EFFECT OF MOTIVATION BY HEADS OF DEPARTMENTS ON STAFF JOB BEHAVIOUR IN AKWA IBOM STATE COLLEGE OF EDUCATION

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ABSTRACT: *The study aimed to find out effect of motivation on staff job behaviour in terms of accepting responsibility at work place. One research question and its corresponding hypothesis were formulated to guide the study. Quasi-experimental of pretest posttest design was used for the study. The population for this study comprised all the 206 non-academics (junior staff) in AKS College of Education. The sample size for this study up of 94 non-academics in AKS College of Education was selected based on the department of their subjects. A researchers-developed instrument entitled "Rating Scaled for Staff Job Behaviour (RSSJB) was used to generate information. The face validity of the instrument was ascertained by research experts while the reliability of the instrument was established using Cronbach's Alpha with coefficient of 0.82. The findings of the study revealed that there is a significant difference in readiness of staff to accept responsibility at work place before and after motivational treatment is accepted. Thus, it is recommended that employers should incorporate and fund motivating staff of the various work organizations through recognition of performance, promotion, awards and recommendations to enhance service delivery; employees should be made conversant with organizational goals and objectives; recognition of performance either on weekly, monthly or yearly basis should be introduced by organizational heads; praises and commendation by heads of organizations to their staff is a very strong motivator; improved welfare packages to include allowances for health care of staff and members of their family should be adopted by employers of labour.*

KEYWORDS*: Motivation, Heads of Departments, Staff Job Behaviour, Accepting Responsibility at Work Place*

INTRODUCTION

Job behaviour of staff in work organizations determines the effectiveness and efficiency of the organizations. It is, therefore, incumbent on managers and supervisors of such organizations to harness every effort and skill they can to improve employees' job behaviour so as to maximize the achievement of organizational goals and objectives.

Nowadays, it is common to notice poor job behaviours like absenteeism and lateness to work. Others include truancy, negligence of duty and poor interpersonal relationship among staff in work organizations. The question is, are these employees adequately motivated for them to improve their job behaviour? The need to support these observed changes occasioned by behavioural treatments with empirical data aroused the researchers' interest for this study.

Motivation is a treatment usually given to evoke changes in behaviour of employees in an organization so as to increase their output either in ion of the provision of goods or services. The behaviour of employees when properly motivated could be said to be a response/reaction to such treatment. Mullins (1987) stated that a major determinant of behaviour is the particular

situation in which individual workers find themselves. Motivation varied over time and according to circumstances. Therefore, in a workplace the reaction of staff will affect their behavioural patterns such as punctuality to work, regularity to work, acceptance of responsibility, and efficiency/effectiveness at completion of task. Motivation will also have corollary effect on their relationships with co-workers, public and head of department, and their willingness to take initiative.

Thus, positive attributes exhibited in such a manner could be regarded as good job behaviour, akin to proper motivation by employers and a prod to good service delivery or enhanced productivity. For instance, Etuk (1991) stated that productivity expressed the relationship between out-puts- the quality of goods and services produced and inputs – the quality of raw materials, labour, land, capital and other resources used in production. In their own contributions, Organizational managers aim at increased output while employees are more concerned with their individual needs satisfaction. This is in agreement with the assertion of Onuoha (1991) that motivation is a vital area of the directing function that covers all activities of managers. And that it tends to align employee and organizational interest so that behaviour of organizational members result in the achievement of employee needs/wants and at the same time, attain organizational goals.

Herzberg's two-factor theory and McClelland Achievement Motivation theory. Herzberg's two-factor theory emphasized the need for employees to be motivated through such motivators as achievement, recognition, responsibility and advancement while McClelland Achievement Motivation theory emphasized the need for affiliation, power and achievement (Carollo, 2002; Agu, 2003; & Peretomode,2003).

As a follow up to Herzberg's two-factor theory and McClelland Achievement Motivation theory in a Local Education Committees in Akwa Ibom State, the Zonal Director introduced snacks at break time for staff. This action impressed the hitherto not too impressive work force and there was an observed improvement in their job behaviour. At another instance a primary school headmistress introduced giving exercise books and pencils to pupils who came to school very early especially during the first week of resumption after a holiday. Consequently, the attitude of the pupil towards punctuality to school and prompt resumption after holidays changed for good.

Osabiya's (2015) study revealed that, among the top ten critical factors (teamwork, work based on contract, supervision based on leadership by example and provision of equipment) had great effect on motivation as well as impact on productivity. More so communication, love and belongingness, opportunity to undertake challenging task, identification with goal and overtime were among the critical factors. Proudfoot (2015) found that motivated preference for the status quo significantly affect organizational attitudes and behaviors.

Williams (2004) also observed non-chalant attitude to work and delay in carrying out assigned duties as some negative job behaviours exhibited in some organisations. Such negative work attitude has prompt the organisations to set up task force to monitor staff attendance and performance of assigned duties. These observations clearly explain the negative attitude of workers to accepting responsibility at their various work places. The degree of irresponsibility is indeed alarming and needs to be curbed. It is therefore pertinent that managers motivate their staff with morale boosters such as merit praise and on the spot awards to appreciate staff who willingly accept responsibility and are diligent at work.

Motivation influences workers in different ways. For instance satisfaction with quality of supervision among teaching personnel (Etudor, Akuegwu, & Etor, 2007), staff readiness to take initiative for innovation, (Etuk, Etudor, & Akpanumoh, 2007); and job performance (Etudor-Eyo, & Antia, 2011). Akpanesen (2008) reported a significant relationship between staff motivation and staff indolent behaviour in Akwa Ibom State. Such behaviour may range from indulgence in fraudulent practices to non-chalant attitude to work. Some employees are lazy and would rather get salaries for jobs not executed. However, the extent to which motivation affect staff behaviour in terms of accepting responsibility at work place (AKS College of Education) is not known. This research intends to find this out.

Statement of the Problem

Education system is made up of various sub-systems. These include the administrative staff, teachers, students, curriculum and the supportive staff. Researchers have covered areas of administration like leadership styles, morale of educational administrators, teachers' morale, competency, teaching methods and motivation, students' interest, students' attitudes and motivation to mention but a few. Within the supportive staff sub-system is the non-teaching or non-academic staff who perform various supportive roles like clerical jobs, cleaners, typists, messengers and so on. These cadres of staff are found in schools, ministry of education, state secondary education boards, area and zonal offices as well as local government education establishments.

The functions and desirability of these staff cannot be overemphasized as their activities have direct and indirect bearing on the performance of teachers and students and indeed the entire education system. Therefore being a functional component of the sub-systems within the education system, dysfunctions of any kind in of this group of personnel would adversely affect the entire system. The question is, to what extent could dwindling performance of the education system, be attributed to the dysfunction in the supportive personnel sub-system? Could the absence of proper/adequate motivation be responsible for this dysfunction? Suffice it to say that though little or no research has been done about the non-academic staff, there is no gain saying the fact that their contributions to the education system are invaluable. This research attempts to fill the gap created as the researchers intend to investigate the motivation and staff job behaviour (acceptance of responsibility at work place) in Akwa Ibom State College of Education using the non-academics (junior staff) as subjects.

Purpose of the Study: The purpose of this study was to investigate the effect of motivation on staff acceptance of responsibility at work place.

Research Questions: What is the effect of motivation on staff acceptance of responsibility at work place?

Research hypothesis: There is no significant difference in willingness of staff to accept responsibility at work before and after motivational treatment.

RESEARCH METHOD

This study employed the quasi-experimental design of non-randomized pretest-posttest design. However to select the departments, random sampling method was adopted. Since all the clerical staff in the selected departments were used as subjects, randomization was not possible. The

subjects were given a pre-treatment rating using the instrument designed by the researchers: Rating Scale for Staff Job Behaviour (RSSJB). The heads of various departments in the College conducted the pre-test rating using the RSSJB, before the administration of motivational treatment. Then without the knowledge of the subjects as to the purpose, the treatment was administered by their respective heads of department as follows:

➢ HOD assembled subjects every morning to democratically discuss job schedules for the day.
➢ At the meetings the HOD tried to initiate healthy social interaction with the subjects viz: enquire about the health of subjects and the welfare of members of their families.
➢ Showed cordiality and affection to entire staff and subjects
➢ Presented snack for subjects during break time.
➢ At weekends, gave them petty presents (e.g. goodwill cards and handkerchiefs)
➢ Every Monday morning identified and acknowledged best performing staff of previous week and presented him or her with the Best staff award plague designed by the researcher.

A week later the HODs rated the job behaviour of the subjects and then in subsequent weeks of the month. The mean of rating scores was then calculated for each subject and entered on the forms bearing their respective coded nomenclature. The scores were used for analysis.

Population of Study

The population for this study comprised all the 206 non-academics (junior staff) in AKS College of Education. The sample size for this study was 94. The aim of using all the junior staff was to keep the subjects ignorant of the fact that they were being studied/observed, and so protect the work from 'Hawthorne effect', which is reaction of persons when conscious of being investigated or studied.

Each of the 19 departments was given a number code, which were written on pieces of papers, folded and placed in a bag. The content of the bag was then shuffled. Then a person was blind folded and made to pick out a piece of paper from the bag until the required nine departments were picked. These then became the randomly selected departments used for the study. They were:

Instrumentation

The researchers developed an instrument entitled Rating Scaled for Staff Job Behaviour (RSSJB). This instrument was placed on a five point rating scale. It consisted of two sections A and B. Sections A was designed to elicit demographic data while B had four structured observable job behaviour items to measure staff acceptance of responsibility at workplace. The rating lettered A-E were scored thus: A Excellent-5 points; B Very Good-4 points; C Good -3 points; D Fair-2 points; E Poor-1 point.

These staff were rated prior to the application of motivational treatment by their respective heads of department. Then using the treatment guide prepared by the researchers (see appendix B), the treatment was administered and a post motivational treatment rating conducted on weekly basis for four weeks and the average of the scores entered for each subject accordingly on the rating scale. These were then collected by the researcher, processed by adding up the total score of the four items in each section. This was then used for the independent t-test analysis to test the hypothesis postulated in this study.

To test for the clarity of the items, it was necessary to subject the instrument to face validation by experts in educational management. The instrument was served in two departments that were not selected for the research and data collected were subjected to Cronbach's Alpha test for reliability. The result showed a reliability coefficient of 0.82.

Data Collection Procedure

The services of the heads of departments was employed to rate the subjects. The researchers then collected the data after the pre-treatment and post-treatment rating, assembled and processed them for analysis. Ninety four copies of the pre-treatment rating forms were given out for pre-treatment rating while ninety four copies of the post treatment rating forms were given out each week for four weeks. In the end, ninety copies were retrieved because four of the subjects had gone on leave.

Data Analysis Technique

The data collected as entered for each subject on the rating scale, were used for analysis to answer the research questions using mean, while the null hypothesis was tested using independent t-test at .05 level of significance.

RESULTS

The results of the analysis are presented in the Table 1:

Research Questions: What is the effect of motivation on staff acceptance of responsibility at work place?

Hypothesis: There is no significant difference in readiness of staff to accept responsibility at work before and after motivational treatment.

Table 1: T-test analysis on motivation and readiness of staff to accept responsibility at work place

Variable	Test	N	Mean	SD	t-Cal	t-Crit
Acceptance of responsibility at work place	Pre	90	10.58	2.64	19.46*	1.663
	Post	90	14.86	1.95		

*significant at .05 alpha level; df = 88

The result in Table 1 shows that the calculated t-value of 19.46 is greater than the critical t-value of 1.663 at .05 alpha level. Therefore, the result is significant. Hence, the null hypothesis which claimed a no significant difference in readiness of staff to accept responsibility at work place before and after motivational treatment is rejected and the alternative hypothesis that there is a significant difference in readiness of staff to accept responsibility at work place before and after motivational treatment is accepted.

The Table also reveals that the work behaviour after being exposed to motivational treatment (Mean = 14.86) is better than the work behaviour before motivational treatment (Mean = 10.58). This answers the research question: what is the effect of motivation on staff acceptance of responsibility at work place?

Discussion of Findings

Motivation and Readiness of Staff to Accept Responsibility at Work Place

The research result reveals that, there is a significant difference in readiness of staff to accept responsibility behaviour at work place before and after motivational treatment. This means that the non-academics willingly accepted responsibility when motivated. They were, more competent in handling assigned duties, highly committed to duty and failed to complain when saddled with extra work. These behaviours would be missing when staff are not properly motivated and they will tend to exhibit non-chalant attitudes to work.

The finding is attributed to the fact that everybody needs to be driven by the force of motivation, intrinsically or extrinsically to achieve a given task. The result implies that when employees are motivated they willingly accept responsibility, more competent in handling assigned task, highly committed to duty and refused to complain when saddled with extra work. Their interest in accomplishing organizational goals and objective will improve. When not properly motivated they will show very poor job behaviours leading to inefficiency and ineffectiveness in handling assigned tasks.

The finding agrees with those of Etuk, Etudor, and Akpanumoh, (2007), Etudor, Akuegwu, and Etor, (2007), Etudor-Eyo, and Antia, (2011) that motivation influences workers in terms of satisfaction with quality of supervision, staff readiness to take initiative for innovation, and overall job performance. The finding is congruent with Osabiya's (2015) own that, among the top ten critical factors (teamwork, work based on contract, supervision based on leadership by example and provision of equipment) had great effect on motivation as well as impact on productivity. More so communication, love and belongingness, opportunity to undertake challenging task, identification with goal and overtime were among the critical factors. It also agrees with Proudfoot's (2015) finding that motivated preference for the status quo affect organizational attitudes and behaviors significantly.

The finding is in line with Akpanesen's (2008), finding that, a significant relationship exists between non motivation and employees' indolent behaviour. Such behaviour include non-chalant attitude to work among others. This means that motivation will improve employees' work behaviour The result also agrees with the views of Edem (2004) and William (2004) that employees exhibit non-chalant attitude and negative job behaviour to the extent that task force was set up to monitor staff attendance and performance of assigned duties. This was an attempt by government to coerce employees to accept their responsibilities to achieve organizational goals and objectives. If government had rather examined the workers problems critically, they may have come to realize that motivating the staff would have produced a better result than coercion. Readiness to accept responsibility in an organization can be related to valence in Vroom's Expectancy theory. Valence is a person's preference for something. It is the perceived positive or negative value, worth or attractiveness that an individual ascribes to potential outcomes, rewards, or incentive for working in organization (Hoy & Miskel, 1987).

If a staff realizes or perceives that the responsibility assigned to him/her will result in a negative valence, the person will be unwilling to accept such responsibility. However if he/she perceives a positive valence he/she will be willing to accept the responsibility. Therefore employers should present to their employees such responsibilities or tasks that would evoke a positive valence.

Moreover, the result in this study is a pointer to Herzberg's two factor theory which emphasizes the levels of needs that should be satisfied if workers are to be adequately motivated thus: (i) lower level needs (physiological safety and social needs, (ii) higher level needs (ego and self-actualization). Herzberg further identified factors he termed motivators to include: achievement, recognition, work itself, responsibility and advancement. He also identified a second set of factors termed hygiene factors to include company policy and administration, supervision, salary, interpersonal relationships and working conditions. These hygiene factors when present will not motivate but when absent will fail to motivate the employees. Employers of labour should, therefore, provide adequate motivators to their employees if they are to obtain optimum performance for efficiency in their organizations.

RECOMMENDATIONS

Based on the finding of this study the following recommendations are proffered to improve staff job behaviours:-

(1)   Employers should incorporate and fund motivating staff of the various work organizations through recognition of performance, promotion, awards and recommendations to enhance service delivery.

(2)   Employers should introduce such packages as pay for performance: that is compensation tied to quality and quantity of work. Others like merit, praise, salary increase for job well done and spot awards – financial reward to appreciate on-the-spot good performance. Government and other employers of labour should make these their priority.

(3)   Heads of department should discuss daily job schedules democratically with staff. Employees should be made conversant with organizational goals and objectives. This will make the staff feel that their views are recognized and that they have actually contributed to developing the job schedules.

(4)   Recognition of performance either on weekly, monthly or yearly basis should be introduced by organizational heads. The use of "best staff plague" is very effective even without monetary rewards.

(5)   Praises and commendation by heads of organizations to their staff is a very strong motivator.

(6)   Improved welfare packages to include allowances for health care of staff and members of their family should be adopted by employers of labour.

CONCLUSIONS

On the basis of these findings of this study it was concluded that motivation of staff led to improved job behaviour in terms of willingness to accept responsibility. Therefore, lack of

motivation tends to explain observed negative job behaviours such as truancy, lack of commitment to duty, to mention but a few.

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APPENDIX A

FIVE-POINT RATING SCALE FOR STAFF JOB BEHAVIOUR IN AKWA IBOM STATE COLLEGE OF EDUCATION

Department………………………………………..

Subject's Code:………………………………………………….

Sex:………………………………………………………………………

This Rating Scale is scored as follows:-

A	Excellent	5 points
B	V. Good	4 points
C	Good	3 points
D	Fair	2 points
E	Poor	1 point

	OBSERVED BEHAVIOUR	RATING				
	Acceptance of Responsibility:-					
1.	Accepts responsibility willingly					
2.	Is competent to handling assigned duties					
3.	Highly committed to duty					
4.	Does not complain when saddled with extra work.					

APPENDIX B: TREATMENT GUIDE

(a)   Discuss job schedules democratically with staff.

(b)   Initiate healthy social interaction with staff.

(c)   Show cordiality and affection to staff.

(d)   Inquire about their health and welfare and also that of their family members.

(e)   Present snacks during break time.

(f)   Inform them of how you appreciate their contributions to the success of   the organization

(g)   At weekends present them with good will cards and/or handkerchiefs as a token of your appreciation for their commitment to work.

(h)   Appreciate/identify the most outstanding staff of the week.