Motivation and Staff Productivity in the Federal Ministry of Education, Abuja

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Keywords:
Motivation,
Productivity, Federal
Ministry of
Education (FME)

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A b s t r a c t

Employees are organization's livelihood. How they feel about the work they are doing and the results received from that work directly impact an organization's performance and, ultimately, its stability. An unstable organization ultimately underperforms. The study had the following objectives: to establish the relationship between motivation and higher productivity among workers, to find out any relationship between motivational factors and work of staff and to determine how incentives influence workers approach to work and their performance. To achieve these goals, a questionnaire was designed based on the objectives. The completed questionnaires were processed and analyzed using the Simple Percentage and Chi-Square. The findings of this study revealed that alongside monetary incentives, another key factor in motivating employees is to involve them in the process aimed at attaining organizational effectiveness because without their co-operation and support a great deal of managerial energy may be wasted. The study concluded that efforts should be aimed at motivating staff of all levels in order to increase productivity for higher returns. The research made extensive use of both primary and secondary data. Primary data was obtained by administering a well-structured questionnaire to respondents in the selected departments. Interviews were also conducted from the FME to access the information on incentive package by the FME.FME monthly reports, the Internet, magazines, trade journals, were collected for the study. This study revealed that the worker's motivational processes in the federal ministry of education, Abuja (FME) have undergone tremendous change since the organization was established.

Background to the Study
In a highly competitive, global environment, organizations are constantly under pressure to retain their workforce (Deci, 2013). Highly skilled, reliable and experienced employees are a valuable asset for any organization. It is evident that highly motivated employees are more likely to have high productivity. However, according to Certo (2006), good performance is not as a result of motivation only, but also includes ability i.e. skills, equipment, supplies and time.

Some organizations have been known to experience a high staff turnover despite offering above average salaries. This tells us that money is not the only way to motivate employees. Additionally, different people are motivated by different factors. It is important for managers and supervisors to understand what motivates individual employees, and not assume a one-size-fits-all approach.

An organization is only as strong as its workforce. Human resources need to be treated with great care, since they are a special resource that needs to be given special managerial attention and time. Therefore, studies like this are an invaluable resource in helping organizations identify and maximize on ways to motivate employees whilst mitigating employee turnover and under-performance. With that in mind, I decided to carry out research in the Federal Ministry of Education, Abuja , into the effect of motivation on employee performance. It is the human resource amongst other factors of production in the organization which really makes a distinction (Kreitner and Kinicki, 2013). Production is considered as satisfactory when gross commission brought in by an agent is high. Workers leave organization due to the fact that they are not motivated enough. Some are not willing to leave because they are enjoying some benefit in terms of promotion, which leads in salaries and wages, bonus and some other incentives. However, several opinions have been advanced as to what constitute motivation, how employees should be motivated whether or not they should be motivated, how extreme motivation can be catastrophic and whether motivation can influence productivity. The study intends to explore the effect of motivation on staff productivity in the Federal Ministry of Education, Abuja

Objectives of the Study
The broad objective of the study is to investigate the impact of motivation and staff productivity in the Federal Ministry of Education, Abuja.

Specifically, the study seeks to
1. Determine how motivation influence the staff in the Federal Ministry of Education, Abuja approach to work.
2. Find out any relationship between motivational factors and the performance of staff in the Federal Ministry of Education, Abuja.

Literature Review and Theoretical Frame Work
Concept of Motivation
Several management scholars have given several definitions of motivation. According to Middle Most and Hit (1981), motivation is the willful desire to direct one's behaviour towards goals. The three key elements in this definition are willful desire, (person's choice) behaviour and goal - directed purpose of behaviour. Lakin Folajin (2001), spoke at motivation as term used generally when somebody is stimulated, the interest of a worker so as to be able to work and bring or breeds efficiency in his work. Robbins (2001) defines motivation as the forces that energizes, direct and sustains a person's effort. Joena Agbato (1988) says motivation is an important determination of human behaviour, it sit that which moves one towards a goal, thus, motivation begat performance. Luthans (1998) motivation is a process which starts with a physiological or psychological deficiency or need that activates behavior at a drive that is aimed of a goal or incentive. Motivation is an art targeted to getting people work willingly, and an art of inducing one to behave in a particular manner to achieve a task Mee-Edoiye and Andawei (2002) viewed motivation as a human engineering approached being triggered by the individual needs. Flippo (1982) defined motivation as a psychological process initiate by the emergence of needs involving a good directed action and behaviour aimed at satisfying a particular desire. It is inducement given to workers for higher output. Motivation behaviour has three basic characteristics:

1. It is sustained – it is maintained for a long time – until satisfied.
2. It is goal directed – it seeks to achieve an objective.
3. It results from – felt need – an urge directed towards a need.

Motivation is a critical ingredient in employee performance and productivity. Even when people have the right skills, clear work objectives, and a supportive work environment, they would not get the job done without ample motivation to meet those work objectives (Mullins, 2006). He elaborates that motivated employees are enthusiastic to exert a certain level of effort (intensity), for a certain amount of time (persistence), toward a distinct goal or direction (Mullins, 2006).

With the prevailing uncertainty in the economy, coupled with an emphasis on customer satisfaction and long-term business relations, there is revived interest in the motivation of sales representatives. Social science literature, especially in organizational behavior and sales management, has long recognized the crucial importance of rewards and incentives as a means of motivating employees (Mehta, Anderson and Dubinsky, 2000). Employee motivation affects productivity, and part of a sales manager's job is to channel subordinates' motivation towards the accomplishment of the organization's vision or goals (Bhuvanaiah and Raya, 2015). A poorly motivated sales force will be expensive to the organization in terms of decreased productivity and performance, excessive staff turnover, increased expenses, higher use of the sales manager's time and a negative effect on the morale of colleagues (Jobber and Lee, 1994). Companies need to ensure that their sales forces are highly productive and motivated. As a result, they try to improve the productivity of their sales force through better selection, training, motivation and

compensation. Of these, compensation and incentive or reward schemes play an important role in motivating sales people to perform better (Abratt and Klein 1999).

Motivation is central to any discussion of work behavior because it is believed that it has a direct link to good work performance; it is assumed that the motivated worker is the productive worker (Riggio, 2014). Not everyone is motivated by the same rewards, and sales managers must work towards tailoring the motivational environment to the individual, within the boundaries and policies of the company (Chonko, Tanner and Weeks 1992). Motivation and learning theories suggest that pay should be based on performance (Georges and Jones, 2013). However, having highly motivated workers does not automatically lead to high levels of productivity- the work dynamic is more complex than that (Riggio, 2014). Therefore, a manager must approach a productivity problem very carefully- a detailed assessment of all other variables that can affect productivity must first be undertaken (Aguinis, 2012). The adoption of a performance management system can be seen as an attempt to integrate HRM processes with strategy (Cole and Kelly, 2011). Appraisals are used to ensure an individual's performance is contributing to business goals and managers are encouraged to combine the perspectives of several models to create a complete motivational environment for their employees (Newstrom 2011; Riggio, 2014).

Types of Motivation
Extrinsic Motivation
It is related to tangible rewards such as salary and fringe benefits, security, promotion, contract of service, the work environment and conditions of service. These are what need to be done to or for people to motivate them. They are often determined at the organizational level and may be largely outside the control of the individual managers. Extrinsic motivators can have an immediate and powerful effect but will not necessary last long (Mullins, 2005; Armstrong, 2006)

Bernard & Stoner (2005), proposes the following are incentives for employees: Salary, Wages and Conditions of Service: To use salaries as a motivator effectively, personnel managers must consider four major components of a salary structures. These are the job rate, which relates to the importance the organization attaches to each job; payment, which encourages workers or groups by rewarding them according to their performance; personal or special allowances, associated with factors such as scarcity of particular skills or certain categories of information professionals or librarians, or with long service; and fringe benefits such as holidays with pay, pensions, and so on. It is also important to ensure that the prevailing pay in other library or information establishments is taken into consideration in determining the pay structure of their organization.

Akintoye (2000) asserts that money remains the most significant motivational strategy. As far back as 1911, Frederick Taylor and his scientific management associate described money as the most important factor in motivating the industrial workers to achieve greater productivity. Taylor advocated the establishment of incentive wage systems as a

means of stimulating workers to higher performance, commitment, and eventually satisfaction. Money possesses significant motivating power in as much as it symbolizes intangible goals like security, power, prestige, and a feeling of accomplishment and success.

Katz, in Sinclair, (2005) demonstrates the motivational power of money through the process of job choice. He explains that money has the power to attract, retain, and motivate individuals towards higher performance. For instance, if a information professional has another job offer which has identical job characteristics with his current job, but greater financial reward, that worker would in all probability be motivated to accept the new job offer. Banjoko (1996) states that many managers use money to rewardor punish workers. This is done through the process of rewarding employees for higher productivity by instilling fear of loss of job (e.g., premature retirement due to poor performance). The desire to be promoted and earn enhanced pay may also motivate employees. No matter how automated an organization may be, high productivity depends on the level of motivation and the effectiveness of the workforce. Staff training is an indispensable strategy for motivating workers. The library organization must have good training programme. This will give the librarian or information professional opportunities for self-improvement and development to meet the challenges and requirements of new equipment and new techniques of performing a task.

One way managers can stimulate motivation is to give relevant information on the consequences of their actions on others (Olajide, 2000). To this researcher it seems that there is no known organization in which people do not usually feel there should be improvement in the way departments communicate, cooperate, and collaborate with one another. Information availability brings to bear a powerful peer pressure, where two or more people running together will run faster than when running alone or running without awareness of the pace of the other runners. By sharing information, subordinates compete with one another.

Firms often use hedonic goods or services as non-cash rewards; items that are associated with pleasurable experience rather than more instrumental or functional items (Dhar &Wertenbroch, 2000). When considering whether to exert additional effort in pursuit of a bonus award such as this, the employee must predict what the item offered is worth to them. The hedonic nature of the incentives triggers an affective reaction to the incentive that becomes a more salient attribute than the cash value of the incentive. This fact leads people to use their feelings as information when determining the value of the incentive (Hsee, 1996a; Loewenstein, Weber, Hsee, & Welch 2001; Schwarz & Clore, 1988). Because these feelings are difficult to monetize, cognitive and motivational forces allow for the perceived value of the awards to be inflated.

For example, research on motivated reasoning has found that people tend to imagine best-case scenarios when imagining the consumption utility of a hedonic reward (Kunda, 1990). This means that thoughts about a trip to Hawaii will be about lying on a beach with

a Mai Tai rather than any possible negative aspects of the trip (e.g. stopping the mail, finding a pet-sitter, long flying time, or possible bad weather). Even though the thought of a cash bonus may be emotionally charged as well, the economic value of money is more easily calculated. This makes a cash award less prone to the biases which inflate the perceived utility of a hedonic nonmonetary award. When an item is evaluated on its affective value, its predicted utility is also more ambiguous than that of cash. Cognitive dissonance reductions suggests that if an employee is working hard to achieve the award, then he or she will attempt to convince themselves that the award is worth a great deal to them, bringing their beliefs in line with their actions (Bem, 1967; Festinger, 1958; Quattrone, 1985).

Intrinsic Motivation
This is related to psychological rewards such as the opportunity to use one's ability. A sense of challenge and achievement, receiving appreciation, positive recognition, and being treated in a caring and considerate manner. Psychological rewards are those that can usually be determined by the actions and behaviour of the individual managers (Mullins, 2005). Intrinsic motivators are concerned with the quality of work life, are likely to have a deeper and longer-term effect because they are inherent in individuals and not imposed from outside (Armstrong, 2006).

Non-material Incentives
Also at the local level, non-materialistic social and intrinsic motivation can play a major role that needs to be explored. It is understandable that many people may be reluctant to be posted far away from home. Those used to urban life will find it particularly difficult to move to a remote area. In Thailand the challenge has been turned around into an asset by recruiting trainees from the very areas they were supposed to serve in. This approach was found successful. (Hongoro 2002) It also has the additional advantage that workers will be inserted into societies with a moral obligation to do a good job. It is akin to localizing informal accountability relations. A cautionary note, however, is that local environments also can be fragmented and tying service providers to their kin can work at the expense of others.

Where it is possible to monitor actual performance, contract-type arrangements and the use of competition in the bidding process have proven useful. Intrinsic and moral motivation to serve the poor can cut across such divides, which is particularly important where monitoring is difficult. "A study of faith-based health care providers in Uganda estimates that they work for 28 percent less than government and private for profit staff, and yet provide a significantly higher

Motivational Processes
A process of motivation involves three elements: Motives, Behavior and Goals.

Motive

A motive is something that drives a person to perform an action. It is anything that arouses one to behave or act. Action originates from motives. Motives are connected to the cognitive process of a person, and influence his behaviour in one or more ways. Motives are either needs or wants that create a state of imbalance, whether physiologically or psychologically, within an individual.

Basically, there are three kinds of motives: biological, stimulus and social. Biological motives are mostly comprised of needs, such as hunger, thirst, pain, air (need for respiration), sex and maternal needs. On the other hand, stimulus motives include curiosity, exploration, sensory stimulation and the like. Social motives are power, affiliation, belongingness, achievement and other social needs and wants. Many psychologists also categorize motives into two major categories: primary and secondary motives. Primary motives are also known as biological drives, while secondary motives are also called psychosocial motives and are an umbrella group for stimulus and social drives.

Behavior

Behavior is the action that results from a person's motives. Behavior can also be viewed as a series of activities a person does in order to achieve a goal. Human behaviour can be classified as common or unusual. For instance, it is common for a person to eat when he feels hungry, and it would be unusual for him to go on fasting when he feels hunger.

Goals

In order to correct the state of imbalance caused by a motive, goals are needed to be attained. If motives are the drives and behavior is the means, then goals are the ends. The achievement of a goal through a behavior tends to satisfy the motive. Goals can be inward, such as self-improvement, and/or outward, as in higher position, greater power or a better salary. There are many factors that influence a person in coming up with his goals. Some of these include the cultural norms and values he gains while growing up. Other factors are the biological and inherited capabilities he has. His learning influences, personal experience as well as mobility in his social and physical environment affect what one's goals are.

Motivation and Staff Productivity

Productivity in general has been defined in the Cambridge International and Oxford Advance Learner's dictionaries as the rate at which goods are produced with reference to number of people and amount of materials necessary to produced it. On the other hand, productivity has been defined as the utilization of resources in producing a product or services (Gaissey, 1993).

It has further been defined as the ratio of the output (good and services) and input (Labour, capital or management). The definition of productivity is utilized by economists at the industrial level to determine the economy's health, trends and growth rate whiles at

the project level, it applies to areas of planning, cost estimating, accounting and cost control (Mojahed, 2005).80

Several factors affect labour productivity and prominent among them is the basic education for any effective labour force. In addition to the above is the diet of the labour force and social overhead such as transportation and sanitation (Heizer and Render, 1999). Furthermore, motivation, team building, training and job security have a significant bearing on the labour productivity. Coupled with the afore-stated factors, labour productivity cannot be achieved without maintaining and enhancing the skills of labour and human resource strategies. Better utilized labour with stronger commitment and working on safe jobs also contribute to affect labour productivity (Wiredu, 1989).

Cole and Kelly (2011) describe productivity as a continuous process for improving the performance of individuals by aligning actual productivity with that desired (and with the strategic goals of the organization) through a variety of means such as standard-setting, appraisal and evaluation both informally, day-to-day, and formally/systematically through appraisal interviews and goal-setting. Job performance is defined as the value of the set of employee behaviors that contribute, either positively or negatively to organizational goal accomplishment while task performance are employee behaviors that are directly involved in the transformation of organizational resources into the goods or services that the organization produces (Colquitt, Lepine and Wesson, 2014).

Theoretical Frame Work
The study adopted Maslow's theory of Hierarchy Needs:
Abraham Maslow developed a need based theory of motivation. People are extraordinary complex creatures with many motives for behaviors on and off the job. Maslow (1954) identified and analyzed five basic needs which he believed underlay all human behaviors, these needs relate to physiology (the needs for food water, air, shelter, clothing and sex) security (safety, the absence of illness), society or affiliation (friendship, interaction, love) esteem (respect and recognition), and self actualization (the ability to reach one's potentials). These are perceptions for higher performance and productivity of individuals

Before Maslow, most organizations assumed that money primarily motivated people. With Maslow's work, organizations can evaluate their own actions, their companies conduct and their individual philosophies about people. Maslow's needs theory presented a workable motivation framework for this study.

Figure 1: A Maslow Human Hierarchy Needs

Thesis of the Theory
Maslow's hierarchy of needs is a theory in psychology proposed by Abraham Maslow in his 1943 paper "A Theory of Human Motivation" in Psychological Review. Maslow subsequently extended the idea to include his observations of humans' innate curiosity. His theories parallel many other theories of human developmental psychology, some of which focus on describing the stages of growth in humans. Maslow used the terms "physiological", "safety", "belonging" and "love", "esteem", "self-actualization", and "self-transcendence" to describe the pattern that human motivations generally move through. The goal of Maslow's Theory is to attain the sixth level of stage: self transcendent needs.

Maslow studied what he called exemplary people such as Albert Einstein, Jane Addams, Eleanor Roosevelt, and Frederick Douglass rather than mentally ill or neurotic people, writing that "the study of crippled, stunted, immature, and unhealthy specimens can yield only a cripple psychology and a cripple philosophy." Maslow studied the healthiest 1% of the college student population. Maslow's theory was fully expressed in his 1954 book Motivation and Personality. The hierarchy remains a very popular framework in sociology research, management training and secondary and higher psychology instruction.

Hierarchy
Maslow's hierarchy of needs is often portrayed in the shape of a pyramid with the largest, most fundamental needs at the bottom and the need for self-actualization and self-transcendence at the top.

The most fundamental and basic four layers of the pyramid contain what Maslow called "deficiency needs" or "d-needs": esteem, friendship and love, security, and physical needs. If these "deficiency needs" are not met – with the exception of the most fundamental (physiological) need – there may not be a physical indication, but the individual will feel anxious and tense. Maslow's theory suggests that the most basic level of needs must be met before the individual will strongly desire (or focus motivation upon) the secondary or higher level needs. Maslow also coined the term "met motivation" to describe the motivation of people who go beyond the scope of the basic needs and strive for constant betterment.

The human brain is a complex system and has parallel processes running at the same time, thus many different motivations from various levels of Maslow's hierarchy can occur at the same time. Maslow spoke clearly about these levels and their satisfaction in terms such as "relative", "general", and "primarily". Instead of stating that the individual focuses on a certain need at any given time, Maslow stated that a certain need "dominates" the human organism. Thus Maslow acknowledged the likelihood that the different levels of motivation could occur at any time in the human mind, but he focused on identifying the basic types of motivation and the order in which they should be met.

Physiological needs
Physiological needs are the physical requirements for human survival. If these requirements are not met, the human body cannot function properly and will ultimately fail. Physiological needs are thought to be the most important; they should be met first. Air, water, and food are metabolic requirements for survival in all animals, including humans. Clothing and shelter provide necessary protection from the elements. While maintaining an adequate birth rate shapes the intensity of the human sexual instinct, sexual competition may also shape said instinct.

Safety Needs
Once a person's physiological needs are relatively satisfied, their safety needs take precedence and dominate behavior. In the absence of physical safety – due to war, natural disaster, family violence, childhood abuse, etc. People may (re-)experience post-traumatic stress disorder or trans generational trauma. In the absence of economic safety – due to economic crisis and lack of work opportunities – these safety needs manifest themselves in ways such as a preference for job security, grievance procedures for protecting the individual from unilateral authority, savings accounts, insurance policies, disability accommodations, etc. This level is more likely to be found in children as they generally have a greater need to feel safe.

Safety and Security needs include:
1. Personal security
2. Financial security
3. Health and well-being
4. Safety net against accidents/illness and their adverse impacts

Social Belonging
After physiological and safety needs are fulfilled, the third level of human needs is interpersonal and involves feelings of belongingness. This need is especially strong in childhood and it can override the need for safety as witnessed in children who cling to abusive parents. Deficiencies within this level of Maslow's hierarchy – due to hospitalist, neglect, shunning, ostracism, etc. – can adversely affect the individual's ability to form and maintain emotionally significant relationships in general, such as:
1. Friendships
2. Intimacy
3. Family

According to Maslow, humans need to feel a sense of belonging and acceptance among their social groups, regardless whether these groups are large or small. For example, some large social groups may include clubs, co-workers, religious groups, professional organizations, sports teams, and gangs. Some examples of small social connections include family members, intimate partners, mentors, colleagues, and confidants. Humans need to love and be loved – both sexually and non-sexually – by others. Many people become susceptible to loneliness, social anxiety, and clinical depression in the absence of this love or belonging element. This need for belonging may overcome the physiological and security needs, depending on the strength of the peer pressure.

Esteem
All humans have a need to feel respected; this includes the need to have self-esteem and self-respect. Esteem presents the typical human desire to be accepted and valued by others. People often engage in a profession or hobby to gain recognition. These activities give the person a sense of contribution or value. Low self-esteem or an inferiority complex may result from imbalances during this level in the hierarchy. People with low self-esteem often need respect from others; they may feel the need to seek fame or glory. However, fame or glory will not help the person to build their self-esteem until they accept who they are internally. Psychological imbalances such as depression can hinder the person from obtaining a higher level of self-esteem or self-respect.

Most people have a need for stable self-respect and self-esteem. Maslow noted two versions of esteem needs: a "lower" version and a "higher" version. The "lower" version of esteem is the need for respect from others. This may include a need for status, recognition, fame, prestige, and attention. The "higher" version manifests itself as the need for self-respect. For example, the person may have a need for strength, competence, mastery, self-confidence, independence, and freedom. This "higher" version takes precedence over the "lower" version because it relies on an inner competence established through experience. Deprivation of these needs may lead to an inferiority complex, weakness, and helplessness.

Maslow states that while he originally thought the needs of humans had strict guidelines, the "hierarchies are interrelated rather than sharply separated". This means that esteem and the subsequent levels are not strictly separated; instead, the levels are closely related.

Self-Actualization
"What a man can be, he must be." This quotation forms the basis of the perceived need for self-actualization. This level of need refers to what a person's full potential is and the realization of that potential. Maslow describes this level as the desire to accomplish everything that one can, to become the most that one can be. Individuals may perceive or focus on this need very specifically. For example, one individual may have the strong desire to become an ideal parent. In another, the desire may be expressed athletically. For others, it may be expressed in paintings, pictures, or inventions. As previously mentioned, Maslow believed that to understand this level of need, the person must not only achieve the previous needs, but master them.

Self-transcendence

In his later years, Maslow explored a further dimension of needs, while criticizing his own vision on self-actualization. The self only finds its actualization in giving itself to some higher goal outside oneself, in altruism and spirituality. Transcendence refers to the very highest and most inclusive or holistic levels of human consciousness, behaving and relating, as ends rather than means, to oneself, to significant others, to human beings in general, to other species, to nature, and to the cosmos" (*Farther Reaches of Human Nature*, New York 1971, p. 269).

The Relevance of the theory to the Study

Despite criticisms and doubts about its limitations, the theory has had a significant impact on management approaches to motivation and the design of organizations to meet individual needs. It is a convenient framework for viewing the different needs and expectations that people have, where they are in the hierarchy, and the different motivators that might be applied to people at different levels. The work of Maslow has drawn attention to a number of different motivators and stimulated study and research. The need hierarchy model provides a useful base for the evaluation of motivation at work.

Research Methodology
Research Design

The survey descriptive research design technique was adopted for the single research work. The rationale for this method is because it focuses on people and result. This method is adopted for the purpose of collecting and gathering of an in-depth information and data for the effectiveness of the study through the secondary source of data.

Sources of Data

The sources of data collection for this study are primary and Secondary Sources.

Methods of Data Analysis

In data analysis, both descriptive and analytical method was applied. The data collected will be tabulated and analyzed qualitatively and descriptive report using percentages. A critical evaluation of each of the research questions in relation to research findings shall be made.

Conclusion

This study revealed that the workers motivational processes in OGAF have undergone tremendous change since the organization was established. The seeming loss of one of the most cherished and envied hallmarks of the organization job security and the uncertainties about wages and salaries would appear to have greatly affected the workers morale everywhere in Abuja. Under such a condition, workers cannot give their best and expected return or output from the job. The management would now need to take an urgent step to look into the problem if the employee is to achieve her stated objectives. Immediate steps should be taken by management to make workers re-establish

confidence in the new administrative system so as to restore or raise the morale of the employee. The level of commitment required of the workers calls for more incentives and other motivational solution.

Recommendations

Based on the findings of this study, the following recommendations are offered for the future motivation of employees:

1. In disciplining officers, the sure processes should be followed and the officers should be given a hearing and opportunity to defend any accusations of wrong doing;
2. There should be more consultation between the board and the managers on one hand, and the managers and the workers on the other. The use of the internal memo as the channel of resolving crisis or communicating grievances with the staff by the line managers should be discontinued;
3. Staff development to enhance productivity and promote self fulfillment should be encouraged as a matter of deliberate policy;
4. There should be a review of the reporting system and reporting staff should be inducted in the act of reporting to make the grading in the reports more uniform;
5. There should be a searchlight on the leadership style in the organization and efforts should be made to promote only productive and effective workers. If this is to be achieved, appointment to leadership positions in the organization should weigh more towards capability of the staff that have attained the basic conditions, rather than on brotherly relationship or god father;
6. The management of Federal Ministry of Education should establish an adequate motivational unit in the office whose main function will be to monitor and promote morale boosting activities in the office. Such a Unit should carry out studies on the welfare of the workers compare to similar organization, and make available their findings a data for planning and implementation of reward system of Federal Ministry of Education
7. In deploying workers or assigning responsibilities to them, cognizance should be taken of their expertise, strengths or weaknesses so as to make the job meaningful for the staff and at the same time same enable them achieve greater productivity;
8. Efforts should also be geared at work enrichment for the staff in the various cadres, and more opportunity for decision-making should be given to supervisors.
9. There is need to fish out talents for reward to serve as incentive to them, and create an aspiration for others to aim at
10. The management should strive at introducing staff bus; cafeteria building so as to provide better and suitable relax environment, and create a work climate that can promote efficiency and productivity.

Finally, it is believed that if the management makes positive effort at implementing these suggestions, 'the company will regain its cherished traditions and boost productivity. The self-esteem will be heightened and the workers will work with a strong sense of

mission and dedication to duty so that they can effectively assist in the management of our scarce resources for the attainment of organizational policies, objectives and programmes.

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