders the equation imbalance. In any case, these three factors are the driving forces of behaviour to creating the needed level of performance. For performance level to be high all the three factors must be high. If any of them is low or missing the performance level will be adversely affected. Whenever it is observed that performance is not at the standard level or above, it is necessary to determine which

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performance factors needs to be improved. Management of the Complex takes cognizance of these facts, and effectively and strategically balances the scale in a bid to be ahead of the competition knowing very well that every organization now needs to have both strategic and competitive edge in this era of aggressive competition where competitive and comparative advantages are gradually giving way to strategic advantage.

5.3   Recommendations

Recognising success is critical, and equally important is inspiring employees to work toward achievements. The employee will be inspired by knowing their contributions are valued and that management is confident in their capabilities.

Management should inspire creativity by providing freedom, time and other resources to employees. Periodically, management should ask them what they need to maximize their innovative thinking and productivity, and provide it with enthusiasm and encouragement. By providing feedback and ensuring that the feedback is consistent it provides the means for employees to motivate themselves to the desired behaviour. By keeping them informed, one helps to eliminate some of the fear and keep them focused on what must be performed. Keeping employees motivated is one of the key roles of any organization as it leads to increase in overall productivity and profitability of that company. Resource that takes care of employee motivation like salary, incentives, good working atmosphere, appreciation, healthy environment are some of the common aspects that motivate an employee at work.

Management should therefore involve all employees to brainstorm issues affecting the school so as to find a lasting solution to such problems. Once all are involved in finding a solution, it is expected that all would be motivated to get involve in solving such problem and hence, encouraging team working and this will increase productivity.

An equal empowerment platform should be created for all employees to enhance productivity. Employee development training like in-service and further studies was not in existence and hence, employees' turnover rate is high. Selected few fortunate ones were given training at expense of other experience employees who might not be in the good books of the proprietor. Management should show a key interest in motivating employees by ''walking the talk''

Demonstrating of motivating all employees should be seen by all and not a few fortunate ones. Transparency should also be considered when administrators decide to motivate employees to enhance productivity. It should not be the selected few of the proprietor's choice. When this happens, de-motivation will set in and this will affects productivity. In an attempt to motivate employees, it is prudent to note that it is not only extrinsic benefits that motivate but also intrinsic as well.
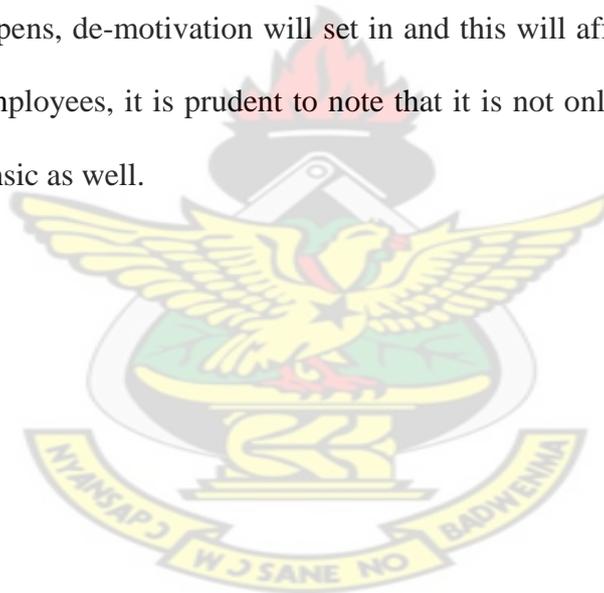
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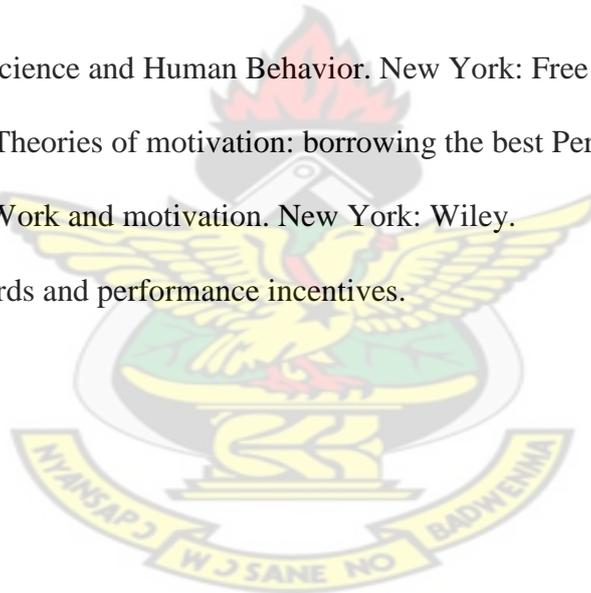
Kwame Nkrumah University of Science and Technology

Institute of Distance Learning – Conmonwealth Executive MBA

I will be very grateful if you could respond to the following questionnaire to enable me complete a project on employee motivation. This is purely for an academic work purposes and your opinions will highly be confidential.

1. Does the school administration inform employees of various issues affecting the school?

   Yes   No

2. Does the administration solicit for feedback from employees when issues are shared with the employees?

   Yes   No

3. How far are you satisfied with the administration acceptance to divergent views of employees in addressing issues?

   Highly satisfied   Satisfied   Neutral   Dissatisfied   Highly Dissatisfied

4. Do you agree that employees are given equal empowerment as a form of motivation to perform?
   Strongly Agree   Agree   disagree   Strongly Disagree

5. Are you able to perform to the expectation of administration without being motivated?

   Yes   No

6. Do you think that incentives and other benefits will influence your performance?

   Influence   Does not Influence   No opinion

7. How often do you receive a feedback from your departmental head after putting up your views and opinions on issues affecting employees?

   Very Often   quite often   oft en   not often at all

8. Does the administration involve you in decision making which are connected to your department?

   Yes   No   occasionally

9. Do you agree to the statement that ''Management is really interested in motivating the employees''?

Strongly Agree   Agree   Disagree   Neither agree nor disagree   Highly Disagree

Please provide the following rating

10.   5. Strongly agree   4. Agree   3. Neutral   2. Disagree   1. Strongly Disagree

Reasonable periodical increase in salary
Job security exist in the institution
Good relationship with co-workers
Effective performance appraisal systems
Promotional opportunities in the institution
Good safety measures adopted in the institution
Performance appraisal activities are helpful to get motivated.
Support from the co-worker is helpful to motivate
Institution recognizes and acknowledges your work.

11. What changes can be made to improve the workplace environment?

12. Do you agree that motivation serves as a factor to measure employee performance?

Strongly agree   Agree   Disagree   strongly disagree

13. Rank the following factors which motivate you the most and help to increase performance.

Rank 1, 2, 3, 4 respectively.

i. Salary increase
ii. Promotion
iii. Motivational talks
iv. Recognition

# APPENDIX II – List of respondents who participated in the study.

Angel Educational Complex – Teaching Staff

No.	Name	Rank/Position
1	Mary Tawiah	Principal Superintendent
2	Wonder Ayisu	Pupil Teacher
3	Jane Appiah	Senior Superintendent
4	Amina Agyare	Pupil Teacher
5.	Grace Yeboah	Pupil Teacher
6	Bernice Akuffo	Pupil Teacher
7.	Comfort Eyiah	Pupil Teacher
8.	Ophelia Osei Owusu	Assistant Director
9.	Juliana Serwah	Senior Superintendent
10.	Pamela Wiafe	Senior Superintendent
11.	Mercy Darkwa	Superintendent
12.	Barbara Okyere	Pupil Teacher
13.	Grace Addai	Pupil Teacher
14.	Helena Korkor	Pupil Teacher
15.	Esther Lamptey	Pupil Teacher
16.	Esther Lamptey	Pupil Teacher
17.	Barbara Abankwa	Pupil Teacher
18.	Vivian Osei Bonsu	Pupil Teacher
19.	Patience Adjei	Pupil Teacher
20.	Florence Biire	Pupil Teacher
21.	Linda Asantewaa	Pupil Teacher
22.	Comfort Achiaa	Pupil Teacher
23.	John Nsiah	Assistant Director 1
24.	Leonard J. Adom	Headmaster
25.	Solomon O. Antwi	Principal Superintendent
26.	Agyeman Yaa Asantewaa	Assistant Director 1
27.	Stephen Lekuu	Senior Superintendent1
28.	Jacob Onyinah	Pupil Teacher
29.	Foster Owusu	Pupil Teacher
30	Ishmael Agyei Boakye	Pupil Teacher
31.	Richard Kolani Yendu Kanfitime	Principal Superintendent
32.	Moses Appau	Principal Superintendent
33.	Daniel Adu	Senior Superintendent
34.	Mathias Fagnon	Pupil Teacher
35.	Joseph Sam-Dadzie Kojo	Principal Superintendent
36.	Rose Ochoumare Elevayo	Principal Superintendent
37.	Agnes Serwah Odom	Principal Superintendent
38.	Eunice Quayson	Senior Superintendent
39.	Iddris Peprah Omar	Principal Superintendent
40	Sandra Afriyie	Principal Superintendent
41.	Sulemana Amadu	Principal Superintendent
42.	Charles Asante Krobea	Principal Superintendent
43.	Peter Siaw Mensah	Assistant Director I

44.	Mensah Kwadwo	Assistant Director I
45.	Robert Nana Adusei	Assistant Director I
46.	Joseph Asare- Tandoh	Assistant Director I
47.	Emmanuel Kwabena Koduah	Assistant Director I
48.	Osei Mensah Bonsu	Assistant Director I
49.	Eric Boahen	Principal Superintendent
50.	Addai Elvis	Senior Technician Instructor
51.	Afrane Emmanuel	Senior Superintendent II
52.	Owusu Sekyere Douglas	Superintendent
53.	Acheampong Yaw Sekyere	Senior Superintendent II
54.	Lehema Seliboleng Frely	Senior Superintendent II
55.	Quarnor Peter	Senior Superintendent I
56.	Yakubu Dauda	Superintendent I
57.	Mohammed Ibn Alhassan	Superintendent I
58.	Agyemang Afotey Ebenezer	Senior Technical Instructor
59.	Okyere Felicia	Superintendent I
60.	Osei-Wusu James	Pupil Teacher
61.	Obour Francis	Senior Superintendent II
62.	Cann-Sagoe Michael	Principal Superintendent
63.	Bi Paul	Pupil Teacher
64.	Adu Agyei Clement	Pupil Teacher
65.	Boateng Yaw John	Senior Superintendent II
66.	Addo Danquah Prince	Technical Instructor I
67.	Owusu Maxwell	Superintendent I
68.	Arhin Emmanuel	Senior Superintendent II
69.	Baffour Addo Albert	Superintendent I
70.	Omane-Adjekum Daniel	Assistant Director II
71.	Paul Kenneth Manuh	Assistant Director II
72.	John Fordjour	Assistant Director II
73.	Agnes Quartey	Assistant Director II
74.	Baffour Kwakye-Fosu	Principal Superintendent
75.	Osei Bonsu	Senior Superintendent II
76.	Abdulai Kwaku Ntiamoah	Senior Superintendent I
77.	Benjamin B. Boadu	Principal Superintendent
78.	Samuel Mpiani	Assistant Director II
79.	Nana Gyimah Bimpeh	Assistant Director II
80.	Daniel Owusu	Computer Instructor

Non – Teaching Staff

1.	S.E. Cobbold	General Manager
2.	Robert O. Aboagye	SHS Headmaster
3.	Dasebre Akuamoah-Boateng	SHS Asst. Headmaster
4.	Nana GyimahBimpeh	Primary Headteacher
5.	Daniel Omane Adjekum	Assistant Headteacher
6.	John Nsiah	JHS Headmaster
7.	Leonard Adom	Assistant Headmaster
8.	Mary Asamoah	Administrative Secretary
9.	Kwadwo Yeboah	Administrative Assistant
10.	Ibrahim Yakubu	Senior Accountant
11.	George Ofori Darkwah	SHS Accountant
12.	Eugene Twumasi	JHS Accountant
13.	Juliet Osei Owusuwaa	Senior Nurse
14.	Augustina Osei	Assistant Nurse
15.	Mary Narteki Teetey	Matron
16.	Cecilia Konadu	Senior Cook
17.	Mary Achiaa	Cook
18.	Josephine Agyeiwaa	Cook
19.	Jennifer Akwalbila	Cook
20.	Gifty Osei	Cook

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