

Staff Motivation in Private and Public Higher Educational Institutions (Case of Valley View University, C. K. Tedam University of Technology and Applied Sciences and University for Development Studies

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Abstract

The study investigates the features of motivational factors in Public and Private sector of higher educational institutions based on the case of Valley View University, C. K. Tedam University of Technology and Applied Sciences and University for Development Studies for further recommendations, and major emphasis on the differences between public and private Universities Staff motivational constructs in higher educational institutions. Staff motivation is very essential for the growth, development, and success of higher educational Institutions. Motivated staff are more productive, happy and highly committed to their job. Staff motivation promotes workplace harmony and increased employee performance. Motivation specifically does not only encourage productive performance but also shows employees how much the organization cares. The Goal of the study is to indicate staff motivation by the several work-related factors and evaluate satisfaction of employees with the working culture of the university, get the recommendations from employees about the improvement of Top Management's current strategy and interpret the data gathered from the survey from different perspectives.

Keywords: Staff Motivation, Private Universities, State Universities, Public Universities, University Management.

INTRODUCTION

Today more advanced and complex forms of motivation have become an inevitable and integral part of various areas of a modern society. The reason that makes the topic work motivation especially important in higher educational institutions is the development and current position of the service sector. The employees of higher education institutions are vitally important "factors of production" for such kind of organizations. The performance of the higher education institution staff, both as teachers and researchers and also as managers, determines, to a large extent, the quality of the student experience of higher education and has a significant impact on student learning. In case of private and public higher educational institutions, the role of staff becomes dramatically important, as students generally are the only source of the organization's income. Most Higher Educational Institutions have mission to offer a high-quality learning experience to all their students. Academic staff manages this learning experience and are the main interface with students. Consequently, their motivation is crucial in determining the quality of this interface.

The study explores some of the tensions associated with motivation of staff in Valley View University, C. K. Tedam University of Technology and Applied Sciences, and University for Development Studies. It argues that formal reward systems are only one tool

which may be used by the effective manager. Good management consists of recognizing and working with individual differences. Every employee in any organization has his or her own set of motivations and personal incentives that ginger them to work hard or not as the case differs. Some are motivated by recognition whilst others are motivated by cash incentives.

Employee incentive programs go a long way towards ensuring the employees feel appreciated, cared for and deemed worthwhile. The greatest thing about motivation is that it is individualized as such programs are tailored to suit the needs and wants of employees. Motivation does not only encourage productive performance but also show employees how much the company cares. Perhaps the most vital impact of employee motivation is that of increased productivity or performance. This, according to literature on the subject, is the central aim of adopting employee motivational programs possibly, if you can increase employee motivation, productivity inevitably will follow suit. Staff motivation promotes workplace harmony and increased employee performance. Motivated employees mean staff retention and university loyalty, which in the short run will give birth to growth and development of institutions. In the nutshell, the above submission shows that staff

motivation is very essential to the growth, development, and success of private and public universities staff. Motivated employees are productive, happy, and highly committed to their job. Considering all the factors mentioned here, the aim of our research topic is assessment of staff motivation strategies and its features, with the focus on Valley View University, C. K. Tedam University of Technology and Applied Sciences, and University for Development Studies.

Significance of the Study

The findings of this research will draw a link between establishment of employee character and their working process. Particularly within higher education, this would go a long way in prompting employee behavior. This research will also draw comparisons between what happens in the real-world work scenario, particularly in higher education, to established theories such as Maslow's need-hierarchy theory.

Limitation of the Study

It is possible, that with a larger sample size, the finds of the study might be more representative of what happens in all higher education institutions. However, the central limit theorem says that sample sizes greater than or equal to 30 are acceptable to generalize to a population [1] It is also possible that individuals might have shed more insight into what motivates them, had an interview or focus group discussion been used instead of a questionnaire. Therefore, room was made in the questionnaire for responses of a descriptive and open-ended nature.

LITERATURE REVIEW

Job performance is highly dependent upon employee abilities. Therefore, if an employee lacks the learned skill or inborn talents, like capacity and education, to perform a particular performance will be less optimal. More so, in a situation in which the employee has all these and is backed by adequate motivation, job performance will definitely be at optimal level. Robbins and Decenzo (2) described motivation as the willingness to influence a high level of effort to attain organizational goals, stigmatized by the efforts and abilities to satisfy. Furthermore, they asserted that motivation is a function of three key elements which are organizational goals, needs and efforts. For this paper, motivation is operationally defined as the inner force that drives individuals to accomplish personal and organizational goals.

It is important for the organizations to meet and introduce new motivational tools to meet the needs of employees, due to the many changes that have been observed as occurring within the workplace in today's organizations. Organizations liveliness comes from the motivation of its employees, weather the company is public or private [3]. Staff motivation and job

performance fundamentally depend on many factors like performance appraisals, employee motivation, employee satisfaction, compensation, training and development, job security, organizational structure and others, but the area of study is focused only on employee motivation as this factor highly influence the performance of employees. Staff motivation is one of the policies of managers to increase effectual job management amongst employees in organizations. A motivated employee is responsive to the definite goals and objectives he/she must achieve; therefore, he/she directs its effort in that direction. Getting employees to do their best work even in strenuous circumstances, is one of the employees most stable and greasy challenges and this can be made possible through motivating them. If employees are unhappy in their work, they are unlikely to perform as well as they might, and they are more likely to want to leave. The importance of motivation in the workplace is straightforward theoretically, but difficult to measure empirically. However, it is widely accepted that motivated employees generate higher value and more substantial levels of achievement. The management of motivation is therefore a critical element of success in any Higher Educational Institution, allowing the input of human resources to be maximized in regard to fulfilling the potential output expected.

The major issue in CKT-UTAS is both public and private universities is the motivation of staff, whether they are skilled or unskilled, or professionals. Staff motivation is also a major in CKT-UTAS and in higher educational institutions. It is today's challenge for the university management in this competitive world to motivate staff to conduct more research. The employees' motivation, their enthusiastic and energetic behavior towards task fulfillment, can play a key role in the successes of an organization, which will be ultimately beneficial to both. Therefore, it is important for the universities to meet and introduce new motivational strategies to meet the various needs. Staff motivation and job satisfaction in higher educational Institutions are studied through different motivational theories. In 1954, the American psychologist Abraham Maslow put forward his theory of what motivates human beings. Maslow suggested that all human beings have the same types of needs and that these could be organized as hierarchy of needs. Frederick Herzberg, an American psychologist, conducted research in the 1950s that directly addressed the question of motivation. Herzberg's study states that there are two sets of factors – motivators and hygiene factors – that are both important in motivating employees, but for very different reasons.

Motivation factors help to meet the human need to grow psychologically. If a job can provide motivators, employees will want to work and will enjoy their work.

To motivate a workforce, Universities must first make sure that all of the hygiene factors are being met – a decent salary, fair rules and policies and pleasant working conditions. Maslow's hierarchy of needs and Herzberg's two-factor theory are popular and widely known theories of motivation. However, they do have one weakness: each attempt to specify what motivates people, but neither explains why and how motivation develops or is sustained over time. In recent years 'managers, have begun to

Explore three other models that make a more dynamic view of motivation. These are Equity Theory, Expectancy Theory, and Goal-setting Theory. It is Important to recognize the staff is motivated by different factors, depending on their, age their aspirations with respect to career development and the relative priorities with they attach to and social factors, such as their personal life and being accepted as a team member. The Aim of the research is assessment of staff motivation strategies and its features, with the focus on Valley View University, C. K. Tedom University of Technology and Applied Sciences, and University for Development Studies.

RESEARCH METHODOLOGY

In this paper, the research design involves a series of rational decision-making choices. This research design was devised considering an amount of decisions made coupled with the purpose of the study. In other words, the research design is the step that aimed at designing the research study in such a manner that the essential data can be gathered and analyzed to arrive at a solution. If we start by the purpose of the study, predictive research was conducted. The research described the phenomena, employee motivation in this case, as it exists, identified and obtained information of a particular problem based on the case of Valley View University, C. K. Tedom University of Technology and Applied Sciences and University for Development Studies, discovered and measured casual relationships between several research variables and tried to forecast the likelihood of a similar situation occurring at Valley View University, C. K. Tedom University of Technology and Applied Sciences and University for Development Studies.

It was a forecast of which variable(s) - motivational factors in this case - should be changed in order to increase a level of employee motivation at the Universities. Process of the research data collection and analysis incorporated elements of both qualitative and quantitative research. Quantitative data was collected by using a Google form questionnaire including multiple choices and Likert scales questions. At the same time, qualitative data was gathered for deeper explanations and then quantified by counting the frequency of occurrence of particular key words or

themes. This allowed us to analyze data using different statistical methods. The quantitative research used objective measurement and statistical analysis of numeric data to understand and explain a phenomenon. While the qualitative research, in contrast, focused on understanding social phenomenon from the perspective of human participants in the study.

Study Population

The population of the research is the entirety of the group of people that the researcher wishes to investigate [4]. In this paper, the study comprises the staff of the Valley View University, C. K. Tedom University of Technology and Applied Sciences, and University for Development Studies. During a course of the study, it was highlighted that the universities have three categories of workforce which includes the academic staff, invited staff, and administrative staff. This study decided to observe the representatives of each category of staff at the faculties.

Sample Size and Research Instruments

Sampling design and sample for this study size are relevant to establish the representativeness of the sample for generality. In order to have a fair representation of the categories, from each University 4 Faculty Quality Managers, 8 Program Coordinators, 8 Study Process administrators, 2 Professors, 4 Associated Professors, and 4 Invited Lectures were randomly selected, out of which 90 employees in private and public sector universities have fully completed the questionnaire. From a review of literature, a survey questionnaire was developed to collect data for the study. Data was collected through use of an internet questionnaire (Google Form). Questionnaires were filled out by participants and returned back to Google Drive Response Sheet. Online questionnaire was the instrument used to collect data from the respondents. Totally 25 questions were administered to the 90 respondents. The administered questionnaire was applied to collect the data from all faculty employees, of the VVU, UDS and CKT-UTAS. The questionnaire comprised of five sections; first section was about the background of the respondents comprising the aspects like: gender, age, number of years served, and department. The second section quizzed employees on what they perceive as a form of motivation and how satisfied they are.

Third part asked employees to rank the importance of their needs and motivational factors. While the fourth section presented a set of factors and respondents were asked to indication the extent at which it motivated them. Meanwhile, last section was trying to inquire from respondents about their general view of Top Managements current motivation strategy and the ways of its improvement suggested by the employees themselves. The rationale behind using the

administered questionnaire was to give respondents the liberty to answer the questions at their spare time in the convenience of their homes or job and not having to be intimidated by the researcher or by any superior. The questionnaire was pilot tested with several employees within the university. As a result of the pilot test, minor changes in word selection and instructions were made to the questionnaire.

Sources of Data

Data received from the conducted survey was sourced from both the primary and secondary sources. Primary data with respect to this research was data collected from the field survey conducted among the staff and managers of Valley View University, C. K. Tedam University of Technology and Applied Sciences, and University for Development Studies. The secondary sources of data were sourced from online, books, articles, journal, reports, and other relevant documents which were highly related to the subject matter under the study. This category of data had 95% of it use for the review of related literature and the remaining for justifying the choice of certain decision taken.

Data Collection and Procedures

The survey for this research was conducted in a specified region in Brong Ahafo Region, Upper East Region and Northern Region where the selected universities (private and public) are situated. The universities have an adequate internet facility which was the core means of retrieving needed and useful information from the respondents used as samples in the survey. As the online survey method was applied, the cost of this survey was rather lower than the cost associated with the paper-based and face to face surveys. There was no need of hiring additional assistants for conducting the survey and collecting a data. So, the costs of training staff and allocating wages for them were nullified. As online surveys give an opportunity data to be collected automatically and the researcher can control the status of question (should it be required or optional) collected data was quite accurate.

Challenges Encountered

During the exercise of data collection, of course, several challenges were encountered. One of them was inability of the respondents to provide the real situations on the ground with fear of being victimized. Despite of the fact that the survey was absolutely anonymous, respondents call it in question, as it included the information about respondents' department and their background. This was inevitable due to the research purpose, as the research intended to explain the relationships between those characteristics and motivation factors.

Data Analysis Methods

Analyzing data by using questionnaire survey is expected to provide significant information to fulfill the research questions and objectives of the study. Data analysis according to the research objectives will be presented in the findings and results. For every research paper, there are always numerous types of scales which are used to measure the operationally defined dimensions of an elements and a variable, they include nominal, ordinal, interval and ratio [4]. Many statistical analysis methods were used when necessary in this research in order to analyze the data efficiently and effectively.

Background of the Data Analysis

Ninety employees took part in this research from the Valley View University, C. K. Tedam University of Technology and Applied Sciences, and University for Development Studies. Both Academic and Administrative Staff of the faculties – study process administrators, faculty, quality managers, program coordinators, professors, associated professors, and invited lectures from above mentioned Universities were involved in the study. Survey has set the general question in the first section of the questionnaire about the overall level of satisfaction with the working environment of the universities of the employees working there. Data analysis showed that the majority of employees working at VVU are more satisfied. (see the Table I.)

Table I: Level of satisfaction with the working conditions of the organization

Valley View University		C. K. Tedam University of Technology and Applied Sciences	University for Development Studies
Highly Satisfied	5.3%	30.8%	19.4%
Satisfied	84.2%	53.8%	61.3%
Average	10.5%	15.4%	16.1%
Dissatisfied	0%	0%	3.2%

However, if we compare the results of the statement “I see clear further prospects for advancement in this organization” given in the questionnaire, Employees working at VVU find more opportunities of development rather than in State Universities (see the Table II.)

Table II: I see clear further prospects for advancement in this organization

Valley View University		C. K. Tedom University of Technology and Applied Sciences	University for Development Studies
Strongly agree	26.3%	11.5%	12.9%
Agree	47.4%	50%	38.7%
Neither agree nor Disagree	21.1%	38.5%	35.5%
Disagree	5.3%	0%	9.7%

Statistical interpretation of the data collected from the survey showed the ranked importance of motivational factors among the different age groups. First group of respondents aged from 31-40 indicated “Recognition” and “Promotion” and, Appreciation as the most important motivational factor for the Employees working in Private and State Universities. The next important incentives for motivation of VVU, CKT-UTAS and UDS Employees are Job Feature, Salary Increase and Leave on Duty. To sum up the ranked order of motivating factors in Valley View University, C. K. Tedom University of Technology and Applied Sciences, and University for Development Studies it gives the following results (see the Table III.)

Table III: Ranked Importance of Motivational Factors

Valley View University		C. K. Tedom University of Technology and Applied Sciences	University for Development Studies
1	Recognition	Promotion	Appreciation
2	Job Feature	Salary increase	Job Feature
3	Appreciation	Leave on Duty	Salary Increase
4	Promotion	Recognition	Recognition
5	Salary Increase	Appreciation	Appreciation
6	Leave on Duty	Job Feature	Location of Workplace
7	Location of Workplace	Location of Workplace	Leave on Duty

Comparing Findings to the Theories

A comparison of these results to Maslow's need-hierarchy theory provides some interesting insight into employee motivation. The number one ranked motivator, recognition, is an esteem factor. The number two ranked motivator, salary increase, is a physiological factor. Therefore, according to Maslow

(5), if managers wish to address the most important motivational factor of VVU, UDS and CKT-UTAS employees, esteem factors must first be satisfied. If managers wished to address the second most important motivational factor of universities' employees, good pay, increased pay would suffice. Contrary to what Maslow's theory suggests, the range of motivational factors is mixed in this study. Maslow's conclusions that lower level motivational factors must be met before ascending to the next level were not confirmed by this study.

The following example compares the second highest ranked motivational factor (appreciation) and the Adams's equity theory. If an employee at the university feels that there is a lack of appreciation for work done, the employee will be dis-motivated. Further, if all the employees at the university feel that there is a lack of appreciation and incentive awards for work done, inequity may exist. Adams (6) stated employees will attempt to restore equity through various means, some of which may be counterproductive to organizational goals and objectives. For instance, employees who feel their work is not being appreciated may work less or undervalue the work of other employees.

The next example compares the two highest motivational factors to Herzberg's two-factor theory. The highest ranked motivator, recognition, is a motivator factor. The third ranked motivator, salary increase is a hygiene factor. Herzberg, Mausner, & Snyderman (7) stated that to the degree that motivators are presented in a job, motivation will occur.

The absence of motivators does not lead to dissatisfaction. Further, they stated that to the degree that hygiene is absent from a job, dissatisfaction will occur. When presented, hygiene prevents dissatisfaction, but does not lead to satisfaction. In our example, the lack of recognition (motivator) for the VVU, UDS and CKT-UTAS employees would not lead to dissatisfaction. Paying VVU, UDS and CKT-UTAS employees lower wages (hygiene) than what they believe to be fair may lead to job dissatisfaction. Conversely, employees will be motivated when their work is recognized but will not necessarily be motivated by higher payment.

Collected data showed that the majority of employees working in the private university, in the case of VVU, are more satisfied than in the state universities, in the case of VVU and CKT-UTAS, with the salary they draw. So, the salary increase may not be the good incentive for motivation. (see the Table IV.)

Table IV: I am Satisfied with my Salary

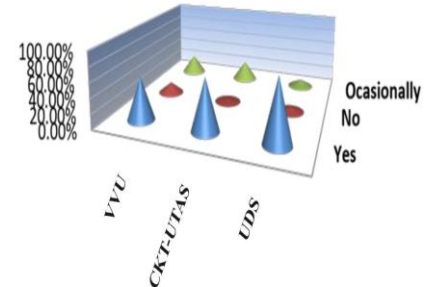
Valley View University		C. K. Tedam University of Technology and Applied Sciences	University for Development Studies
Strongly agree	5.3%	3.8%	0%
Agree	42.2%	26.9%	32.3%
Neither agree nor Disagree	36.8%	38.5%	45.2%
Disagree	15.8%	30.8%	19.4%

Finally, comparison of our study results to the goal-setting theory emphasized the evidence of importance of this factor at the universities. Goal-setting theory suggests that manager should settle the goals together with the employees [8]. Involvement in decision making can be a great motivator. Rewards should be tied directly to the goal achievement. Using goal-setting theory a manager can design rewards that fit employee needs, clarify expectations, maintain equity, and provide reinforcement. A major benefit of this theory is that it provides a good understanding of the goal the employee has to achieve and the rewards that will accrue for the employee if the goal is accomplished. As the study results showed, involvement in decision making for VVU employees is very crucial (see Table V.)

Table V: How important is involvement in decision making for you supported by Top management?

Valley View University		C. K. Tedam University of Technology and Applied Sciences	University for Development Studies
Very Important	26.3%	19.2%	28.1%
Important	63.2%	65.4%	50%
Not so important	5.3%	15.4%	21.9%
Unimportant	5.3%	0%	0%

Does the Top Management involve you in decision making Processes which are connected to your department?



	Valley View University	C. K. Tedam University of Technology and Applied Sciences	University for Development Studies
■ Yes	57.90%	69.20%	83.90%
■ No	15%	3.80%	6.50%
■ Occasionally	26.30%	26.90%	9.70%

90% of respondents consider involvement as very important (26%+63% correspondingly). In Valley View University 85% of employees agree that involvement in decision making is important and in University for Development Studies 80% of employees think that they should be involved in decision making. The Survey indicated that employees working in private universities are less involved in decision making processes rather than in state universities and they recommend more involvement. If we compare these results to the current strategy of Universities Top Managements, the involvement should work well in the process of motivating employees (see the Figure) above.

The discrepancies in different research findings supports the idea that what motivates employees differs according to given context in which the employee works. What is clear, however, is that employees do not rank wages as the most important motivational factor.

Implication for VVU, CKT-UTAS and UDS

The ranked importance of motivational factors of employees at the universities provides useful information for the VVU, UDS and CKT-UTAS management and employees. Knowing how to use this information in motivating employees in private and state universities are complex. The strategy for

motivating university employees depends on which motivation theories are used as a reference point. If Herzberg's theory is followed, management should begin by focusing on pay and job security (hygiene factors) before focusing on recognition and full appreciation of work done (motivator factors). If Adams' equity theory is followed, management should begin by focusing on areas where there may be perceived inequities (pay and full appreciation of work done) before focusing on promotion and job security. If Vroom's theory is followed, management should begin by focusing on rewarding (pay and interesting work) employee effort in achieving organizational goals and objectives.

Regardless of which theory is followed, recognition and employee pay appear to be important links to higher motivation of university employees. Options such as goal-setting, job enlargement, job enrichment, promotions, monetary, and non-monetary compensation should be considered. Job enlargement can be used (by managers) to make work more interesting (for employees) by increasing the number and variety of activities performed. Job enrichment can be used to make work more interesting and increase payment by adding higher level responsibilities to a job and providing monetary compensation to employees for accepting this responsibility.

Based on the data collected from the survey, job enrichment should be an effective way to motivate employees of VVU, UDS and CKT-UTAS as they expressed the readiness and willingness towards taking additional responsibility, additional power and freedom of decision making.

To sum up the importance of different motivational factors in private and state universities' faculty employees case of VVU, UDS and CKT-UTAS, we decided to observe motivational factors between the faculty employees. We tried to analyze the level of faculty employees' satisfaction with the different motivational factors in private and state universities. The results are presented by the Table VI. Given below.

Maximum level of satisfaction with the responsibility and the role that they have in the work was expressed by the members of the Faculty of Education and Humanities in VVU (31.6%) and in UDS (29%). In C. K. Tadam University of Technology and Applied Sciences Employees at the faculty of Business Management took the first place according to satisfaction with the responsibility and the role that they have in their work. (See the Table VI.)

Table VI: I am satisfied with the responsibility and the role that I have in my work (By Faculties)

Valley View University		C. K. Tadam University of Technology and Applied Sciences	University for Development Studies
Faculty of Education and Humanities	31.6%	19.2%	29%
Faculty of Business Management	26.3%	26.9%	9.7%
Faculty of Social Sciences	15.8%	23.1%	0%
Faculty of Computer Technologies and Engineering	15.8%	26.9%	29%
Other:	10.5%	3.8%	32%

CONCLUSIONS AND RECOMMENDATIONS

The study concludes that, the majority of the private and state universities staff has served the university for a substantial number of years gives them rich experience and the ability to deliberate on motivational in CKT-UTAS concerning their work. Staff development policies and strategies require review to suit the needs of individual employee. Bonuses as motivational factor for employees were in the right direction except they did not commensurate with work done and need an upward adjustment.

Career advancement and promotion at the universities seem to be very positive and encouraging as over the years consistent and hardworking employees have risen through the ranks to their current positions. Interpersonal relationship among management and staff was excellent. Use of outside seminars as rewarding increased performance was nonexistent. Additional responsibility to reward high performance is the nurturing stage and had not been that prominent. From the above analysis, this is concluded that from overall respondents which are employees most of them mark working habit as the most important factor in the employee working process. Secondly, after working habits factors motivational factor has the most impact on the employee working process. Thirdly, technological factors affect the employee working process most. In the last place, attitudinal factors are important in the employee working process.

From the results of the findings, we can conclude the following: Additional responsibility plays a vital role in the establishment of employee's character and their working process. Therefore, managers' attitude should be friendly and unbiased with everyone. Similarly, employees should behave in a proper manner. They should respect their manager to get the same response. Working habits made a great impact on employee working process. So, employees should be allowed to select the way of working. They should not be enforced by anybody; otherwise, there is a chance that it affects their working process. Managers should also give full attention to their employees and take interest in their working process. They should motivate their employee towards tasks.

University largely depends on the motivation of its employees. Generally, good wages should not be regarded as purely a basic need factor as in Maslow's Theory of motivation, but a factor that can lead to motivation may also have the potential to de-motivate employees. Although an important motivational factor has been identified as wages by previous studies, since the things that motivates people to perform their best are different and distinct. Learning about what employees wants from their jobs, or what is more important for them, may generate essential information for effective human resource management.

The effectiveness of both private and public universities depends upon the motivation of their employees. Knowing what motivates employees and incorporating this knowledge into the reward system will help VVU, UDS and CKT-UTAS identify, recruit, employ, train, and retain a productive workforce. Motivating employees requires cooperation of both managers and employees. VVU, UDS and CKT-UTAS employees must be willing to let managers know what motivates them, and managers must be willing to design reward systems that motivate employees. Survey results, like those presented here, are useful for helping VVU, UDS, and CKT-UTAS managers determine what motivates employees. If properly designed reward systems are not implemented, however, employees will not be motivated.

The study reveals that extrinsic motivation (increased salary, in this case) given to the employees, is highly appreciated by them; however, this is not the most effective way of motivate staff in higher educational institution. Recognition, appreciation, and job feature appear as the most important factors of motivation for the absolute majority of public and private universities staff. The findings of the study definitely will be beneficial for the VVU, UDS, and CKT-UTAS in case of proper interpretation and implementation by the Top Management.

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