

ENHANCING PRODUCTIVITY IN TERTIARY INSTITUTIONS IN GHANA- AN ASSESSMENT OF THE LEADERSHIP FACTOR

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ABSTRACT: *Employees are the driving force for any organization's success and if they are well motivated and taken good care of, productivity, growth and efficiency in the organization could increase. The main objective of the study is to assess the effects of corporate leadership behaviour on staff motivation and productivity in the Tamale Polytechnic. Key issues the study examined include; leadership styles of management of Tamale Polytechnic and how these impact on staff motivation and productivity. Research tools used for obtaining information by the researcher were: questionnaire, interview, focus group discussions and observation. The sampling techniques used were: simple, stratified and purposive for both academic and administrative staff. Primary and secondary data collected from employees and other sources for the basis of the study. The major findings for the study were that the Polytechnic authority adopts more of transformational leadership styles in its management and most of these leadership practices impact positively on staff motivation. The study discovered that authorities of the Polytechnic used committee system in most of their decision makings. It is the recommendation of this study that transformational leadership styles exhibited by the management of the Polytechnic should be encouraged and that motivational factors such as monetary and non-monetary reward systems should be put in place to influence staff productivity.*

KEYWORDS: Driving Force, Transformational Leadership, Employee Motivation, Staff Productivity

INTRODUCTION

Leadership behaviour and staff motivation could strongly serve as key determinants for productivity in an organisation. The ultimate goal of every corporate entity is to enhance productivity. Productivity is influenced by many factors such as; capital, materials, equipment, and employees among others. The role of motivation as a function of management is undoubtedly critical in enhancing the productivity of every corporate entity. In line with this, employee motivation is indispensable to the success of every corporate organisation as they constitute the most important assets of the entity (Sunken, 2008). They have unlimited potential to contribute to the achievement of organisational objectives.

On these bases, the understanding of factors that motivate employees to efficiently perform in any institution is important, as employers always want their entity to grow and employees also want their welfare to be catered for through improved conditions. Understanding of these factors will bring about mutual satisfaction of all players. The question asked by executives and managers is “how can I motivate my employees?” (Hall et al., 2010) Answers to these questions become very difficult since each employee is motivated by a variety of different incentives. One needs to find out what is of value for each employee in an organisation. Research shows that people often leave organisations because they have not received the recognition they want or feedback on how they are doing. In line with this, Burgis (2010) also asserts that employers need to design employee-driven motivation programmes to motivate their staff so as to ensure their retention.

Corporate management globally is concerned with productivity because it is regarded as a main indicator of efficiency when comparisons are made with competitors in world markets (Craig, 1972). Productivity as defined by Currie (1972), measures quantitative relationship between what is produced and the resources used. Smith and Beeching (1968) also defined productivity as the volume of output achieved in a given period in relationship to the sum of the direct and indirect effort expended in production. In another view, production looks at increase in output over a given period of time while productivity refers to the ratio of output to input.

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THEORITICAL ISSUES

Overview of Leadership

Leadership is a behavioural characteristic which can be acquired or inherited. William, James and Susan (2002:216) are of the view that nothing has really challenged researchers in management more than the search for definite leadership traits”. Mullins (2005:281) argues that leadership could be interpreted as “getting others to follow” or “getting people to do things willingly” or “the use of authority in decision making.” From another perspective Adair (2003) sees leadership as a factor involving the use of persuasion to enable a group to do what they might not otherwise be able to do. Adair (2003) postulates a list of basic functions of leadership which include planning, initiating, controlling, informing and evaluating. He asserts that a coordination of these basic functions by an individual will bring about effective management system in an organization. However, Vroom (2000) also makes a case that defining leadership requires the analysis of several factors. Similarly, Yukl (1989) also argues that leadership is a ‘complex, multifaceted phenomenon’ causing researchers to use a wide variety of theoretical approaches in explaining it. Many leadership researchers have also shown insufficient agreement on exact definition of leadership as a concept in organisational behaviour (Hesselbein, 1997; Barker, 1997). The complexity of leadership is as a result of the fact that behaviour characterizing a person’s leadership traits changes quite radically across time and space (Gini, 2001).

Trait theories

This is a Leadership approach which thinks that leaders are born and not made (Mullins, 2005), in the early trait theories upheld the idea that leadership is an innate, instinctive quality that one either has or do not have (www.mindtools.com). This has to do with abilities, values, personality traits and many other qualities of people that leads to efficient and superior performance (McShane and Von Glinow, 2000:435). Trait theories helps identify qualities helpful when leading others and together comes out as a generalized style to include: good decision-making, empathy, assertiveness and likability (mindtools.com 2011). Other characteristics of trait leadership theory are: belief in one's self, self-confidence, initiative and intelligence (Mullins, 2005). The recommendation is that any leader with one or more of these features: ability of problem-solving, self-confidence, results orientation, energy and initiative, perspective, communication and negotiating ability could likely be effective (Turner, 1999). This theory was criticised by Mullins as a result of some gaps. The first criticism was that the theory stands the danger of being subjective in its judgment as to who is a good or successful leader. Secondly, the traits identified seem to be a lot and has not be prioritised in other of importance.

Behavioural theories

Another theory, the behavioural leadership theorist thinks that effective leaders take up certain behaviours and unlike the trait theories; these types of leaders can be made (Adair, 1983; Blake and Mouton, 1978; Hershey and Blanchard, 1988). According to them, these leaders are characterized by: concern for people or relationships, concern for production, involvement of the team in decision-making and decision-taking, use of authority, and flexibility versus the application of rules. A study which was focused on the effects of leadership styles on group performance by Ohio University on leadership styles and Michigan University study in 1947 discovered two dimensions of leadership behaviour to include: consideration and initiating structure. Consideration here stands for; 'the degree to which the leader pays regard to the comfort, well-being, status, and satisfaction of the followers' (House and Baetz, 1979:360). On the other hand, initiating structure means the ability to which a leader 'structures his or her own role and those of his or her subordinates towards goal attainment' (Fleishman and Peters, 1962:130).

Functional/action-centred leadership theories

Going by the name, which is associated with Adair's idea on action-centred leadership, other leadership writers situate it to the functions of the leader and not personality. The functional or action-centred leadership approach assesses the effects of the leader's behaviour on the group of followers and so focuses on the 'content of leadership' (Mullins, 2005). According to Adair (1979), the effectiveness of a leader in an organisation is based on three areas of need which are: the need to achieve the common task, the need for team maintenance and the needs of individuals who constitute the group. These needs were illustrated by Adair into three overlapping circles and the functions of each need were defined as follows:

'Situational Leadership' a new model of leadership style developed by Hersey and Blanchard (1988:169) suggests that leaders can get use to their leadership style to meet the demands of time. Two forms of leadership behaviours were identified which include: directive and

supportive behaviour. Directive behaviour is where a leader clearly defines his or her vision and objective to subordinates with related strategies, plan and resources of achieving it. Supportive behaviour was also seen as a leader engaging in two-way communication characterized by listening, facilitating and supporting (Hersey and Blanchard, 1988:169).

Contingency leadership theories

Another school of thought to these theories is the contingency which was popular in the 1970s assesses leadership style from three cardinal dimensions to include: assessing the characteristics of the leader, evaluating the situation in terms of key contingency variables and seeking a match between the leader and the situation at hand (Fiedler, 1967). An effective leader according to the theory depends on the situation, thus the name contingency approach (Fiedler, 1967; House, 1971). This means that a leader applies a style on followers depending on the situation and the type of person or group of people he or she is dealing with at a time. Fiedler (1967) also identified: task, people and power focus as three potential focus areas of leaders. The path-goal theory has proved to be one of the most popular contingency theories as used by many leadership researchers (House, 1971). With this concept, the leader drives the agenda by helping the team find the path to the achievement of their goals and to equally help them in that process. It also identifies four leadership behaviours, namely: directive leaders, supportive leaders, participative leaders and achievement-oriented leaders (House 1971 and Fiedler, 1967). Fiedler (1967) however recommends different leadership styles, depending on the favourability of the leadership situation.

Three major variables were identified to include: leader-member relations, task structure and position power. According to him, the leader-member relation examines the degree to which a leader is trusted and liked by members of his or her group whilst the task structure looks at the degree of clearness of a task and instructions given by the leader. In conclusion, the position power involves a situation in which a leader exhibits power by virtue of the position he or she occupies in the organisation. Situating it to this study, the Rector of Tamale Polytechnic has more powers than a Dean of the same institution.

Leadership styles

Transformational leadership styles

Transformational leadership is a leadership style that targets revolutionary change in organisation's vision through commitment to that organisation (Sullivan and Decker, 2001; and Nayab, 2010). This style of leadership is people centred which encourages innovation among followers or subordinates and improvement at workplace environment (Bass, 1997). This style of leadership has four basic elements which include: creating a strategic vision, communicating the vision, modelling the vision and building commitment toward the vision (McShane and Glinow, 2000). Another writer Kotter (1990) adds that this style of leadership emerges around: establishing direction, aligning people and motivating and inspiring people around to work as the three central processes.

Tichy and Devanna (1986), as their contribution to knowledge identified the characteristics of transformational leaders as follows: as change agents, courageous individuals, believe in people, value-driven, lifelong learners, ability to deal with complexity and visionaries.

Transactional leadership style

Unlike the transformational leadership style, transactional leadership style gains its root from the use of legitimate authority within the bureaucratic structure of an organisation (Mullins, 2005). This is done in an environment of a workplace where team members obey the authority of their leader in all legitimate situations after acceptance of an offer of employment. The sustainability of this obedience by the subordinates is based on a relationship of mutual trust and the ability of the leader to fulfil promises made.

In an article 'Developing Tomorrow's Transformational Leaders Today,' Covey (2007) states that many researchers today are of the view that transactional leadership can encompass the following types of behaviour:

Contingent Reward: To influence behaviour, the leader clarifies the work needed to be accomplished. The leader uses rewards or incentives to achieve results when expectations are met.

Management by Exception: Here management is done by omission.

Passive: To influence behaviour, the leader uses correction or punishment as a response to unacceptable performance or deviation from the accepted standards.

Active: To influence behaviour, the leader actively monitors the work performed and uses corrective methods to ensure the work is completed to meet accepted standards.

Laissez-Faire leadership style

Laissez-faire leaders avoid attempting to influence their subordinates and shirk supervisory duties. They get busy on their desks dealing with paperwork and avoid situations that preclude any possibility of confrontation with followers or subordinates. They leave too much responsibility with subordinates, set no clear goals, and do not help their group to make decisions. They do not want to offend people therefore they tend to put a blind eye on the issues, since their main aim is to please everybody by being good to everyone.

Concept of Productivity

The concept of productivity is often vaguely defined and poorly understood, although it is a widely discussed topic. Different meanings, definitions, interpretations and concepts have emerged as experts working in various areas of operations have looked at it from their own perspectives (Sardana 1987). A different view however, is that the terms 'performance' and 'productivity' are used incorrectly. People who claim to be discussing productivity are actually looking at the more general issue of performance. Productivity is a fairly specific concept while performance includes many more attributes. Productivity is also the relationship between the amount of one or more inputs and the amount of outputs from a clearly identified process. Knowledge work is the area that offers the greatest opportunities to increase productivity (Drucker 1974). In the past, the production line received a lot of attention because it was relatively easy to analyze and measure. On the other hand, management does not clearly

understand what goes on in white-collar work areas, or how to match white-collar personnel needs to future business needs (Strassman 1985; and Shackney 1989). Sardina and Vrat(1987) say those who measure productivity should have three objectives thus; to identify potential improvements, to decide how to reallocate resources and to determine how well previously established goals have been met. They use a broad definition of productivity that tells the observer how they measured organisation's performance as a whole. Productivity can be separated into two factors: performance and financial according to (Moore 1978). Performance productivity is based on the number of outputs produced. For example, if Company A produces 100 units in one week and 120 the next week, its performance productivity has increased by 20 percent. By contrast, there is a distinct difference in the productivity of an organisation and the productivity of a single work unit of that organisation. Sardina and Vrat (1987) indicate this difference by use of their third objective to establish measures that reflect an organisation's degree of success in meeting its established goals. The goal for each level of the organisation should differ to represent the overall contribution of organisational goals. Therefore, each level of evaluating productivity should be different and should reflect unique goals.

Strategies of Motivating Workers

Bernard et al. (1995) are of the view that "the ultimate test of organizational success is its ability to create values sufficient to compensate for the burdens imposed upon resources contributed." Bernard looks at workers in an organized endeavour, putting in time and efforts for personal, economic, and non-economic satisfaction.

Otherwise, they will discover they are losing their talented and creative professionals to other organizations who are ready and willing to meet their needs and demands. The question here is what strategies can be used to motivate staff in an organisation to ensure enhancements in productivity? Ayeni and Popoola (2007) in their study 'Work Motivation, Job Satisfaction, and Organisational Commitment of Library Personnel in Academic and Research Libraries in Oyo State, Nigeria' identified the following:

RESEARCH APPROACH

Research Design

The study adopted a descriptive survey of non-experimental research design to investigate the effects of leadership behaviour on employee motivation and productivity of staff of Tamale Polytechnic. The foundation of this study depended on the content theory of motivation and questions in the questionnaire were designed in line with the objectives of this study. Also in accordance with the classic works of Maslow and Herzberg and other content theory scholars. The study adopted descriptive survey for the data collection in order to answer the research questions because the investigator did not control factors that may influence the behaviour and performance of subjects under study thereby reporting the outcome as they were (Smith, 1975:170). The research area (Tamale Polytechnic) had a population of 478 staff (NCTE data from Tamale Polytechnic, 2010) with 3 schools, 15 academic departments and 11 administrative units.

Types of data for the study

The data for the study was obtained from two main sources namely; primary and secondary sources. Primary source of data involves data, the researcher obtained through the field work. Data of this calibre allowed more informed judgment about the quality and usefulness of information a researcher intends to use. The primary sources of data had been obtained mainly from the analysis of the subjective views of the respondents selected for the study. This included information received from respondents through the analyses of their responses and the type of data constituted the main source of data used by the researcher in the study.

The researcher also used secondary data to guide the overall objective of the study. The secondary data or data from archival were obtained from existing works of others including books, journals, news papers, magazines and many other existing sources. Stewart and Karmins (1993) made a case that secondary data is very useful in providing bibliographical information on relevant sources to augment fresh knowledge primary source of data provides. However, the researcher had cross-checked the data and verified their authenticity before using them in the study. In other words, critical analyses were made of these data by taking into consideration their sources, ages and relevance to the topic under study. This was to ensure that only relevant but authentic data were considered in the study.

Sample size and sampling procedure

The study had considered a simple, random sampling, stratified and purposive sample size of 120 participants comprising both academic and administrative staff who were randomly selected. In this regard, convenient sampling technique was used to select the 3 Deans of schools, 15 Heads of Departments and 11 Heads of Administrative Units. The researcher had also used simple random sampling technique to select the remaining 91 respondents from the remaining staff of the Polytechnic. This was performed by using a sampling interval of $(449/91=4.9) 5$ to select respondents from the general staff. With this sampling interval, the list of staff was counted in a non-replacement form and the 5th element of every staff counted had been selected for interview starting from the first element when counting. This was made possible by drawing the list of all staff of the Polytechnic from the Staff Profile policy document to be obtained from the Planning Unit of the institution.

Data collection

The researcher started the project by visiting all the units/departments and number of staff in the Tamale Polytechnic. Through this, better insights of the institution and its structures were adequately realized. Respondents were selected using purposive and simple random sampling techniques as described above. The objectives of the research were made known to respondents with assurance of confidentiality. Healey and Rawlinson (1994) holds the view that an assurance from researcher to respondents that confidential information is not being sought makes interviewees more relaxed and open in their responses. Two field assistants were trained on how to conduct interviews and complete survey questionnaires. They were also trained on how to identify eligible respondents in accordance with the sampling techniques used in the study. To this end, respondents were located and given questionnaire each to provide their subjective views

on the effects of leadership behaviour on staff motivation and productivity. At the end of each day, the number of questionnaires administered were counted and stored to ensure that they are not lost. All completed questionnaires had been assembled and processed.

Research instrument

The research questionnaire had been divided into four sections thus, sections “A”-“D”. The section “A” of the research questionnaire described the respondents’ background information, categories include: gender, age, rank, level of education and length of service in the Polytechnic. Section “B” on the other hand described possible variables associated with leadership behaviour on staff motivation whilst section “C” also described a set of questions that helped obtain an in-depth information on the motivational factors used by management of Tamale Polytechnic on its staff. Ultimately, section “D” covered the degree of influence of the motivational factors on staff productivity in the Polytechnic.

The questions used in the questionnaire had been semi-structured and administered to 120 respondents to be selected for the study. Closed-ended and opened-ended questions had been used to obtain information from the respondents. As a way of minimizing researcher bias, the open-ended questions provided an opportunity for respondents to elaborate and provided further details on variables of consideration (Punch, 2004:52). On the other hand, the closed ended questions offered respondents enough time and space to provide appropriate answers to the questions by choosing from possible options made available to them in the questionnaire. However, most of the questions were closed-ended. This was to ensure that respondents’ views were guided within the thematic areas dictated by the research objectives so as to prevent too much digression.

Pre-testing

Before the commencement of the real field data collection, the researcher had performed a pre-test at the University for Development Studies (UDS) because it has similar features with the Polytechnic. A sample size of 20 interview schedule was administered to 10 staff using the simple random sampling technique and the other 10 using interview schedule. Another batch of 5 questionnaires was administered to 5 heads of academic departments. The departments included; the Finance and Administration, Audit unit, and the Faculty of Horticulture. The exercise helped the researcher to eliminate ambiguous and irrelevant questions. It also helped to ensure the effectiveness or suitability of the interview schedule in obtaining the correct responses for the study.

Data processing, analyses and presentation

Quantitative/qualitative data was analyzed by means of elementary statistical analysis. Frequency distribution, percentages and bar-chart/pie-chart were used for simple reporting purposes and easily understandable by readers.

Qualitative data was cleaned with the aim of checking accuracy and consistency of information on each questionnaire in relation to the set objectives. A coding manual was designed after knowing the nature of responses. Both open and closed-ended questions will be coded. Data

were analyzed with the use of gross tabulation to establish relation between motivation and productivity.

Also, data coded and analyzed using Statistical and Presentational System Software (SPSS version 16) computer software. This software had analyzed the data by grouping, the key variables that were identifiable to the activities of the studied institution so as to come out with clear picture of how staff react to motivational issues are grouped accordingly base on similarities and dissimilarities.

RESULTS AND DISCUSSIONS

Demographics of Respondents

The study considered the gender distribution of the respondents considered for the study. Though gender as a factor was not considered in the sampling of the respondents, it was found that both male and female staff were included in the study. With the 120 respondents selected for the study, the detail analyses of the data indicated that 70% of the respondents were males while the remaining 30% were females. The results are illustrated in Table 4.1 below.

Table 4.1 Demographics of respondents

Gender of respondents

Gender	Frequency	Percentage
Male	84	70
Female	36	30
Total	120	100

Age of respondents

Ages	Frequency	Percentage
Below 25	2	1
25-30	18	15
31-36	28	23
37-41	38	32
42-46	26	22
over 47	8	7
Total	120	100

Source: Field Work, 2011

Respondents by education

Levels of education	Frequency	Percentage
Basic education	12	10
Secondary education	18	15
Tertiary education	80	67
None	10	8
Total	120	100

Ranks of respondents

Ranks	Frequency	Percentage
Junior staff	40	33
Senior staff	56	47
Senior member	24	20
Total	120	100

Years spent in the Polytechnic

Years spent	Frequency	Percentage
0-5 yrs	31	26
6-10 yrs	67	56
11 yrs +	22	18
Total	120	100

Source: Field data, 2011

On the issue of age of the respondents, the analysis of the objective views of the respondents as obtained from the field data revealed that only 1% of the respondents were found to be lower than 25 years. In addition, 15% of them were between the ages of 25 to 30 whilst 23% of them were also aged between 31 to 36 years. The remaining respondents were between the ages of 37 to 41, 42 to 46 and above 47 years, representing 32%, 22% and 7% respectively. From the table it is also observed that 10% and 8% of the respondents have only basic education or none respectively. The remaining 15% and 67% of them had Secondary and Tertiary education respectively. This goes with the ranks of the respondents where 33% and 47% of the respondents were identified as being ranked as Junior Staff and Senior Staff respectively whilst the remaining 20% of the staff selected for the study were Senior Members. The number of staff being senior staff and above had direct bearing with staff experience as majority of them were found to have worked in the Polytechnic for more than 6 years.

The analysis of the results indicated that there are more male staff than female staff in the Polytechnic with the staff age being skewed between 31 to 46 years. The youthful nature of the staff of the Polytechnic coupled with the higher number of educated staff gives it a competitive advantage which, if well utilized, could bring about massive development into the institution.

Leadership Styles of Management

Use of committee system by management

In its attempt to ascertain the leadership style of management of Tamale Polytechnic, the study tried to know whether management of the Polytechnic uses committee system to deliberate on day-to-day issues confronting the institution so as to take decisions. From the analysis of the data obtained from the field of study, it was revealed that the management of the Polytechnic used committee systems to discuss issues for decisions to be taken (as seen in Figure 4.1 below).

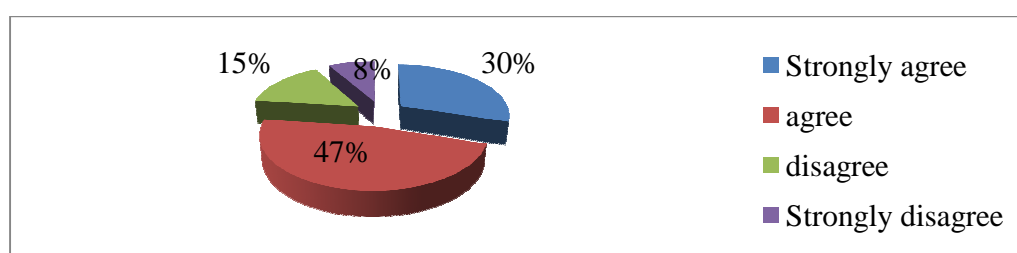


Figure 4.1: Use of committee systems by management

Source: Field data, 2011

For example with the four objective variables presented to the respondents, 30% of them strongly agreed that the Polytechnic uses committee system in its deliberation of management issues. In addition, 47% of the respondents agreed that the institution uses committee system in decision making whilst 15% of the respondents disagree with the assertion.

However, only insignificant amount of 8% of the respondents indicated 'strongly disagreed' to mean that management of the Polytechnic do not use committee system to deliberate on issues. From the analysis of the data, it is clear that the management of the Tamale Polytechnic uses committee systems to deliberate on management issues and takes decisions based on the outcomes of discussions during the committees meetings. In this regard the Polytechnic would be in the position to take decisions which will reflect the general interest of the staff. This also has the tendency of minimizing unhealthy decisions being taken. It could therefore be stated that one of the key leadership and management style of the Polytechnic authority is its usage of committee systems in decision making.

Use of participation by management

Staff participation in decision making is a feature of transformational leadership style which helps to ensure decentralization within the governance structure in an origination (Mullins, 2005). As part of the study, an attempt to identify the leadership style of management of Tamale Polytechnic was made and respondents were asked to indicate whether the management of the Polytechnic uses participatory approach to its decision making especially on issues concerning the general life of the staff. The general views of the respondents on the use of participation by management of the Polytechnic are shown in Figure 4.2 below.

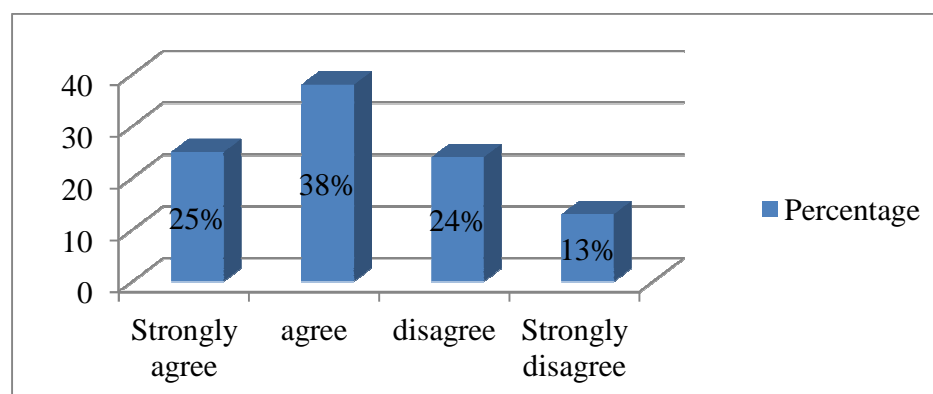


Figure 4.2: Use of participation by management

Source: Field data, 2011

In this case, four objective variables were made available to the 120 respondents to express their views on the issue. It was generally revealed that the management of the Polytechnic adopted staff participation as its decision taking processes. As shown by the analysis of the field data obtained from the respondents, 25% and 38% of them indicated ‘strongly agree’ and ‘agree’ respectively. The remaining number of insignificant respondents also indicated ‘disagree’ and ‘strongly disagree’, representing 24% and 13% respectively.

At this point, one could deduce that majority of the respondents saw the involvement of its staff in decision making as a key leadership and management style of the Polytechnic. This could be as a result of the fact that apart from the strong committee systems such as the Academic Board, the Executive Committee and the other Sub-Committees existing in the institution, the staff unions such as Polytechnic Administrators Association of Ghana (PAAG), the Polytechnic Teachers Assertion of Ghana (POTAG) and other unions are vibrant in the institution which helps to carry the grievances of its members to the higher decision making bodies in the Polytechnic.

Sharing of power and delegation of subordinates to take decisions

As part of the study’s attempt to understand the leadership style of management of the Polytechnic, views of respondents were elicited on whether management share power with and delegates subordinates to take key decisions. From the analysis of the data obtained, it was revealed that management does not share power with or delegate subordinates to take strategic decisions in the institutions. For instant detail analysis of views from respondents indicated that 13% and 19% of the respondents chose ‘strongly agree’ and ‘agree’ respectively (as seen in Figure 4.3 below). The remaining respondents who constituted the majority of the entire respondents also indicated ‘disagree’ and ‘strongly disagree’, representing 43% and 25% respectively.

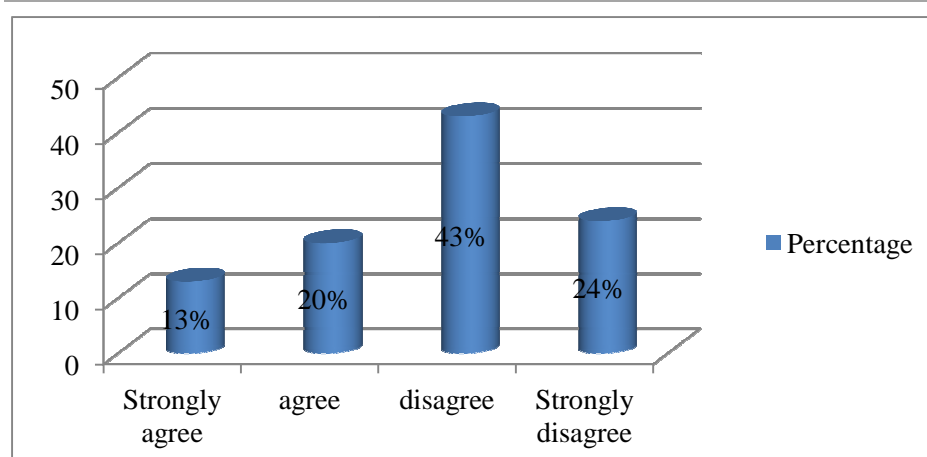


Figure 4.3: Sharing of power and delegation of subordinates to take decisions

Source: Field data, 2011

However, the revelation made by the respondents' views on the sharing of power and delegation of subordinates to take decisions contradicts the earlier findings with regard to staff participation and use of committees on decision making. The result therefore affirms the assertion of Gini (2001) that behavior characterizing a person's traits changes quite radically across time and space. The behavior of management may therefore vary when it comes to delegating subordinates to take decisions in the Polytechnic.

Encouragement of innovation by management

As captured in the literature, Herzberg (1959) propounded the two-factor theory which looks at motivators and hygiene factors as ways of ensuring employee job satisfaction. Herzberg (1959) described intrinsic aspects of the job which included encouraging innovation among employees and recognition for performance among others as factors under the 'motivators'. In line with this, the study also tried to elicit views of respondents on whether management of the Polytechnic encourages innovation among its staff. Analysis of the data obtained indicated that majority of the respondents saw the leadership style of management of the Polytechnic as not encouraging innovation among the staff and the results are indicated in Table 4.2 below. The data revealed that 13% of the respondents indicated 'strongly agree' and 19% of them also indicated 'agree'.

Table 4.2: Encouragement of innovation by management

Variables	Frequency	Percentage
Strongly agree	15	13
Agree	23	19
Disagree	52	43
Strongly disagree	30	25
Total	120	100

Source: Field data, 2011

On the other hand, 43% of the respondents indicated 'disagree' and the remaining 25% of them also indicated 'strongly disagree'. It could therefore be deduced from the responses that the management of the Polytechnic does not encourage staff innovation. This may be attributed to inability of management to allow individual staff to do their work independently. It could also be that the management of the Polytechnic does not accept new ideas and suggestions from staff.

Setting out target outputs by management

In attempt to achieve higher productivity, most institutions often resort to signing performance contract with employees or setting target outputs for employees to achieve. To know whether the management of Tamale Polytechnic practices this type of leadership behavior, respondents were made to comment on this assertion. Detail analysis of the data revealed that setting out target outputs for staff to achieve is not part of management practice of authority of Tamale Polytechnic (as illustrated in the Table below).

Table 4.3: Setting out target outputs by management

Variables	Frequency	Percentage
Strongly agree	8	6
Agree	19	16
Disagree	49	41
Strongly disagree	44	37
Total	120	100

Source: Field data, 2011

As indicated in the field data, only 8% and 16% of the respondents indicated 'strongly agree' and 'agree' respectively to suggest that management sets target outputs for staff to achieve. On the contrary, majority of the respondents disagreed with the assertion. Example 41% and 37% of the respondents indicated 'disagree' and 'strongly disagree', also to suggest that management does not set target outputs for staff to achieve. This finding is a true reflection of work behavior in the public sector in Ghana where target outputs are often not set by the employers for the employees to achieve.

Use of committee system and staff motivation

In order to establish the extent to which the leadership styles of management of the Polytechnic could influence or motivation its staff, respondents' views were elicited on how the use of committee system impacts on staff motivation. With the four objective variables made available to the respondents to choose from, it was revealed that the use of committee system in the Polytechnic by management was not an important factor of motivation to the staff. The results are shown in figure 4.4 below. As shown by the data 18% and 27% of the respondents indicated 'strongly agree' and 'agree' respectively.

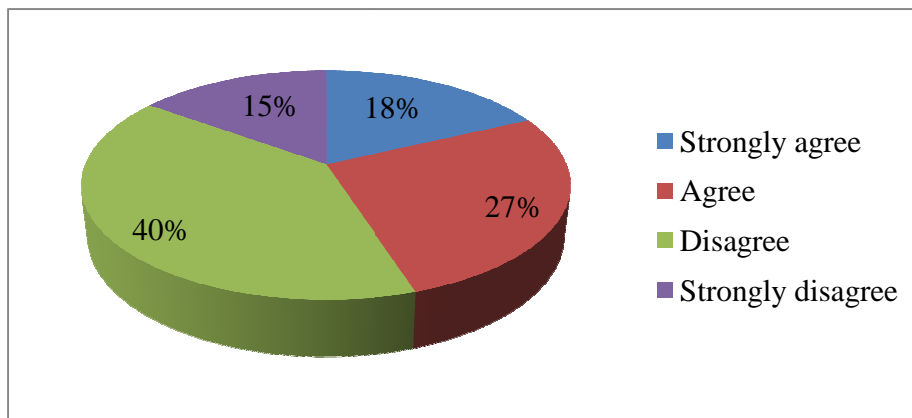


Figure 4.4: Use of Committee system and staff motivation

Source: Field data, 2011

On the contrary majority of the respondents revealed that the use of committee system as a management style could not be a motivation for staff to perform. For example 40% and 15% of the respondents chose ‘disagree’ and ‘strongly disagree’ respectively to suggest that use of committee system is not a motivating factor to staff.

Use of participation by management and staff motivation

Stoke (1999) asserts that motivation is a human psychological characteristic that contributes to the degree of a person’s commitment to work through participation. On the basis of this the study also tried to find out the extent at which staff of Tamale Polytechnic see the use of staff participation by management in decision making as a motivation. Analysis of the data obtained, revealed that staff are likely to be motivated to perform better when participatory management approach is adopted. That is, 29% and 48% of the respondents indicated ‘strongly agree’ and ‘agree’ respectively (as shown in figure 4.5 below). These responses implied that the use of participation as a management practice could motivate staff of the Polytechnic to perform.

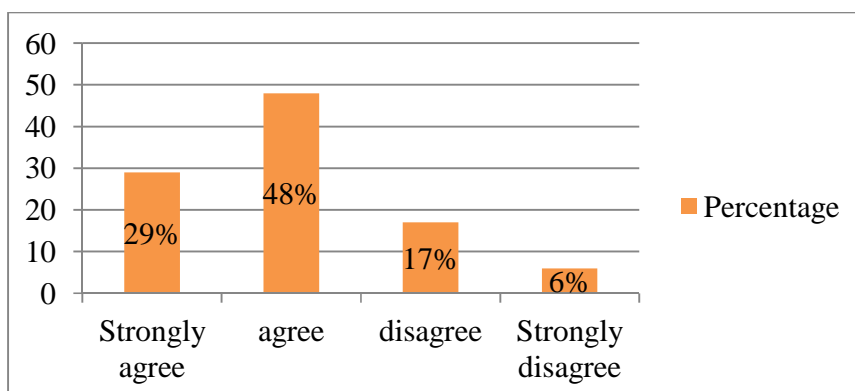


Figure 4.5: Use of participation by management and staff motivation

Source: Field data, 2011

On the other hand, only insignificant amount of 17% and 6% of the respondents selected for the purpose surely indicated 'disagree' and 'strongly disagree' respectively. This therefore suggests that staff are likely to develop a sense of belongingness to the Polytechnic and get committed to their work when allowed to participate in decision making process. This has a net effect of ensuring cohesion among staff in the Polytechnic.

Sharing of power and delegation of subordinates on staff motivation

In addition to finding out the extent to which leadership style of management of the Polytechnic could serve as a motivation or de-motivation to the staff of the institution. Views of respondents were sought on whether sharing of power and delegation could influence staff motivation. Analysis of the results indicated that majority of the respondents saw power sharing and delegation of subordinates in decision making as critical factors for staff motivation in the Polytechnic as illustrated in table 4.4 below.

Table 4.4: Sharing of power and delegation of subordinates on staff motivation

Variables	Frequency	Percentage
Strongly agree	36	30
Agree	59	49
Disagree	21	18
Strongly disagree	4	3
Total	120	100

Source: Field data, 2011

With the one hundred and twenty (120) respondents selected for the study, 30% and 49% of them indicated 'strongly agree' and 'agree' respectively. This was to suggest that staff get motivated when management shares power with subordinates and also delegate to them to take decisions. On the contrary, 18% of the respondents indicated 'disagree' and the remaining 3% also indicated 'strongly disagree'. This is also to suggest that they did not agree with the assertion that sharing of power and delegation of subordinates in decision making could be a motivating factor to staff. It is therefore conclusive in the analysis that staff of Tamale Polytechnic, are likely to be motivated when management adopts policies which lead to power sharing with and delegation of subordinates to take decisions.

Encouragement of innovation as a motivation factor

One way management of organizations could stimulate motivation among its employees is to give relevant information on the consequences of the actions on others and also put up behaviors that encourage innovation. The results are illustrated in table 4.5 below. Though encouragement of innovation by management may have some influence on staff motivation, one could not know its degree of influence. It was for this reason that the study tried to identify how this leadership phenomenon could impact on staff motivation in Tamale Polytechnic.

Table 4.5: Encouragement of innovation as a motivation factor

Variables	Frequency	Percentage
Strongly agree	33	28
Agree	57	48
Disagree	22	18
Strongly disagree	8	6
Total	120	100

Source: Field data, 2011

From detail analysis of the data obtainable from the study, it was found that 28% of the respondents indicated 'strongly agree' and 48% of them also indicated 'agree'. On the contrary, 18% of them indicated 'disagree' and only the remaining 6% indicated 'strongly disagree'. From the analysis, it is conceived that staff of Tamale Polytechnic are likely to be motivated to improve on their performance when its management adopts leadership practices that encourage innovation.

Setting out target outputs and motivation to perform

The study also tried to find out the respondents views on the use of setting out target output as motivation for staff to perform. In this respect, the data obtained from the field of study revealed that only 6% of the respondents indicated their strong agreement with the assertion. Similarly, 22% of the respondents also revealed that target output could motivate staff to perform (as seen in table 4.6 below).

Table 4.6: Setting out target outputs and motivation to perform

Variables	Frequency	Percentage
Strongly agree	8	6
Agree	26	22
Disagree	62	52
Strongly disagree	24	20
Total	120	100

Source: Field data, 2011

On the contrary, majority of the respondents saw setting out target outputs by management as demotivating to staff. For example, 52% of the respondents indicated 'disagree' and 20% 'strongly disagree'. This implied that they did not see this type of management's leadership characteristics as something that could motivate staff to perform.

Recognition for achievement of organizational goals and productivity

Organizations always identify strategic measures to be implemental to ensure that their goals are achieved. This can only become a reality through the collective efforts of individual employees in the organization. To assess the extent at which recognition for staff contribution to the achievement of institutional goals could motivate staff to perform better for revisal productivity, respondents were interviewed in this regard. The results are shown in figure 4.8 below.

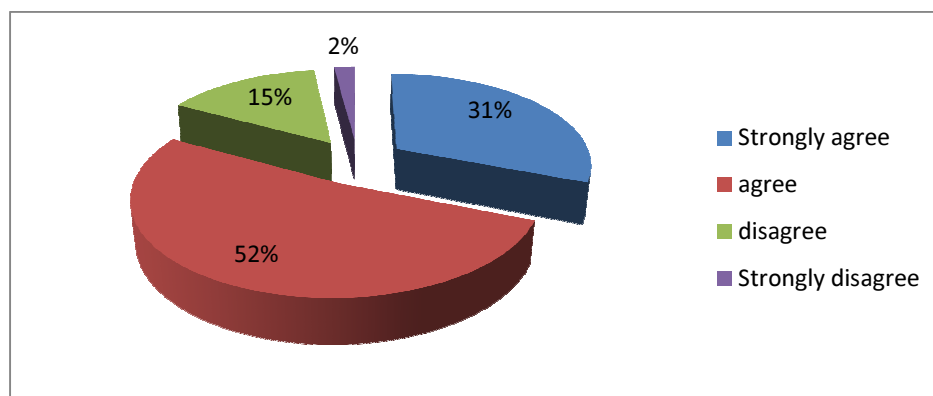


Figure 4.8: Recognition for Achievement of Organizational Goals and Productivity

Source: Field data, 2011

According to the data obtained, this could contribute positively to increase productivity in the Polytechnic. For example 31% of the respondents indicated 'strongly agree' to the assertion whilst 52% of them also indicated 'agree'. However, the remaining 17% of the respondents disagreed with the assertion. They held the view that this could not motivate staff to perform hence productivity is indirectly related to recognition for achievement of organizational goals.

4.6.2 Increase in staff salary and other allowances and productivity

War (1998) holds the view that improved job satisfaction through motivation does not necessarily bring about increase in performance, hence production may not increase. However, as seen in table 4.10 below, finding of the study held contrary view to that of War's (1998).

Table 4.11: Increase in staff salary and other allowances and productivity

Variables	Frequency	Percentage
Strongly agree	52	43
Agree	68	52
Disagree	0	0
Strongly disagree	0	0
Total	120	100

Source: Field data, 2011

That is, analysis of the data indicated that with the 120 respondents selected for the study, 43% of them strongly agreed that an increase in staff salary has the tendency of motivating them to perform better for improved productivity. In addition, 52% of the respondents were of a similar view. Ironically, no single respondent gave an indication that an increase in staff salary as a factor of motivation was not directly related to an increase in productivity. It can therefore be concluded that productivity in the institution will increase if staff are motivated through salary increases.

Good working environment and productivity

One critical factor of motivation the study examined in relation to productivity was good working environment with the four objective variable presented to the respondents, they were of the view that good working environment was likely to motivate staff to increase productivity in the study area (as shown in figure 4.9 below). For instead, 29% of the respondents indicated 'strongly agree' while significant sum of 52% of them also indicated 'agree'

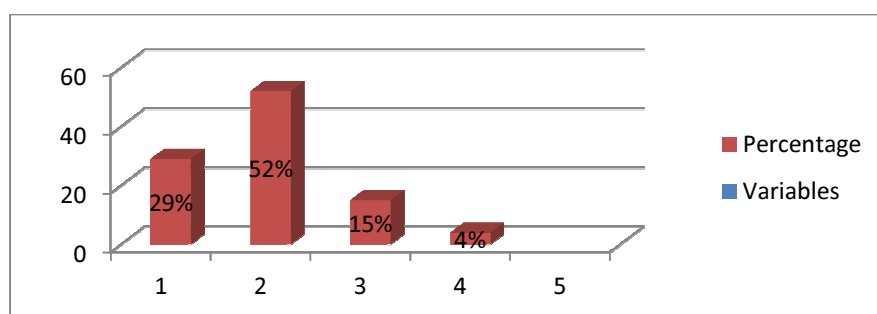


Figure 4.9: Good working environment and productivity

Source: Field data, 2011

These gave the indication that majority of them saw good working environment as being directly related to productivity. On the contrary, only 15% and 4% of the remaining respondents indicated 'disagree' and 'strongly disagree'. It could therefore be deduced from the analysis that staff of Tamale Polytechnic attach great importance to good working environment. Hence, they would be motivated to perform adequately for enhancement of productivity if management provides a friendly working atmosphere that encourages performance.

Flexible promotion criteria as a factor of increased productivity

The study also elicited respondents' views on the impact of the Polytechnic's promotion criteria policy document as a fact of motivation on productivity. The analysis of the field data revealed that flexible promotion criteria could boost the morale of staff to perform better so as to ensure higher productivity and the results are shown in figure 4.10 below. As illustrated in the table below, 27% and 42% of the respondents indicated 'strongly agree' and 'agree' respectively.

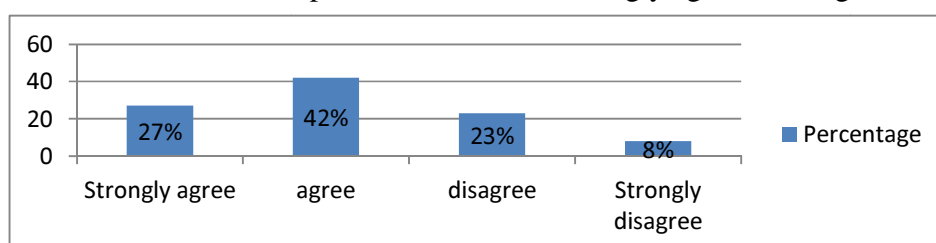


Figure 4.10: Flexible promotion criteria as a factor of increased productivity

Source: Field data, 2011

On the other hand, 23% and 8% of the remaining respondents also indicated 'disagree' and 'strongly disagree' respectively. From these analyses, one gets the impression that flexible promotion criteria policy document could be a source of motivation for higher productivity in the Polytechnic.

Staff training and development as factor of increased productivity

Many organizations take staff training and development very seriously, as it has the potential of upgrading the knowledge and skills of these employees to perform their roles effectively and efficiently. On the basis of this, the study found from the respondents about their views on how this could bring about higher productivity in an organization as illustrated in table 4.11 below.

Table 4.12: Staff training and development as factor of increased productivity

Variables	Frequency	Percentage
Strongly agree	52	43
Agree	68	57
Disagree	0	0
Strongly disagree	0	0
Total	120	100

Source: Field data, 2011

Analysis of the subjective views of the four objective variables indicated that staff of the institution attached great importance to training and development as motivation factor that could bring about increase productivity in the Polytechnic. Statistically, the data revealed that 43% of the respondents indicated 'strongly agree' and 57% of the remaining respondents who constituted the majority also indicated 'agree'. However, no single respondent was found to have objected to the assertion that staff training and development will influence employees to give off their best.

CONCLUSIONS

Summary of Findings

The study critically examines the effects of leadership on staff motivation and productivity in the Tamale Polytechnic. As a result of the detailed analysis and discussions of the data presented in chapter four of this study, the following key findings were established.

Leadership styles of management

In trying to ascertain the leadership characteristics of management of the Polytechnic, it was discovered that the authorities used committee system in most of its decision makings. In addition, though the study revealed that management of the Polytechnic allows staff participation in most decision makings, it was however revealed that the authorities did not encourage power sharing as well as delegation of authority to staff to take strategic decisions on their behalf. The study further revealed that management of Tamale Polytechnic does not institute policy

frameworks that could encourage innovation among her staff. The study further revealed that though productivity was a major concern for management, it was not engaged in setting out target outputs for staff to achieve.

Leadership styles of management on staff motivation

Leadership characteristics of management of the Polytechnic could positively or negatively affect the motivation of her staff. The study therefore revealed that the use of committee system by management could not encourage staff motivation in the Polytechnic. The study however discovered that staff participation in decision making was a sign of motivation to them. Even though power sharing and delegation to subordinates in decision makings were discovered to be absent in management practices of the authorities, the staff saw this as de-motivation.

The study also conceived that staff will be motivated if management of the Polytechnic put in place policy measures that could encourage innovation among staff. The study was however in disagreement with setting out target output as a way that could ensure motivation among staff. Hence, such a management practice could rather de-motivate staff to perform.

Motivation factors

On the issue of factors responsible for staff motivation, the study discovered that staff training and development and increases in staff salaries were the most important motivational factors identified. In this regard, the study identified the hygiene factors of Herzberg's (1957) two factor theory as being more important than the 'motivators'. The study also revealed that recognition for staff contribution to the achievement of organizational goals was an important motivating factor to staff. Other important motivation factors discovered by the study include provision of good working environment and use of flexible promotion criteria policy.

Influence of motivational factors on productivity

In assessing the influence of the motivational factors identified in the study on productivity, a number of revelations were identified. It was found that staff training and development and an increase in staff salaries were the most important motivational factors that could lead to higher productivity in the Polytechnic. It was also discovered that recognition for achievement of institutional goals and objectives as well as good working environment could bring about increases in overall productivity in the Polytechnic.

Recommendations

The analyses of the subjective views of the respondents on leadership characteristics of management of Tamale Polytechnic on staff motivation and productivity called for the recommendations below.

1. It is recommended that the Polytechnic authority should take its staff training and development very seriously as it has the potential of motivating these staff to put up their best for the collective growth and development of the institution. In this regard, flexible policy guide on staff training and development should be put in place to encourage staff to use the opportunity.
2. It is also recommended that motivational packages in the form of allowances should be identified and used to augment staff salaries to motivate them to perform better.

3. In addition, it is the recommendation of the study that the authorities of Tamale Polytechnic should institute policy mechanisms to encourage innovation among its staff. This has the potential of motivating staff to think creatively on their own and thereby leading to higher productivity in the institution.
4. The management of the Polytechnic heavily relies on committee systems in most of its decision makings. Since the study saw this as a disincentive to the staff, it is the recommendation of the study that the Polytechnic authorities should encourage decentralization in its administration by allowing some of its tactical decisions to be taken at the departmental and unit levels instead of using committee systems.
5. Staff of the Polytechnic take good working environment and recognition for achievement as very important motivational factors. It is therefore recommended that management of the Polytechnic should put in place policy mechanisms that could ensure that these factors are enjoyed by staff so as to motivate them to put up their best.
6. "Certainly everything that you may do in motivation is likely to work better if you have a clear idea as to how people feel at any particular moment; and that demands some form of regular checking, however formal or informal that may be. This provides a firm foundation for action" (Forsyth, 2006:79). This suggests that management of the Polytechnic need to have a clear policy direction on its staff motivation. This has the tendency of reducing the labour turnover in the organisation.

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