TITLE PAGE

THE EFFECTS OF MOTIVATION ON PERFORMANCE IN PUBLIC SECTOR ORGANIZATIONS: A CASE STUDY OF NON-TEACHING STAFF, GHANA EDUCATION SERVICE, KUMASI METROPOLIS.

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ABSTRACT

This project work sought to address issues concerning motivation and performance of the Non-teaching Staff of Ghana Education Service, Kumasi Metropolis.

For some time now, authorities have been desperately attempting to motivate their staff by employing different techniques. Motivation is therefore a very important element in employee's behavior at the workplace.

The main methods used were empirical and theoretical (quantitative) research methods. Seventy respondents, made up of Principal Accountants, Chief Administrative Officers, Administrative Clerks, Store Keepers, Yards Men and Drivers from the directorate were asked to complete self-administered questionnaires with closed-ended and open-ended questions. The data collected from the respondents were analyzed quantitively.

The data analysis and discussion revealed that the major cause of low performance in public service institutions was low motivation.

To turn the situation around, there is the need to review the motivational techniques and conditions of service and adopt measures attractive enough to motivate employees as they compare their institutions with others with similar status.

It is also necessary to directly involve the staff in the review of the motivational techniques and condition of service so that they can be part of the process and by so doing, the problems would be known and solved.

STATEMENT OF AUTHENTICITY

We have read the university's regulations relating to plagiarism and certify that, this report is all our own work and do not contain any unacknowledged work from any other source. We also declare that, we have been under supervision for this report herein submitted.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

The dynamic nature of modern economies which is characterized by both profit oriented and non-profit oriented business entities, calls for highly motivated employees to achieve organizational objectives and goals coupled with today's mobile as is the case or European Union member economies and floating working population. It has become increasingly important for organizations to motivate and retain their staff for optimum performance, for the human being has been identified as the most essential factor to any organization's survival and success. It is observed that motivation of employees in public service organizations such as public funded schools and colleges poses a serious challenge to those at the helm of affairs. They have to manage the human factors to achieve the stated objectives and targets in a rather difficult way owing to a multiplicity of factors. James Stoner (1992) emphasized this by indicating that motivation has always been an important subject for managers. The reason being that, the manager work with people and through people who can contribute to the success or failure of the organization. Managers therefore need some understanding of why people behave as they do, so that they can influence people to perform in ways the organization finds desirable.

There is no doubt that motivation is the key to the successful running of an organization It is an undeniable fact that highly motivated people tend to be high performers and vice-versa.

The important role of human motivation in the work place cannot be overemphasized when viewed in the light of proven positive relationships between motivation and performance.

High productivity can be achieved through few other things; proper utilization of human resources that are highly motivated and willing to perform at their individual capacity. However, from an organizational perspective, a motivated person is one that works hard at his/her work and directs his /her behaviour towards appropriate outcomes. One may agree with Schein's view of motivation as cited by G.A Cole (l996) that, he sees motivation very much in terms of a "psychological contract" based on the expectations that the employees and the organization have of each other and the extent to which these are mutually fulfilled". A manager that recognizes this and aligns conditions of service with employees needs and that of the organizational goals will have highly motivated personnel. The personnel will attain the objectives of the organization as they satisfy their needs. Unfortunately, those at the helm of affairs (managers, headmasters, principals) do not determine condition of service in general with the employees. Though through organized labour groupings and movements, employees and those at the helm of affairs in public funded organizations make inputs into condition of service agreements, ultimately, the ability to pay whip that government exercises often frustrates the ambitions and expectations of employees.

In the Ghana Public Service organizations such as Ghana Education Service, the employees are feeling that they are not being motivated well enough as inadequate salary always constitutes the primary factor for low motivation and performance.

Employee pay structure and compensation account for most of the motivational problems in the public service organizations such as Ghana Education Service as evidenced by the spate of labour agitation for improved working conditions.

Scarcely does a year pass without trouble in the labour front. This is becoming an annual ritual which has to be looked into and dealt with if organizations want industrial peace.

As should be expected, Ghanaian managers find employee motivation to be an issue of major concern owing to the link between motivation and performance. The seriousness of this issue for both managers and other employees is linked to poor organizational performance, individual frustration and alienation at work.

Information gathered from the literature suggests that some of the variables affecting motivation and subsequent performance are: job satisfaction, leadership recognition for good and hard work, good working conditions, promotion etc (MaslowI943, Herzberg et al 1959). Most of these variables affecting motivation and subsequent performance will be found in the internal operations of the Ghana Education Service.

1.2   **STATEMENT OF THE PROBLEM**

The success of any organization to a large extent depends on its human resources which are considered the most valuable, yet the most volatile and potentially unpredictable resources which an organization utilizes. (Beardwell and Holden, 1994).

For a variety of reasons, however, the performance and output of most public service organizations such as Ghana Education Service have not been commensurate with the size, scope and level of investment in the system. The service is going through difficulties in attaining specific output levels. For some time now, the service has lost quite a good number of staff to other organizations. This is evidenced in the fact that there are general complaints about Ghana Education Service's conditions of service, low salaries, lack of recognitions, absence of prestige personal life, and conducive environment.

The services of non-teaching are indispensable to the provision of quality education. In spite of the crucial role non-teaching staff plays in terms of delivering vital support services to first and

second cycle institutions, little if any has been done to raise their morale and to push them towards uplifting their performance.

The implementation of new Single Spine Salary Structure has brought about disparities between the pay structures of the teaching staff: Ghana National Association of Teachers (GNAT) and National Association of Graduate Teachers (NAGRAT) on one side and the auxiliary/supporting staff under the domain name of Teachers and Educational Workers Union (TEWU).This has largely contributed to the seeming low morale among non-teaching staff of Ghana Education Service.

A recent World Bank survey, of sixteen developing countries concluded that public officials in most cases are unmotivated, demoralized and are consequently not performing at the expectation of their organizations and governments (Mukherjee and Gokcekus, 2001). The more the personnel feel frustrated because of lack of motivation, performance suffers and the more they quit the organization for what they consider to be better organization for them.

It is perceived that, staff of the Ghana Education Service is not being motivated and for that matter some output/performance targets are not easily achieved.

It is in the light of this that the topic "The Effect of Motivation on Work Performance" has been chosen to contribute to the search for solutions to the problem.

1.3   OBJECTIVES OF THE STUDY

The main objectives of the research are:

i. To examine the non-teaching staff of the Ghana Education Service's perception about the variables termed "motivational tool" and find out how the results affect their performance.

ii. To identify the factors that lead to low performance level.

iii. To make recommendations about the ways to improve motivation and performance.

1.4 RESEARCH QUESTION

i. What is the perception held by non-teaching staff of Ghana Education Service Kumasi Metropolitan Office, about job satisfaction, leadership recognition for good and hard work, working condition, involvement in goal setting, promotion, salaries and their level of performance?

ii. What factors lead to low level performance?

iii. What suggestions can be made to improve on motivation and performance of non-teaching staff of Ghana Education Service Kumasi Metropolitan Office?

1.5 SIGNIFICANCE OF THE STUDY

The problems of motivation and performance have become one of the most intractable organizational issues. The delay in the release of funds by central government of the payment of salaries and other recurrent expenditures and so on do not encourage employees to commit themselves in achieving organizational goals. It is therefore expected that the study will be of the following significance.

i. Provide a base for management to handle motivational issues and increase staff morale.

ii. Contribute to understanding of the problem of motivation on performance in public service organization.

iii. Provide framework for the formulation of policies in a bid to solve the problems associated with the release of government funds.

iv. Findings and recommendations may apply to other public service organizations.

1.7   LIMITATIONS OF THE   STUDY

The researcher would have liked to research on so many public service organizations but due to time and financial constraints, this study was limited to only non-teaching staff of the Ghana Education Service.

1.6   ORGANISATION OF THE STUDY

The research work has been organized in five (5) Chapters as follows:

Chapter one which is an introductory chapter gives background information on motivation on performance and how it is a problem in public service organizations. It also includes the statement of problem, objectives of the study, significance of the study, limitation of the study.

Chapter two deals with the literature review which includes: definition of motivation, the importance of motivation, motivational process, early views of motivation, theories of motivation, motivation for performance and the relevance of the theories to managers.

Chapter three deals with the methodology which looks at the research approach , sources of data for the research, the population of the study, the sample technique, data collection instructions and the data analysis techniques.

Chapter four focuses on the analysis and discussion of data and findings.

Chapter five which is the last chapter gives the conclusion and recommendations of the study

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1   INTRODUCTION

It is observed from chapter one that motivation of employees in public service organizations poses a serious challenge to most managers. James Stoner (1992) emphasized this by indicating that motivation has always been an important and puzzling subject for managers. Organizational goals can only be achieved through combined efforts of human resources of that organization. A large part of a manager's task is getting things done through people; he must therefore try to understand what motivates people. An employee's motivation to work consists of all the drives, forces and influences that cause the employees to want to achieve certain aims.

Organizations must somewhat understand what motivates their employees and under what conditions their employees will be motivated in order to work harder, faster, more efficiently and with greater enthusiasm.

Organizations must somewhat understand what motivates their employees and under what conditions their employees will be motivated to behave in ways that support strategy implementation. In many ways, motivation can be considered as the core of human behaviour studies. If human behaviour is to be accurately predicted and directed toward achievement or organizational goals, its causes must be understood (Costley and Todd,

1987).

2.2   DEFINITIONS OF MOTIVATION

Motivation as defined by Aldac and Stearns (1987) as "a set of energy force, originating from both within and outside the individual that initiates behaviour and determines its form, direction, intensity and duration", according to Don Hellriegel and et al (1992), motivation represents the forces acting on or within a person that cause the person to behave in a specific, goal-directed manner",

To Gellerman (1968) and Johns (1992), motivation is "to stern one's actions toward certain goals and to commit a certain part of one's energies to reach them",

Kreitner (1989) defines motivation as the "psychological process that gives purpose, direction and intensity of behaviour".

Also while Holloram and Benton (1987) define motivation as a "drive that impels the individual to work", Robert Lussier, (1997) sees it as "an inner desire to satisfy an unsatisfied need". They contend that a worker may be motivated towards a variety of goal.

In the same way, Peter Blunt and Merrick Jones (1992) refer to motivation as a "driving force or state of need deficiency which inclines a person to behave in a particular manner to develop a capacity for certain types of behaviour.

According to Kast and Rosenzeig (1985) motivation is "what prompts a person to act in a certain way or at least develop a propensity for specific behaviour.

Also, Mcshane and Von Glinow (2000) define motivation as "the forces within a person that affects his or her direction, intensity and persistence of voluntarily behaviour.

In the same way, Peter Blunt and Merrick Jones (1992) refer to motivation as a "driving force or state of need deficiency which inclines a person to behave in a particular manner or to develop a capacity for certain types of behaviour".

However, from an organization's perspective, when we speak of a person as being motivated, we usually mean that the person works "hard at" his/her work and directs his/her behaviour towards appropriate outcome (Hertzberg, Mausner and Snyderman-1959). One may agree with Schein's view of motivation as reported by G. A Cole (1986) that he (Schein) sees motivation very much in terms of a "psychological contract based on the expectations that the employee and the organization have of each other and the extent to which these are mutually fulfilled".

Motivation leads to a level of willingness to achieve personal or organizational objectives or both. The urge to act in a certain way may be generated by physiological needs or states (including the unconscious and conscious thought processes) or by external stimuli or by some combination of these.

Motivation can be either positive or negative. Positive motivation offers something valuable to the person (praise, salary etc.) for acceptable performance.

Negative motivation uses or threatens punishment (threats of being fired, etc) if performance is unacceptable.

Each of the motivation type has its place in the organization depending on the situation (Hicks and Gullet, 1976).

It should be noted that people differ widely and therefore their behaviour also differ. Motivation is therefore very important in an organizational set-up. A management that recognizes this and aligns employees' needs with the organization's goals will have highly

motivated personnel. The personnel will attain the objectives of the organization as they

Satisfy their needs. Therefore what is the importance of Motivation?

2.3   THE IMPORTANCE OF MOTIVATION

Wendell French (1987) recognizes that although individual differences in ability establish the

limits on human performance, motivation is clearly a powerful determinant of the extent to

which the individual will put their abilities to use. The nature of motivation, what motivates

employees and what organizations can do to enhance motivation are complex matters.

To reach high levels of performance, an employee must want to do the job (motivation), be able

to do the job (ability) and materials (environment). A deficiency in any of these as Moorhead

and Griffin (1992) will put it "hurt" performance. A manager thus should strive to ensure that all

the three conditions are met.

2.4 THE MOTIVATIONAL PROCESS

According to G.A Cole (2000) an answer to how motivation occurs is not easy to come by. For a

complete set of processes is quite complex and not fully understood.

The underlying concept of motivation process is motivational needs which create some driving

force within individuals by which they attempt to achieve some goal in order to fulfill the needs

or expectations.

2.5   EARLY VIEWS OF MOTIVATION

A) "The Scientific Management Approach". It is noted that the chief proponent of scientific

management (Frederick W. Taylor, assumed that employees are economically motivated to work

so as to earn as much money as they can (Moorhead and Griffin, 1992). However, researchers

recognized that scientific management theorist assumptions about motivation could not explain complex human behaviour. After this emerged the human -relations perspective.

B) "The Human Relations Approach". The human relations View arose from the Hawthorne Studies. This perspective suggests that people are motivated by things other than money in particular that employees as social beings, are motivated by and respond to the social environment at home.

The human relations new point left most questions about behaviour unanswered. However, one of the primary theorists associated with this movement, Abraham Maslow, helped develop an important need theory of motivation (Moorhead and Griffin, 1992). Given the managerial importance of understanding human motivation, there are a large number of well developed theories but a few will be examined.

2.6   THE THEORIES OF MOTIVATION

According to Hampton et al (1982), motivation theory makes inferences and assumptions involving mental processes and needs within people. It seeks to explain how these are affected by the work people do and the situation in which they do it.

There are two different types of motivation theory.

They are: content and process motivation. With the content motivational theories, it focuses on identifying and understanding employee needs. It explains the dynamics of employee needs such as why people have different needs at different times (Mullin (1996 and Lussieer (1997). With the process motivation theories, it focuses on understanding how employees choose behaviour to fulfill their needs. It describes the process through which needs are translated into behaviour.

Specifically, process theories explain why someone with a particular need engages in a particular direction, intensity and persistence effort to reduce the need tension

2.7   CONTENT MOTIVATION THEORIES

The theories suggested by Maslow, Alderfer, Hertzberg and McClelland are content theories. According to (Hicks and Gullet, 1976). Maslow argues that humans "want beings". They have inmates desire to satisfy a given set of needs. According to Maslow, the needs are arranged in a hierarchy of importance called prepotency. Higher level needs are not important and are not manifest until lower-level needs are satisfied (Sterns and Porter, 1992). The basic human needs from the bottom were physiological, safely,

belonging, esteem and self actualization.

Mullins (1996) argued that there are numerous difficulties in relating Maslow's theory to the work situation.

It is also difficult to predict when a need is satisfied be/or as new need emerges.

According to French (1987), research has concluded that whereas 'there is strong evidence that the activation of higher order needs depends on the satisfaction of the security and existence needs.

Alderfer's theory contradicts that there is little evidence that the higher order needs act in a hierarchical way. Individual differences mean that people places different values on the 5ame need.

In the Ghana Education Service, most workers are still trying to have their physiological and safety and security needs met. This is because of the low salaries paid them.

Unlike Maslow's model about satisfaction progression, however, ERG theory includes a frustration regression process whereby those who are unable to satisfy a higher or growth -need

becomes frustrated and regress back to next lower need and this seems t6 explain the dynamics of human needs in an organization reasonably well.

The combined process of satisfaction-progression and frustration regression also provide a more accurate explanation of why employee needs change over time needs at various

times.

Frederick Hertzberg (1968) in his book "work and nature of man" took different view as opposed to Maslow and Alderfer that man lives at two levels, physical and psychological and develop a two factor theory.

The theory according to French (1987) states that factors which create satisfaction (satisfiers or motivators) are those stemming from the intrinsic content of a job (e.g. Recognition and responsibility) these satisfy higher level needs of Maslow and Alderfer and factors which create dissatisfaction (dissatisfies of hygiene factors) stem from the extrinsic job content (e.g. Working condition, pay, supervision) and these satisfy lower' needs.

According to Hertzberg, hygiene factors do not motivate. The lack of hygiene factors at work would simply mean that employees are not motivated.

Thus an organization must be conceived with ensuring that both the hygiene factors and motivators are to an adequate standard.

It is important to note that with Maslow, the satisfaction or a higher need leads to the next but with Hertzberg, they have two different status factors which are distinct from each other. Status is placed in between motivators and hygiene because when it is achieved, it becomes a motivator and when it is not achieved it becomes a hygiene factor.

One major weakness of theories is that it makes no allowance for the different .meanings which individuals attach to work or their orientations. Blunt and Jones (1992) pointed out that the

theory "assumes that all workers will respond in a similar manner to different conditions of work".

2.8   PROCESS MOTIVATION THOERIES

Content theories explain why people have different needs at different times. In contrast, process theories attempt to explain and describe the processes through which need deficiencies are translated into behaviour. Equity, goal setting, reinforcement and Expectancy are so far the known theories .

According to (Moorhead and Griffen, 1992), Edwin Locke's goal-setting theory also assumes that behaviour is a result of conscious goals and intensions.

This means that people's goals on intentions play an important part in determining behaviour. Individuals strive to achieve goals in order to satisfy their emotions and desires. Goals direct work behaviour and performance.

Also, Moorhead and Griffen see management by objectives as a participatory goal setting process in which employees are actively involved with their supervisors in goal formation as well as clarifying the means to reach the agreed upon goals is worthy of note. It includes periodic review and feedback.

This is evident in employee behaviour. Sometimes their goals are difficult, sometimes easy, sometimes specific and sometimes vague. Therefore, the nature of employee's goals and how they are set is very important.

According to Locke and Bryan (1966), specific production goals lead 'to a higher; performance level than a generalized goal of 'do your best'. They concluded that this finding has strong implications for industry that an effective method through which management can motivate

employees to be more productive is to set specific goals as opposed to simply urging workers to do "the best they can".

The goal-setting theory of Locke is relevant to Ghana Education Service. The service which prepares annual work plans always finds it difficult to do implementation of work plans. There are a lot of lessons to draw from this theory. After looking at the theories of motivation, one may well ask what man to managers

2.9   MOTIVATION FOR PERFORMANCE

According to Bateman and Snell (1996), to be effective motivators, managers must know what behaviour they want people to exhibit.

Remain in the organization, come to work regularly, perform and exhibit good citizenship, committed, satisfied to perform above and beyond the call of duty by doing extra tasks that can help the company.

According to them, facilitation and stimulation of high performance help in exhibiting this kind of behaviour.

According to Bateman and Snell, managers facilitate performance by proving the things that the people need to do their jobs.

The necessary tools and equipment, adequate budget, support staff etc to contribute to the facilitation of performance. To them, without these things, most highly motivated people will not perform well.

2.10 RELEVANCE OF THE THEORIES TO MANAGERS

Many managers have benefited from applying the idea that people are motivated by different things at different times. Maslow's theory provides a logical explanation for differences in the way employees respond to an organization's incentives.

According to Wright and Noe (1977), the most important implication of the need theories is simply that different people are driven by different needs. There is therefore no such thing as an ideal job, workplace or benefit package.

In terms of strategy and to enjoy the advantage of a highly motivated work force. The manager can consider what conditions will motivate each employee today, then make adjustments as needs change. A practical way to this is to give employees some choices in selecting the makeup of their compensations and benefits package.

In the case of Hertzberg, the instance that satisfaction is not the opposite of dissatisfaction encourages managers to think carefully about what actually motivates employees.

To motivate workers to give of their best, the manager must give proper attention to the motivators or growth factors. Hertzberg however emphasizes that hygiene factors are not a "Second class citizen system".

Hertzberg further believes that the most managers can hope for when attempting to motivate employees with pay, status, working conditions and other contextual factors is to reach the zero midpoints (that is no dissatisfaction because of good hygiene factors and no satisfaction because of lack of motivation).

Again, the theory stresses that it takes a meaningful, interesting and challenging work to satisfy and motivate employees.

These are relevant factors to managers. Adams's Equity theory is considered to be one of the most powerful in helping managers understand the motivation of their subordinates. However, it

is hard to tell how their subordinates perceive the relationship between what they are putting into their job and what they are getting out of it. Managers must therefore systematically monitor their employees' sense of being equitably treated.

Again, a particular concern for managers for recruitment and selection purposes is \\'hether the amount and type of remuneration offered by the company is equitable relative ,0 that offered by competitors.

This will make them examine both the level of pay and the composition of the reward package so as to be able to attract suitable and required employees to the organization and ensure existing employees do not feel dissatisfied as to leave the organization.

For Lock's Goal Theory, the practical relevance lies in the fact that a complete, accurate and timely feedback and knowledge of result is usually associated with high performance, Lussier [1996]. Feedback provides a means of checking progress on goal attainment and forms the basis for any revision of goals.

The goal setting theory reveals that goals can be determined either by a superior or by the individuals themselves. Goals set by other people are more likely to be accepted when there is participation. This is of importance to managers who want commitment top goals set and who seek high performance.

Besides, the theory urges managers to set goals at challenging but realistic levels. It is also argued that much of the theory of goal setting can be related to the system or Management by Objective (MBO). Hence, MBO is viewed as an application of goal setting even though management by objective was derived originally before the development of goal setting theory, Lussier [1997].

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 INTRODUCTION

This Chapter covers the concepts of research work and methods used by the researchers during the study. It gives a brief description of the methods of data collection. It further describes the sample size, and techniques used in selecting the respondents.

3.2 Research Approach

A research project involves the use of theory which may or may not be made explicit in the design of the research findings. This research adopted the inductive research approach which involves planning and exploring data to develop theories which will be subsequently related to the literature.

The research strategy used for this research was the case study. Robson (2002) define case study as a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence. Yin (2003) high lights the importance of context, adding that within a case study, the boundaries between the phenomenon being studied and the context within which it is being studied are not clearly evident. The case study approach was adopted because it helps the researcher to gain a rich understanding of the processes being enacted. (Moris and Wood, 1991). The case study also has a considerable ability to generate answers to the questions "why", "what" and "how" and the data collection techniques employed may be various and are likely to be used in combination.

3.3 Sources of Data

In fulfillment of the objectives of this research, data was collected from both primary and secondary sources

i. Primary Data

Primary data is a data collected specifically for the research project being undertaken. Saunders et al, 2003 primary data is the view or fresh data collected from the respondents through structured scheduled questionnaires. Primary data was gathered from non-teaching staff of G.E.S scattered in the ten (10) sub-metros of the Kumasi metropolis. This was done by the use of questionnaires closed and open –ended types. Workers who were not covered under the questionnaire were also interviewed.

ii. Secondary Data

Secondary data is a data used for research project that were originally collected for some other purpose or earlier on Saunders et al (2003).Secondary data for the research included published books, reports, journals, the internet and other documents from the Metropolitan Educational Offices.

3.4 Population of the Study

According to Saunders et al (2003,) the target group about which the researcher is interested in gaining information and drawing conclusions is what is known as the population. The population in this research covered all non- teaching staff of Ghana Education Service in the Kumasi Metropolis totaling 140.

3.5. Sample Size

According to Saunder et al (2002.pg 205) sample size is a group of a large population. All non-teaching staff school in the metropolis cannot be covered for the research. Out of a population of 140 personnel, data was collected from a sample size of 70 respondents. The sample represents 50 % of the population. Such a sample size was chosen because of the limited time frame for the research and limited funds.

3.6. Sampling Technique

The sampling technique applied for the purpose of this study was the simple random sampling. Simple random sampling is a probability procedure that ensures that each case in the population has an equal chance of being included in the sample (Saunder et al, 2007). Simple random sampling method was used to arrive at the sample frame. The sample size was chosen by a systematic procedure out of a total population of 140 personnel (per figures from the Metro Education Office). A sample frame of 80 personnel was selected as the target population. Out of this sample frame a sampling was used by dividing the total population by the sample frame of 70 to get the mode of picking every other second (2nd) member till a sample size of 70 respondents was covered.

3.7. Data collection instruments

The researchers adopted interview and questionnaires as the main instrument for data collection.

i. Questionnaires

The researchers adopted questionnaires because it is an inexpensive way to gather data from a potentially large number of respondents. It is the only feasible way to reach a number large enough to allow statistical analysis of results. It also helps the researcher to have a limited control over the environment. For the purpose of this research, structured questions were forward, written down and distributed to the respondents to provide the required answer to them. Measures were taken in other not to put words in the mouth of respondents to influence them.

ii. Interview

The researchers conducted personal interviews to collect data in areas where questionnaires was found to be inadequate to provide the needed information. The interview method was also adopted to allow the researchers determine the wording of the questions, clarify terms that were unclear and to control the order in which the questions were presented as well as to probe for additional and more detailed information.

Again, it gave the researchers greater control over the interviewing situation. The researchers ensured that the respondents answered the questions in an appropriate and logical manner with the help of a check -list. Moreover, interview situation yields spontaneous reaction that the interviewer can record and that might be useful in the data analysis stage. The technique used in collecting the data was by of putting down of short notes. The notes were processed and only relevant responses were noted.

3.8. Data analysis technique

Both qualitative and quantitative measurers were used for the data analysis. Quantitatively, result from the structured questionnaire was analyzed using excel and statistical Package for Social Scientist (SPSS). All primary data sets were subjected to tabular and statistical analysis involving simple and easy to understand statistical measures like frequency and percentage chart. As per the objective of the research graphs tables, bar graph and pie charts were used to represent the results. The qualitative measures dealt with the assessment of perception of the workers interviewed and their reaction towards the effects of motivation on performance.

CHAPTER FOUR

4.0. ANALYSIS, DISCUSSION OF DATA AND FINDINGS

4.1 Introduction

This chapter aims at evaluating and analyzing data collected from the field. This is absolutely necessary if one is to know how the employees view the service with regard to motivation. To know if performance rate is slow or quality of performance may reduce or both.

Characteristics of Respondents

Table 1: Sex Distribution

Response	Frequency	Percentage
Male	46	66
Female	24	34
Total	70	100

Source: field work, April, 2012

The table above shows that out of seventy (70) respondents, 66% were males and 34% were females. This indicates that more men were represented than women. This could be attributed to the nature of the services hence more men were taken than women. This few women might be in the support services.

Table 2.AgeDistribution

Response	Frequency	Percentage
30 – 40	40	57
41 – 50	17	24
51 and above	13	19
Total	70	100

Source: fieldwork, April, 2012

It can be seen from table 2 that the employees' ages between 30 – 40 years were the highest age group interviewed representing 57.1% of the total number.

It can be said that (30 – 40 year group) interviewed would have so many needs which they would have to satisfy as most of them were in their thirties (30's). It may be said that they were either married or about to marry and so will have so many marital demands on them.

Table 3: Marital Status

Response	Frequency	Percentage
Married	45	64
Single	12	17
Widowed	13	19
Total	70	100

Source: Fieldwork, April, 2012

As illustrated above, it is evident that 64% respondents were married, 17% out of the total were single and 19% were widows.

The number explains the need for adequate motivation to enable them take care of their numerous responsibilities facing the married to provide food, shelter, medical care etc. This can be related to Maslow's theory of meeting the physiological needs before higher level needs can manifest.

Table 4: Educational Background

Response	Frequency	Percentage
Degree	30	43
HND	15	21
DBS	13	19
SSCE	12	17
Total	70	100

Source:Fieldwork,April,2012

Table 5: Official position/Grade

Response	Frequency	Percentage
Storekeepers	10	14
Yardmen	6	9
Drivers	6	9
Administrative Clerks	10	14
Principal Accountants	27	39
Chief Administrative Officer	11	15
Total	70	100

Table 5 above shows the official position/grade of the respondents. 38 respondents representing 54% were senior staff and in the majority whilst 46% were in the junior staff category.

Table 6: Number of years on the Previous Grade

Response	Frequency	Percentage
1 – 10	49	70
11 – 20	14	20
20 and above	7	10
Total	70	100

Source; Field work, April, 2012

Table 6 above indicates that most employees (70%) had so far spent between 1 – 10 year on their previous grade; 20% others spent 11 – 20 years on the previous grade. The statistics shows that staying on one grade from 1 – 10 years would be de-motivating to employees. It was revealed that the service had no proper appraisal system in place. It was using the confidential report system and its application has been bisected with many problems, biases, unfairness, etc.

Table 7: Number of Years on Current Grade

Response	Frequency	Percentage
No Response	14	20
1 – 5	21	30
6 – 10	28	40
11 – 15	7	10
Total	70	100

Source: Field Work, April, 2012.

From the above table, 30% of respondents had spent between 1 – 5 years on their current grade. The table also shows that 10% respondents had spent 6 – 10 years on their current grade whilst 20% were new employees.

Table 8: How long have you been with Ghana Education Service (G.E.S)

Response	Frequency	Percentage
1 – 5	21	30
6 – 10	42	60
11 – 15	7	10
Total	70	100

Source: Field Work, April, 2012

Table 8 indicates that 30% respondents had served G.E.S for a period 1 – 5 years and 60% respondents had also served for a period of 6 – 10 years whiles 10% respondents had been serving between 11 – 15 years

Table 9: What motivated the Respondents to Work at G.E.S?

Response	Frequency	Percentage
A Stepping Stone	14	20
Interest for the Job	25	36
Source of Income	17	24
Only Available Job	14	20
Total	70	100

Source: Field Work, April, 2012

Table 9 above shows that 24% respondents joined G.E.S because that is their only source of income. 36% respondents joined because they had interest for the job and 20%, the only available job.

Table 10: Are Respondents still motivated to work for the G.E.S?

Response	Frequency	Percentage
Yes	53	76
No	7	24
Total	70	100

Source: Field Work, April, 2012

The above table shows a distribution of respondents by whether the reason for joining G.E.S continues to motivate them to stay in the organization. It is evident that 76% respondents answered "Yes" and 24% respondents said "No".

Table 11: Reason why Respondents were not motivated to work with G.E.S

Response	Frequency	Percentage
Inadequate Remuneration/Conditions of Service	40	57
No Appreciation	16	23
Discrimination	14	20
Total	70	100

Source: Field Work, April, 2012

Table 11 shows that 57% respondents says their lack of motivation is based on inadequate remuneration or condition of service, whilst 23% respondents talked about no appreciation by the authorities and the 20% respondents talked about discrimination. Even though, the motive for joining an organization in itself serves as a motivational factor for high performance, such motivation cannot be sustained if there is no positive reward or incentives.

Table 12: Are Employees satisfied with their job in terms of Tools and Equipments

Response	Frequency	Percentage
Yes	24	34
No	32	46
No response	14	20
Total	70	100

Source: Field Work, April, 2012

The table shows that majority (46%) of the respondents were not satisfied in terms of their tools and equipment. Only 34% of respondents answered "Yes" and another 20% of respondents were indifferent. They will need modern equipments and tools in their day to day activities.

Table 13: Satisfaction of General Environment and condition of service at G.E.S

Response	Frequency	Percentage
Yes (satisfied)	18	26
No	42	60
No response	10	14
Total	70	100

Source: Field Work, April, 2012

It is clear from the table that majority of the respondents (60%) were not satisfied with the general environment and the conditions of service, 26% were satisfied whilst14% did not give any answer. Since many employees were not satisfied, it implies that performance targets cannot be met as most of them were not motivated. Maslow's need hierarchy can attest to this fact as salary levels to even eater for physiological needs are low and so the authorities must work on this as a matter of great concern.

Table 14: Factors that motivate the respondents

factors	Recognition for good and Hard work	Working Condition	Opportunity for Growth
Response	Frequency	Frequency	Frequency
Yes	23	27	26
No	34	30	31
No response	13	13	13
Total	70	70	70

Source: Fieldwork, April, 2012

From the table 14, 33% of respondents had recognition for good and hard work, 48% respondents were not recognized as such and 19% did not state their position.

On the issue of working condition, 38.5% respondents were motivated by working condition, however 43% of respondents thought otherwise with 19% respondents still indifferent.

Opportunity for growth and advancement was not left out in the factors.

According to the definition of motivation by Aldag and Stearns (1987), motivation is a set of energy force originating from both within and outside the individual that initiates behavior and determines its form, direction, intensity and duration.

Table 15: How Employees find the Leadership of G.E.S

Response	Frequency	Percentage
Democratic	12	17
Autocratic	29	41
Participatory	24	34
No response	5	7
Total	70	100

Source: Fieldwork, April 2012

It is clear from the table that the respondents felt the leadership style in G.E.S as autocratic and this will not encourage initiative and motivation and therefore needed a change if objectives of G.E.S are to be achieved. 41% of respondents felt this way. 34% respondents felt that leadership style is participatory whilst 17% of respondents felt leadership was democratic and 7% did not respond.

From the study of the survey results, it is evident that there was a problem with the leadership style in G.E.S but they were afraid to speak out, it is important to note that a leadership style that does not encourage initiative does not motivate people.

Table 16: whether leadership style of G.E.S motivates staff to give off their best?

Response	Frequency	Percentage
Yes	24	34
No	32	46
No response	14	20
Total	70	100

Source: Fieldwork, April, 2012

It is seen from the table that majority (46%) of the respondents were not motivated by the leadership style to give their best and this will affect their performance and moral.

Table 17: Employees satisfaction with their jobs.

Response	Frequency	Percentage
Yes	18	26
No	49	70
No response	3	4
Total	70	100

Source: Fieldwork, 2012

The table above shows whether respondents were satisfied with their job or not.

The responses above show most of the respondents were not satisfied with their job representing 70%. This might be due to inadequate remuneration. 26% of respondents were satisfied whilst 4% of respondents declined to answer the question.

Table 18: Overall motivational level of non-teaching staff

Response	Frequency	Percentage
Very High	-	-
High	26	37
Low	40	57
Cannot tell	4	6
Total	70	100

Source: Fieldwork, April, 2012

The general thinking among respondents was that motivation was low.

This is evidenced by the fact that 57% of respondents out of 70 respondents rated the motivational level as low. 37% of respondents rated the level to be high and 6% of respondents could not tell the general motivational level. Their reasons were that even though some institutions were better than G.E.S, G.E.S is also far better than others.

With regard to the low ratings, the reason most frequently given includes the following:

i.   Low and delayed payment of salaries

ii.   Poor conditions of service

iii.   Lack of equipment

With those who rated general motivational level to be high, their reason was that there was high work out.

Table 19: Rating of employees own performance

Response	Frequency	Percentage
High	44	63
Moderate	24	34
Low	2	3
Total	20	100

Source: Fieldwork, April, 2012

With respect to the table, 63% of respondents put in their best efforts. Despite the numerous problems of the staff, they still put in their best effort. It is essential to recognize this and to keep the staff at this level so that they do not fall into the other group.   This calls for serious motivation to the staff.

Table 20: Attitude of management towards subordinate

Response	Frequency	Percentage
Satisfactory	43	61
Very Good	12	17
Good	13	19
Poor	2	3
Total	70	100

Source: Fieldwork, April, 2012

Views of the respondents on management attitude towards subordinates were sought.

The table reveals that management attitude towards subordinates was rated satisfactory by more than half (61% of respondents) out of 70 respondents. It was rated as very good by 17% and good by 19% and poor by 3% respondents.

Table 21: Do respondents have intention's to leave G.E.S in the future

Response	Frequency	Percentage
Yes	40	57
No	27	39
No response	3	4
Total	70	100

Source: Fieldwork, April, 2012

The results of the survey shows that 57% of respondents wish to leave G.E.S in the near future with 39% of respondents will not leave whilst 4% gave no response.

The respondents advanced various reasons for their responses, these are summarized as follows:

Yes I will

    i.   No job satisfaction

    ii. Set up own business

    iii. Poor condition of service

No, I won't

    i.   Bright future

    ii.   Not advisable to change jobs after 45 years.

Table 22: What respondents would do to motivate staff if they were part of management?

Response	Frequency	Percentage
Better condition of service	44	63
Provision of modern tools and equipment	12	20
Democratic Administration	14	17
Total	70	100

Source: Fieldwork, April, 2012

Asked what respondents would offer to motivate staff if they were part of management, the above views were given.

63% of respondents said they would provide better conditions of service, 20% of respondents talked about democratic administration and 17% of respondents would see to the provision of tools and equipment.

It is worthy of note that management should take clue from these motivational valuables and fuse them with their own for the attainment of the goals of G.E.S.

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This is the concluding chapter of the study. It takes a look at the way forward for non-teaching staff of G.E.S. Thus presented in the chapter is the conclusion and also certain recommendations have been proposed to address the problems raised in the preceding chapters.

5.2 FINDINGS

It is evident from the research that the poor performance among employees in the public service institutions is mainly due to low motivation. Extrinsic factors (e.g. working conditions and pay) merit special attention in the Ghana Education Service in particular and public service organizations in Ghana. This is because earnings are so low as to place employees into officially defined poverty levels. This research evidence indicates that lower level employees place much importance on extrinsic factors associated with their work. This probably explains why most employees think that everything favours management.

For the purpose of this research, questionnaire and interviews were used in gathering of information. The targeted population was the non-teaching staff of Ghana Education Service , Kumasi metropolis. In all 70 questionnaires were given out and they were indirectly interviewed also. Data collected were analyzed by the use of frequency tables and percentages.

We found out from the research that out of 70 respondents, 40 which represents 57% rated their motivational level as low, 26 which represents 37% rated theirs to be high and 4 respondents

representing 6% could not tell their general motivational level and their reasons were that even though some institutions were better than G.E.S is also far better than others

5.3 CONCLUSION

Even though most of the employees are satisfied with their work, they are not motivated.

This can be traced to the inadequate provision of the extrinsic factors. Adequate provision of both extrinsic and intrinsic (e.g. recognition and responsibility) factors is a sure way to motivate employees to increase performance levels.

The facilities or resources which contribute to giving employees intrinsic satisfaction are perhaps unparalleled to most comparable institutions.

What pose problems now are the extrinsic factors of motivation. The objectives of G.E.S can be achieved if and only if the appropriate recommendations given below are implemented.

5.4 RECOMMENDATIONS

There are a number of recommendations which Ghana Education Service may consider if it wants to motivate its non-teaching staff to enhance performance.

It is clear that employees who want to change jobs consider the retirement package very important.

Every employee wants to be assured of good retirement package since the salary is very low. It goes without saying that the retirement benefits of the workers would be low.

Therefore, it is recommended that the authorities should take steps to encourage employees to take life assurance policies with insurance companies to which G.E.S would contribute a reasonable percentage. This would contribute to motivating the employees.

Another way in which G.E.S can motivate its employees and improve performance is for G.E.S to examine the factors it is using to motivate employees and to compare them with those used by other institutions especially those of the same status.

Then, G.E.S can make adjustments where it is necessary to do so and it is absolutely important to involve employee participation in finding practical solutions to the problems affecting them.

Also, it is recommended that management should endeavour to recognize the efforts of workers. This is necessary for the workers to feel that their efforts are being appreciated, particularly if some improvement in work performance has been achieved. Words of praise or encouragement raise the morale of employees but these should be justified. Again, rewards should be bestowed on high achievers or performers. This can take many forms such as a presentation at the end of year party.

They should also design a new performance appraisal system together that takes into account the objectives of G.E.S and the needs of employees. Non-teaching staff of G.E.S should also be given 10% of their gross salary being enjoyed by their colleagues in the classroom in order to retain their services.

APPENDIX

Questionnaires

This questionnaire is to solicit views on the topic below for the award of Bachelor of Business Administration (Human Resource Management) at Christian Service University College. We shall therefore be appreciative if you could assist us in completing this questionnaire. The research focuses on the effects of motivation on performance. A case study of non-teaching staff, Kumasi Metropolitan Directorate, Ghana Education Service. It would be appreciated if you would help by sparing some of your precious time to respond to this questionnaire. Please be assured that all information purely for academic purpose and any information given will be treated and utilized only for research purposes.

Instruction: Please tick (√) where applicable and supply details where required

1. Sex? Male ☐ Female ☐

2. Age? 20-29 ☐ 30-39 ☐ 40-49 ☐ 50 and above ☐

3. Marital Status Married ☐ Single ☐ Widowed ☐ Divorced ☐

4. Educational Background

   a. S.S.C.E ☐

   b. DBS ☐

   c. HND ☐

   d. First Degree ☐

   e. Masters Degree ☐

   f. Other (please specify) _____

5. What is your Grade/Position? ....

6. Number of years spent on previous Grade 1-10 [ ] 11-20 [ ] 20 and above [ ]

7. Number of years on current Grade 1-5 [ ] 6-10 [ ] 11-15 [ ]

8. How long have you been with G.E.S? 1-5 [ ] 6-10 [ ] 11 and above [ ]

9. What motivated you to join G.E.S?

   a. A. stepping stone [ ]

   b. Interest for the Job [ ]

   c. Source of Income [ ]

   d. Only available Job [ ]

10. Does your answer in (10) motivate you to continue to be with G.E.S?

    Yes [ ]   No [ ]

11. If No, Why? …………………………………………………………………………..

………………………………………………………………………….

12. Are you satisfied with your work in terms of the following?

    a. Tools and Equipment [ ]

    b. General Environment [ ]

    c. Condition of Service [ ]

13. Which of the following motivates you?

    a. Work life balance/nature of employee benefit [ ]

    b. Recognition for good and hard work [ ]

    c. Working Conditions [ ]

    d. Opportunity for growth and advancement

    e. None of the above [ ]

14. How do you find the leadership of G.E.S?

    a. Democratic ☐

    b. Autocratic ☐

    c. Participatory ☐

15. Does leadership style of G.E.S motivate you to give off your best?

    Yes ☐ No ☐

16. Is your performance recognized or acknowledged by authorities.

    Yes ☐ No ☐

17. Do you compare your service with colleagues in other sectors?

    Yes ☐ No ☐

18. If yes, which sector? …………………………………………………

19. What are the two most important factors that motivate you?

    a. Salary ☐

    b. Liking co-workers ☐

    c. Pleasant environment ☐

    d. Career Development ☐

    e. Contribution to the country ☐

20. Are you satisfied with your job? ☐

    Yes ☐ No ☐

21. What do you think is the overall motivational level of non- teaching staff of Kumasi Metro

Education Directorate?

a. Very High ☐

b. High ☐

c. Low ☐

d. Very Low ☐

22. How will you rate your performance?

a. High ☐

b. Moderate ☐

c. Low ☐

23. How will you rate the attitude of management towards subordinate?

a. excellent ☐

b. Very Good ☐

c. Good ☐

d. Poor ☐

24. Do you have any intention of leaving the G.E.S in the future?

Yes ☐ No ☐

25. If yes, what is/are the reason(s)?

………………………………………………….

………………………………………………….

26. If you were to be part of the management, what would you introduce to motivate staff?

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