



Motivation And Productivity Among Junior Staff Of Polytechnics In Ghana: A Case Study Of Takoradi Polytechnic

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Abstract:

Junior staff constitutes about 50% of the total work force of the Takoradi Polytechnic. The contribution of these workers to the efficient and effective running of the Polytechnic is of major importance. This study aims at finding out how best to motivate these workers of the Polytechnic with a view to improving their performances and productivity. An analysis of answers to questions related to the sex, age, working experience, educational qualifications, job satisfaction, prospects for promotion, performances on the job, relationships, communication and discipline was made. Factors hindering higher motivation of the junior staff were also revealed. Recommendations for higher motivation were finally made to enhance junior staff performance and service delivery at the Takoradi Polytechnic.

Keywords: Management, Motivation, Polytechnic, Productivity, Performance

1.Introduction

Management is the form of work that involves coordinating an organization's resources, that is land, labour and capital towards the efficient and effective achievement of organizational and personal goals. An organization cannot achieve its set goals unless its members fulfil their personal goals such as financial benefits and job satisfaction. In the same way, members of an organization cannot continue to achieve their personal goals unless the goals of the organization are also achieved.

According to Fayol (1997), there is a general set of activities that managers need to perform because they are essential to developing and maintaining work environment in which people can accomplish goals effectively and efficiently. He named these functions as organizing, staffing, planning, leading and controlling (Albanese, et al 1997).

The importance of the human factor in fulfilling the goals of management cannot be undermined. Likert (1987) stated that "of all the tasks of management, managing the human component is the central and most important task because all else depends on how well it is done". In effect, every manager must pay particular attention to the human and interpersonal factors of management since his success or failure would depend on how best he harnesses them.

The manager of an institution cannot meet his set goals if the staff are not well-trained, properly equipped and highly motivated.

Human resource development is an integral and important managerial function aimed at the employment and retention of staff of the organization. Among the notable tasks performed by management are the selection, deployment, training, discipline, education and development of staff.

In the academic set up, there are two categories of staff, namely; junior and senior staff. They are people from different educational and cultural backgrounds, with different needs and levels of aspiration. The senior staff are mostly in leadership positions, responsible to the Polytechnic for the day-to-day administration of the various departments under them.

It is the junior staff who always constitutes the majority of the workforce in the Polytechnic. They form the backbone of the Polytechnic's staff and their morale and enthusiasm must be maintained if the Polytechnic is to be successfully staffed. The junior staff are often engaged in duties and services as cleaners, sweepers, drivers,

messengers, security assistants, scavengers, studio attendants, laboratory assistants, technician assistants, conservancy labourers etc.

In most cases, the junior staff feel unsecured in the institution. The reasons for this ranges from the limited education and skills as well as the general poor conditions of service. It is against this background that management of academic institutions must endeavour to motivate this vulnerable group, not only as a way of meeting the goals of the institutions, but as a way of satisfying personal needs. It is an undeniable fact that staff can only perform satisfactorily when their basic needs have been met by management.

According to Seddoh et al (2010); “Human Resource Management is defined as the process of developing, applying and evaluating policies, procedures, methods and programmes relating to the individual in the organization”

Human resource management is both an area of practice within an organization and a body of knowledge that may be developed and taught. Some of the human resource activities are human resource planning, job analysis, job evaluation, recruitment and selection, compensation, and handling worker’s complaints. Others include performance appraisal, training and development of staff, health and safety, and employee relations.

1.1.Motivation

Motivation is the concept we use when we describe the forces acting on or within an individual to initiate and direct behavior. Motivation is important in the sense that high levels of motivations are significant contributors to exceptional performance. Managers prefer highly motivated employees because they strive to find the best way to perform their jobs. Motivated employees are interested in producing high-quality products or services; they are likely to be productive than are non-motivated or apathetic workers. They want to come to work and be part of a team; they are interested in helping, supporting and encouraging co-workers.

“Motivation may be defined as psychological forces that determine the direction of a person’s behaviour in an organization; a person’s level of effort and a person’s level of persistence in the face of obstacles” (Jones, et al 2001). Managers try to motivate employees to contribute their inputs to an organization to focus these inputs in the direction of high performance and to ensure that employees satisfy their individual needs when they perform at a high level. Reasons for working differ between individuals, as do the factors that motivate them. When they are highly-motivated, employees tend to

direct their energies toward meeting organizational goals and to display optimum levels of performance. Conversely, when motivation declines, employees tend to display negative attitudes such as apathy, hostility and aggression. These attitudes tend to undermine efficiency, productivity and sustainability. The need to motivate and be motivated is therefore continuous and constant. Motivation is indeed, the satisfaction of human needs and desires. According to Bodawy (1988), needs are the key to motivation and needs initiate and guide the individual's action until the goals that generated them are reached, at which time the tension created by those needs are dissipated.

Motivation is the set of forces that course people to act or behave in a certain way. It is a psychological force that influences the behaviour of people in an organization. In other words, a person's level of efforts and persistence in the face of obstacles is explained by the concept of motivation.

In the opinion of John Ivancevich (1985), motivation is an invisible inner state that energizes human goal directed behavior, which can be divided into two components, namely; (i) the direction of behavior (i.e working to reach a goal) and (ii) the strength of the behavior (i.e how hard or strongly the individual will work to achieve the goal in spite of challenges).

Motivation is concerned with the factors that influence people to behave in certain ways. These factors are often grouped into three components, namely;

- Direction – what a person is trying to do
- Effort – how hard a person is trying
- Persistence – how long a person keeps trying.

In effect, motivating people is getting them to move in a certain direction willingly. A person is motivated when he expects that a course of action will lead to the achievement of a goal and a valued reward – one that satisfies his needs. If the goal is attained and the needs are satisfied, the behaviour is likely to be repeated.

1.2.Types Of Motivation

There are two basic source of motivation as follows:

1.2.1.Intrinsic Motivation:- These are factors within an individual that influences him to behave in a particular way or to move in a particular direction. These factors may

include responsibility, freedom to act, scope to use and develop skills and abilities, interesting work, challenging work and opportunities to advancement (Seddoh & Akorsu, 2010).

1.2.2.Extrinsic Motivation:- This involves the specific things that must be done to or for people to motivate them. These may include rewards such as increased pay, praise or promotion and punishments such as disciplinary action, withholding pay and criticism (Seddoh & Akorsu, 2010).

Another popular content perspective on motivation is the Two-factor Theory developed by Frederick Herzberg (1968). His theory revealed that there were two different set of factors affecting motivation and work. These, he called hygiene and growth factors.

The hygiene factors (or maintenance factors) relate to the context of job and include pay, working conditions, interpersonal relations, company policy and administration, job security and level and quality of supervision. They are also referred to as dissatisfiers. They do not motivate but tend to prevent dissatisfaction.

The growth factors or motivators are the other set of factors which is present, serve to institute the individual to superior efforts and performance. These factors are related to job content of work itself. They include recognition, responsibility, a sense of achievement, nature of work and personal growth and advancement. The strength of these factors will affect feeling of satisfaction or no satisfaction, but not dissatisfaction.

Herzberg maintained that the hygiene factors are necessary to avoid unpleasantness at work and to deny unfair treatment, and that management should never deny people proper treatment at work. The motivators are the variables that actually motivate people.

It is clear that Maslow's theory of human motivation, called Hierarchy of Needs is the most popular of all the theories of motivation. Maslow (1954) pointed out that within every human being, there exists a hierarchy of five needs. These are physiological needs, safety needs, social needs, self-esteem needs and self actualization needs. According to Maslow (1954), as each of these needs become substantially satisfied, the next need becomes dominant. Looking from the perspective of motivation, the theory stipulates that, even though no need is ever completely satisfied, a substantially satisfied need no longer motivates.

Maslow's hierarchy of needs theory and other need theories provide managers with a conceptual means of understanding motivation by giving guide to the needs and desire of individuals within an organization. Bass and Barrett (1987) argue that in developing

countries where the struggle for food, clothing and shelter is still of paramount importance, the motivation to work still centres on the lowest level of needs for survival and security. “It is in more advanced countries that motivation to work depends on satisfaction, recognition and self-actualization”. This argument is true of countries in sub-saharan Africa, including Ghana, where workers continue to struggle to meet the basic necessities of life and to overcome hunger, poverty and disease. In fact, Maslow’s theory of needs seems to be more applicable to developing countries than the developed world.

1.3.Productivity

According to Kreitner R. (1995), productivity is a measure of labour, usually expressed as output per hour. It also relates to person’s ability to produce the standard amount or number of products, services or outcomes as described in a work description.

In this study, productivity relates to the staff’s ability to produce standard amount of services or outcomes as described in a job description.

1.4.Administration Of The Takoradi Polytechnic

Takoradi Polytechnic began as a Technical Institute in Tarkwa in 1952. It was transferred to Takoradi in 1954 and was officially commissioned by Sir Charles Noble Arden-Clarke, the then Governor of the Gold Coast on Friday, 11th February, 1955. In recognition of its achievements, the Takoradi technical Institute was upgraded to a second cycle institution in 1963. It was accorded the status of a Polytechnic under the Ghana Education Service in 1965. However, it remained a second cycle institution offering mostly advanced craft and a few technical programmes.

Takoradi Polytechnic was again up-graded by PNDC Law 321 of November 1992 to the status of a tertiary institution to run the Higher National Diploma (HND) programmes.

Figure 1 Shows the Organizational Chart of the Takoradi Polytechnic

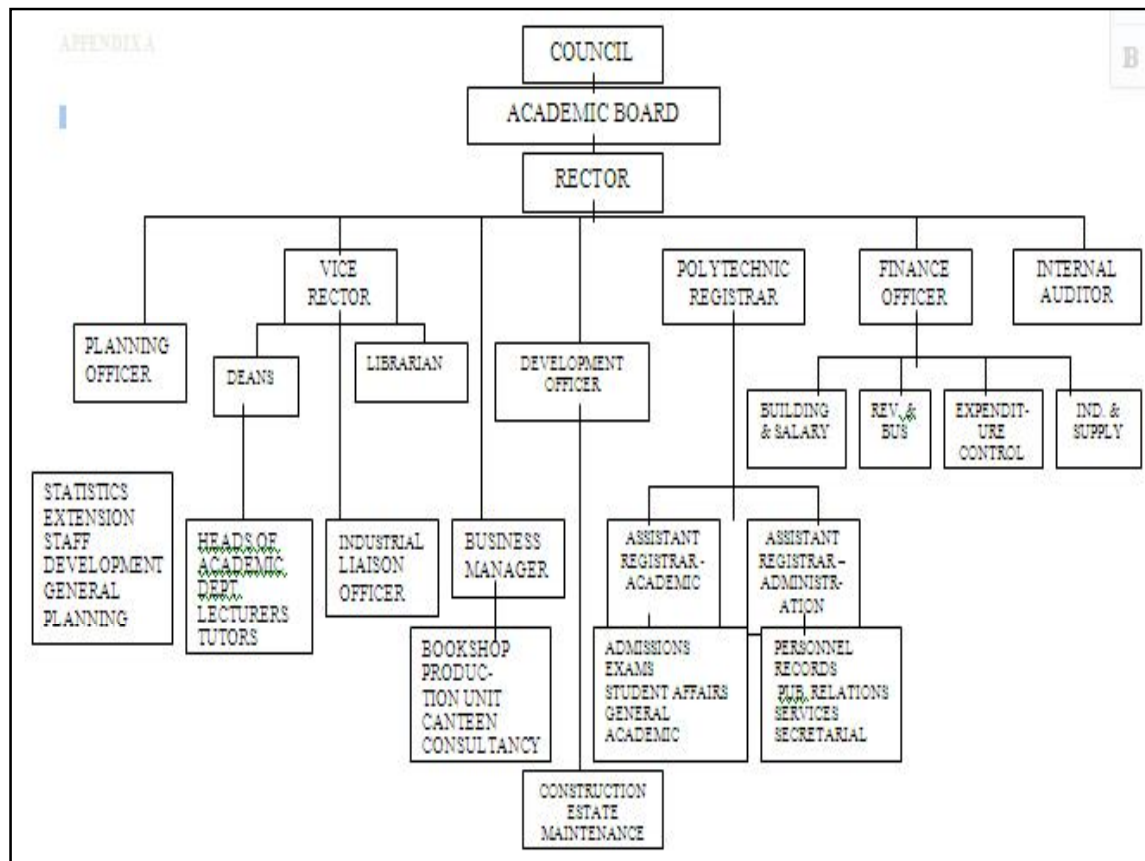


Figure 1: Administrative Structure Of Takoradi Polytechnic

2. Methodology

The writer investigated a number of research strategies to determine the appropriate method for the study. The case study was considered the most suitable. This is because in case studies, one is able to understand the circumstances that surrounds a case and thus enables one to explain, advise, decide on, defend or reject a given situation, argument or condition (Kumekpor: 1999).

There are a number of instruments, devices or processes that are used to measure objects or human behavior. These include questionnaire, interview and observational techniques. After a careful examination, the questionnaire method was adopted as the most appropriate data collecting instrument for this study. The reasons for adopting the questionnaire are that the questionnaire helps to avoid interview biases. In addition, the respondent is able to reflect upon questions before filling in his or her answers.

The purposive sampling technique was used for the selection of the respondents. Data for this study was collected between May and June 2011 and it was administered by the author. In all, one hundred (100) junior staff were given the questionnaire to answer.

| Rank | Sample Size |
|-----------------------|-------------|
| Technicians | 30 |
| Clerks | 11 |
| Library Assistants | 9 |
| Messengers | 7 |
| Security Assistants | 15 |
| Drivers | 8 |
| Conservancy Labourers | 20 |
| Total | 100 |

Table 1: Source of Data from the Junior Staff

Eighty-seven (87) of them completed and returned the questionnaire to give a response rate of 87%.

The number of questions contained in the questionnaire was twenty-one (21). They required very simple and straight-forward answers. Some of the questions were related to age, sex, qualification and experience of respondents. Others were concerned with issues such as conditions of service, job satisfaction, relationship with peers and senior officers, staff meetings, participation in decision making, discipline and assessment of the polytechnic's administration.

Apart from the questionnaire, the writer had the chance to directly observe the performance and attitude of some the junior staff at work and also engaged in fruitful discussions with a number of them.

The Statistical Product for the Social Solutions (SPSS) was used for the analysis. Descriptive statistics was used to summarize the data. The data were presented in percentage using simple tables.

3.Results Or Findings

3.1.Background of Respondents

It was found out that 62 (71.3%) of the respondents were males while 25 (28.7%) were females. This confirms that males dominate the junior staff ranks in the polytechnic.

| | Number of Respondents | Percentage (%) |
|--|-----------------------|----------------|
|--|-----------------------|----------------|

| Qualification | | |
|------------------------------------|-----------|--------------|
| Middle School Leaving Cert. (MSLC) | 13 | 14.9 |
| J S S | 5 | 5.7 |
| S S S C E | 15 | 17.2 |
| G C E 'O' Level | 8 | 9.2 |
| G C E 'A' Level | 7 | 8.0 |
| N V T I | 19 | 21.8 |
| D B S | 17 | 19.5 |
| No Response | 3 | 3.4 |
| TOTAL | 87 | 100.0 |

Table 2: Qualification of Respondents

Source: Field Survey (2011)

From table 2, majority of the respondents, 75.7% made up of SSSCE - 17.2%, G. C. E. 'O' Level - 9.2%, G.C.E. 'A' Level - 8.0%, N. V. T. I. - 21.8% and D. B. S. - 19.5% holders could still further their education. The importance of the education of all categories of staff in the academic environment like the polytechnic cannot be underrated. Staff needs to be well-educated to understand the requests of students and attend positively to them during practical lessons in the laboratories and studios.

| Range | Number of Respondents | Percentage (%) |
|---------------|------------------------------|-----------------------|
| 18 – 27 Years | 10 | 11.5 |
| 28 – 37 Years | 25 | 28.7 |
| 38 – 47 Years | 21 | 24.1 |
| 48 – 57 Years | 16 | 18.4 |
| Over 57 Years | 10 | 11.5 |
| No Response | 5 | 5.7 |
| TOTAL | 87 | 100.0 |

Table 3: Age Range

Source: Field Survey (2011)

From table 3, it would be seen that 64.3% (11.5% + 28.7% + 24.1%) were still young; 47 years and could be encouraged to further their education and work for the polytechnic before attaining the compulsory retiring age of 60 years.

3.2.Salaries

Respondents were asked to indicate if they were satisfied with the salaries they were receiving. Eighty-one or 93.1% expressed complete dissatisfaction with the salaries they received. Only six or 6.9% of respondents seemed to be satisfied with what they were earning. The problem of low salaries in Ghanaian Polytechnics is not restricted to junior and senior staff alone. While the importance of money as a motivator has been a subject of great controversy among behavioural scientists, a recent study of about 2,500 employees by Cloudron (1993) found out that while these people disagreed over what was their number one motivator, they unanimously ranked money as number two. This study confirms that for the vast majority of employees, especially in developing countries, a regular and good salary is absolutely necessary in order to meet their basic physiological and safety needs.

3.3.Working Experience

| Year | Number of Respondents | Percentage (%) |
|--------------|-----------------------|----------------|
| 1 – 3 | 14 | 16.1 |
| 4 – 8 | 20 | 23.0 |
| 9 – 13 | 23 | 26.4 |
| 14 – 18 | 10 | 11.5 |
| 19 – 23 | 9 | 10.3 |
| 24 – 28 | 6 | 6.9 |
| Over 28 | 3 | 3.4 |
| No Response | 2 | 2.2 |
| TOTAL | 87 | 100.0 |

Table 4: Years of Experience

Source: Field Survey (2011)

From table 4, it was revealed that sixty-seven or 77.0% of the respondents had worked in the polytechnic for between one and eighteen years and that eighteen or 20.6% had also been around from periods ranging from nineteen to over twenty-eight years. It was found out during personal interaction that most of the longest-serving respondents have not been promoted to higher grades because they lacked the basic education and qualification for advancement to higher positions and responsibilities. While such

situation could lead to frustration and low productivity, those concerned need to be reminded that they are working within an academic environment that enjoins them to improve upon their educational qualifications and skills if they are to earn promotion and advance further.

3.4. Conditions Of Service

One other question dealt with the conditions of service. The factors that were taken into consideration included remuneration, promotion, the work environment, the work itself, working hours and discipline.

| Ratings | Number of Respondents | Percentage (%) |
|--------------|-----------------------|----------------|
| Excellent | 2 | 2.3 |
| Very Good | 3 | 3.4 |
| Good | 10 | 11.5 |
| Fair | 15 | 17.2 |
| Poor | 37 | 42.5 |
| Very Poor | 20 | 23.0 |
| TOTAL | 87 | 100.0 |

Table 5: Assessment of Conditions of Service

Source: Field Survey (2011)

From table 5, only two respondents or 2.3% considered the conditions of service as excellent. Three others or 3.4% rated this factor as very good while ten or 11.5% described it as good. Fifteen or 17.2% saw the conditions of service as fair. As many as thirty-seven or 42.5% respondents felt the conditions of service were poor, while twenty or 23.0% described them as very poor. It is an undeniable fact that the poor conditions of service prevalent in our polytechnics greatly account for high lackadaisical attitudes such as lateness, absenteeism, pilfering and working of lotto at the work place of staff at the lower levels. This leads to loss of man working hours and affects productivity. As long as they were not satisfied with the prospects of promotion and advancement, were denied opportunities for higher education and showed no interest in the work environment and the work itself, the junior staff would be compelled to move to areas where they would be better motivated.

3.5. Job satisfaction

The junior staff constitutes a greater proportion of the total staff of the Takoradi Polytechnic. It is also a fact that the effectiveness of an institution in fulfilling service

goals and objectives depends to some extent on the morale of its staff. Therefore, it is important to understand the areas of job satisfaction and dissatisfaction of junior staff and to use the knowledge to develop ways to improve or enhance the work environment. In the context of this study, job satisfaction relates to the degree of satisfaction experienced by the employee about his work, the characteristics of the work itself as perceived by the employee, the supervisory climate and prospects for promotion or advancement (Nzotta 1987).

| Reasons | Number of Respondents | Percentage (%) |
|--|-----------------------|----------------|
| Job is challenging and interesting | 4 | 4.6 |
| Effective supervision | 35 | 40.2 |
| Attractive salary and incentives | 9 | 10.3 |
| Conducive work atmosphere | 13 | 14.9 |
| G C E 'A' Level Gain experience at performance | 5 | 5.8 |
| TOTAL | 66 | 75.8 |

Table 6: Job Satisfaction
Source: Field Survey (2011)

| Reasons | Number of Respondents | Percentage (%) |
|---|-----------------------|----------------|
| Low income and poor conditions of service | 2 | 2.3 |
| Job is boring and challenging | 7 | 8.1 |
| Below qualification, training and status | 1 | 1.2 |
| Lack of promotion and advancement | 11 | 12.6 |
| TOTAL | 21 | 24.2 |

Table 7: Job Dissatisfaction
Source: Field Survey (2011)

An overwhelming number of sixty-six or 75.8% respondents confirmed that they were satisfied with their present job, while 21 or 24.2% respondents held the contrary view. Tables 6 and 7 give a summary of the reasons for staff satisfaction and dissatisfaction. Thirty-five or 40.2% respondents were satisfied because of effective supervision while four or 4.6% were satisfied because they found the work interesting and challenging. Lack of promotion and advancement accounted for the highest percentage of 11 respondents or 12.6% who were dissatisfied with the job. Lack of promotion and

opportunities for advancement for deserving staff could result in low staff morale that can in turn affect their productivity. Every effort must therefore be put in place to remove all obstacles to regular promotion and advancement of deserving junior staff.

3.6. Staff Development

One of the questions wanted respondents to show if they have benefitted from any staff development programme of Takoradi Polytechnic. Only thirteen or 14.9% conceded as having had the opportunity to be sponsored by the polytechnic for further studies to obtain degrees, higher national diploma (HND) or certificates. Six respondents failed to answer the question. More junior staff should be encouraged to pursue further education to enhance their carrier opportunities and to make them display more commitment and devotion to duty.

3.7. Attitude Of Colleagues And Supervisors

There was a question concerning the attitude of colleagues towards one another.

| Attitude of Colleagues | | |
|-------------------------------|------------------------------|-----------------------|
| Rank | Number of Respondents | Percentage (%) |
| Very Cordial | 55 | 63.2 |
| Cordial | 32 | 36.8 |
| Not Cordial | 0 | 0 |
| TOTAL | 87 | 100 |

*Table 8: Attitude of Colleagues
Source: Field Survey (2011)*

| Attitude of Supervisors | | |
|--------------------------------|------------------------------|-----------------------|
| Rank | Number of Respondents | Percentage (%) |
| Very Friendly | 47 | 54.0 |
| Friendly | 34 | 39.1 |
| Unfriendly | 6 | 6.9 |
| TOTAL | 87 | 100.0 |

*Table 9: Attitude of Supervisors
Source: Field Survey (2011)*

From table 8, fifty-five or 63.2% of the respondents described the relationships between them and their colleagues as very cordial, the remaining thirty-two or 36.8% described such relationships as cordial.

From table 9, with regard to their relationships with their supervisors, forty-seven or 54.0% of the respondents described them as very friendly. Thirty-four or 39.1% respondents indicated that they were friendly with their supervisors. Only six or 6.9% respondents considered their relationships with their supervisors as unfriendly. It is important that the relationships between the junior staff are cordial enough to ward off inter personal conflicts, which tend to undermine efficiency and productivity at work places.

It is also a healthy sign of development that the supervisors have friendly relationships with the junior staff because the supervisors “direct the work of all non-management workers, play a major role in influencing the performance of a work unit and are an important factor in determining the job satisfaction and the morale of the individuals supervised” (Stueart, R. D et al, 1987).

3.8.Participative Management

Participative management is the process where subordinate actually shares a significant degree of decision-making power with their immediate supervisors outside their subordinate pyramid.

The respondents were asked to indicate whether they were consulted when decisions affecting their jobs were taken. According to Charlton (1992) “unless the more direct forms of participation are developed at lower levels, the indirect form, imposed at the top, will never achieve the results which are expected from it, that is, the development of a pluralist approach to organizational decision-making”. Thirty-two or 36.8% of the respondents affirmed that they were normally consulted when decision about their jobs were taken, while forty-five or 51.7% responded in the negative. Ten or 11.5% were uncertain about their involvement in decisions taken about their jobs.

Staff meetings are also important in participatory management in that they involve staff in the decision-making process and also contribute to their development. All the respondents agreed that they have been attending departmental staff meetings. During interactions, a number of the respondents confirmed that they contributed ideas at staff meetings and added that their suggestions were taken into consideration. This is a clear

evidence that management is receptive to suggestions from staff. From experience, staff are more likely to implement decisions, which are collectively agreed upon at meetings.

3.9. Communication

Effective communication is vital for the successful functioning of an organization. Good communications underline effective relations and enhance the general quality of working life, motivation, morale and therefore output. Participative communication helps to build up confidence in supervisors by subordinates because there is mutual respect among members of staff.

In any organization, communication generally can be considered a three-way process downwards (from supervisors to subordinates), upwards (from subordinates to supervisors), and horizontally (a lateral movement which does not follow the chain of command), (McCormick & Tiffin 1974).

Fifty-six or 64.4% of the respondents revealed that they communicated with their supervisors orally, while nineteen or 21.9% indicated that they communicated both orally and in writing. Only five or 5.7% respondents, conceded that they communicated only through writing. Seven or 8.0% persons failed to provide any answer.

3.10. Discipline

Discipline is action taken as a corrective measure in an organization against employees whose persistent behaviour and actions violate laid down rules and regulations. Disciplinary action is normally taken against employees for two reasons; to preserve the interest of the organization and to protect the rights and responsibilities of the individual. Fifty-nine or 67.8% indicated that they were satisfied with the polytechnic's disciplinary procedures, while twenty-eight or 32.2% expressed contrary view. This suggests that there is the urgent need to initially examine the disciplinary procedures with a view to improving on them. Those dissatisfied considered the current disciplinary action as too cumbersome and harsh.

3.11. Assessment of the Polytechnic Management

Finally, the respondents were requested to assess the effectiveness of the Polytechnic administration. The majority of 76.0% stated that they were satisfied with the management style of the Takoradi Polytechnic. They cited the cordial relationships between the supervisors and subordinates and fairness and firmness of the management.

4. Conclusions And Recommendations

There is no doubt that the survey has brought into sharp focus pertinent issues which need to be addressed if the junior staff of the Takoradi Polytechnic are to be well-motivated for higher performance and increased productivity.

It was observed that almost the entire junior staff were dissatisfied with rewards system of low salaries and poor conditions of service. Every effort must be made to increase the salaries and improve the conditions of service of junior staff of the Takoradi Polytechnic to enable them meet their basic physiological and safety needs so that these junior staff would be motivated to perform at a higher level towards meeting the goals of the Polytechnic.

The issue of the longest-serving and dedicated junior staff whose low educational qualifications have left them stagnant at one position for a long time without promotion also comes into focus. It is suggested that this group is made to go through a well-organized training programme over a period of time to be eligible for promotion and further advancement. In an educational institution such as Takoradi Polytechnic, Technicians, Messengers, Administrative Clerks, Accounting Clerks etc form a core of junior staff who aspire for advancement. When their jobs are enriched, they are motivated to put in more effort in their performance, thereby increasing productivity.

Intrinsically, job enrichment will build into these categories of junior staff greater scope of greater achievement, recognition, more challenging and interesting work, sense responsibility and more opportunity for advancement and growth. This affirms Maslow's theory of self esteem needs.

Once they are promoted, these workers would have their morale boosted enough to forget about the long years of anxiety and frustration they have gone through.

Additionally, junior staff who need the attention of the polytechnic's management are those with the requisite educational qualifications related to their jobs, but have been denied promotion. Junior Staff due for promotion should not be frustrated to lose interest in the work and or perform below expectation. The effect of promotion would, ultimately, lead to increased productivity since frustration due to non-promotion or delayed promotion would have been removed.

The other category of junior staff such as conservancy labourers, general labourers, cleaners etc, should be provided with the appropriate working tools, materials and protective clothing and be given the opportunity for job enlargement. For example, a cleaner should be given the opportunity to assist with other menial jobs within and

around the office area after his/her normal duties which last up to 8.00am when official work starts instead of lurking around campus up to about 3.00pm to 5.00pm. Job enlargement will enhance the performance of these categories of junior staff in the Polytechnic

It was also observed that the concept of participative management whereby junior staff and other ranks in the polytechnic are actively involved in the decision-making process at the departmental levels should be pursued with vigour. The polytechnic's administrators must make a concerted effort to ensure that commitment to service and efforts towards problem solving are shared by all staff in the polytechnic. When such a philosophy of shared responsibility and decision-making is adopted in the polytechnic, it is forgone conclusion that job satisfaction of staff may increase. Meetings as one of the most powerful means of communication must be held regularly at all levels. They offer opportunity for both senior and junior staff the opportunity to exchange ideas and thrash out differences. It would also offer the junior staff the opportunity to make their views and suggestions to be considered in the interest of the polytechnic's work.

The article also suggests that staff training and development should be taken more seriously. The more the junior staff benefits from continuing education training, the more they would become skillful, confident and above all interested in the polytechnic work itself. Their future prospects for promotion and advancement would also be enhanced too.

It was noticed that the low level of productivity of the junior staff could be attributed to the failure of management to recognize individual achievements and reward the deserving ones accordingly. It is suggested that management institutes an annual awards scheme where prizes would be awarded to hardworking and dedicated staff to encourage both recipients and the rest of staff to work harder to enhance productivity.

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