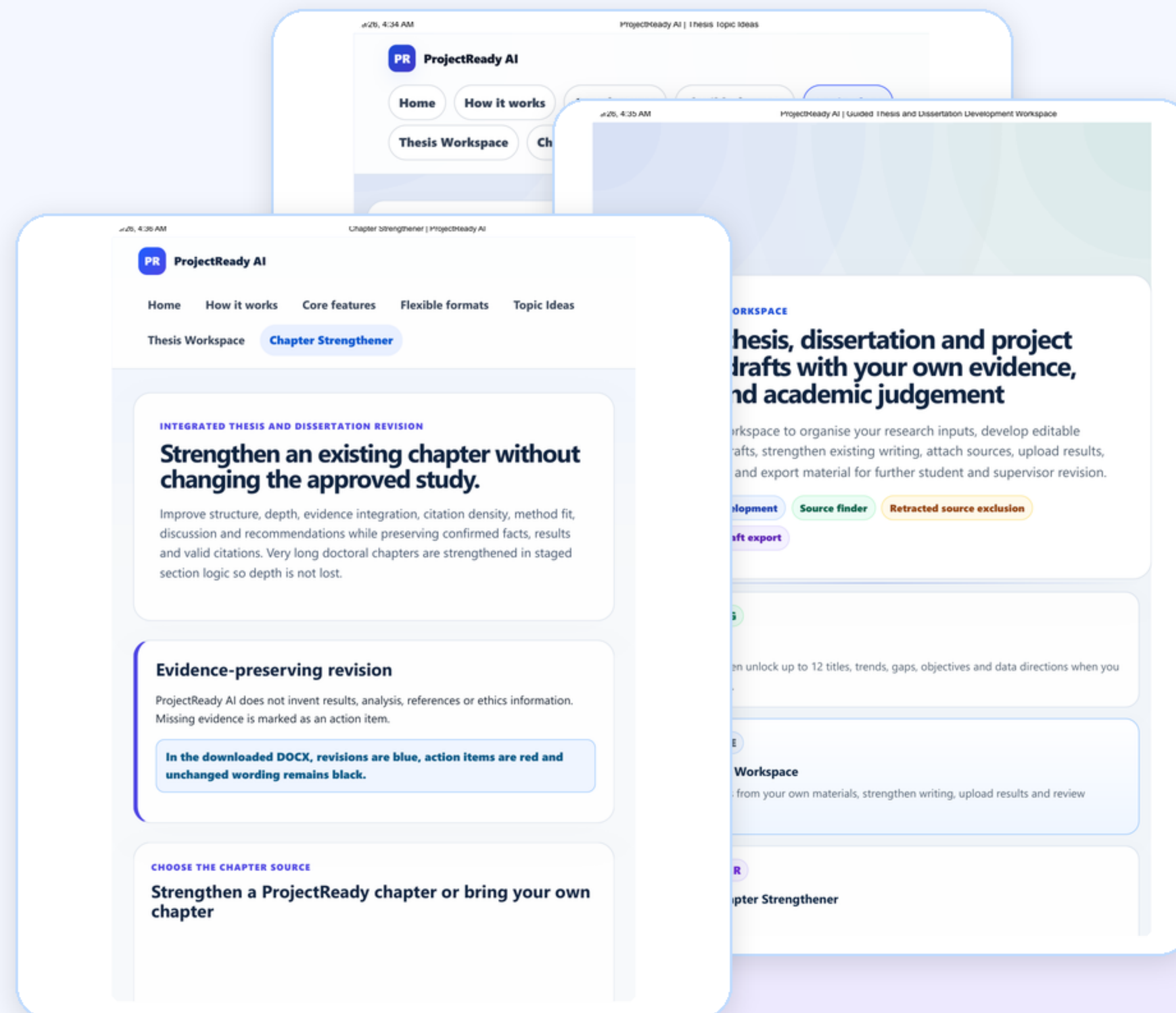


ANNOTATED USER GUIDE

Use all three modules with confidence

Topic Ideas • Thesis Workspace • Chapter Strengthenener

A visual, step-by-step guide showing what to enter, what is optional, how to generate outputs, and how to review and export them.



Choose the right module first

Each module supports a different stage of the research process.

1 TOPIC IDEAS

USE WHEN

You do not yet have an approved topic.

WHAT IT DOES

Generate and compare researchable titles, synopses, proposed objectives, methods, variables and data directions.

2 THESIS WORKSPACE

USE WHEN

You have an approved topic and want to develop a chapter.

WHAT IT DOES

Build an editable chapter working draft from your own evidence, sources, methods, results and school requirements.

3 CHAPTER STRENGTHENER

USE WHEN

You already have a chapter that needs revision.

WHAT IT DOES

Improve structure, depth, citation use, method fit, discussion and recommendations without changing confirmed evidence.

Prepare these items before you begin

Good inputs produce more accurate and useful outputs.

Minimum preparation

- A clear research area, topic or approved title.
- The academic level and programme format.
- The study context, population, sector, country or period.
- Objectives, research questions and methodology where already approved.
- Your own evidence, source notes, data, results and supervisor guidance.

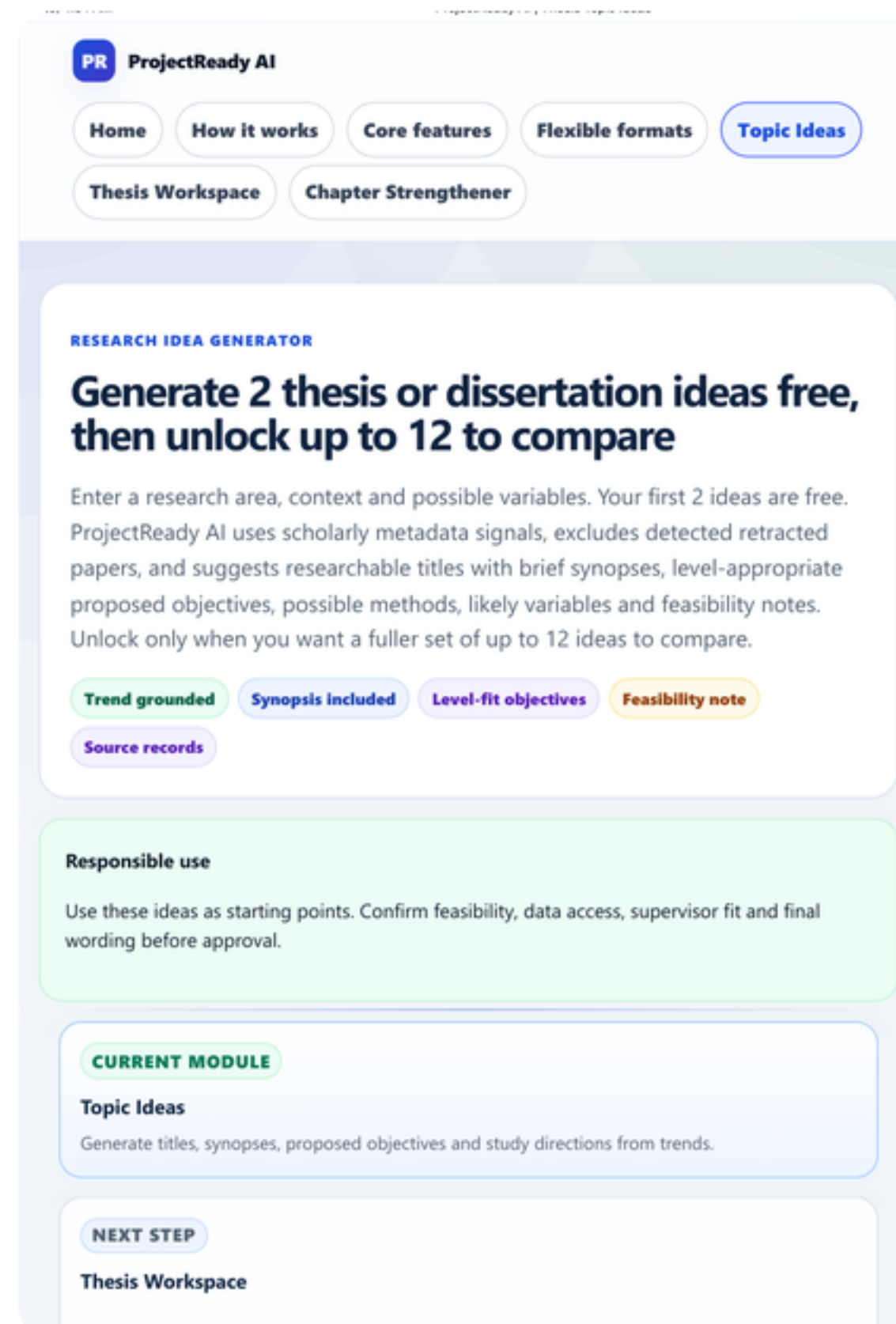
Responsible use

- Treat every output as an editable working draft.
- Check all references, facts, statistics and source relevance.
- Do not ask the system to invent results, ethics approval or missing data.
- Use the Strengthener to preserve approved evidence, not to change the study.
- Complete supervisor and institutional review before submission.

Never submit an unverified output as final academic work.

Module 1: Topic Ideas

Use this module before drafting when you need a researchable topic or more alternatives.



What the module produces

- Researchable titles suited to the selected academic level.
- A short synopsis for each title.
- A general objective and numbered specific objectives.
- Possible methodology and key variables or constructs.
- A topic-specific data or instrument direction.
- A feasibility note and trend-grounding source records.

Start with 2 free ideas. Unlock only when more alternatives are needed.

Enter the research interest and generation settings

Core fields define the topic. Optional fields narrow the direction.

name@example.com

Unlock up to 12 ideas **1** Check access

Payment confirmed. Choose 5, 8, 10 or 12 ideas for the unlocked generation before developer.

► Paid but the options are still locked?

Choose Ghana only when Ghana is your billing country. International payments are processed in US dollars.

1. Describe the research interest **2**

Research area or broad topic

Access to Workplace Resources, Employee Motivation and Task Performance a

Context, sector or population **3**

Non-Teaching Staff in Ghana Education Service

Country, region or institutional setting **4**

Greater Accra, Ghana

Keywords, variables or concepts **5**

empowerment, motivation, tru

Academic level **6**

Research Masters / MPhil

Preferred methodology **7**

Quantitative survey

Data access

Not sure **8**

Number of ideas after unlocking **8**

12

Choose 5, 8, 10 or 12 ideas for your one unlocked generation.

Trend focus, optional **9**

e.g. AI, sustainability, governance, inclusion, post-COVID recovery, digitalisation

☒ Include older foundational sources where relevant

Generate unlocked ideas **10** Clear and start new job

Topic ideas exported to an editable DOCX

2. Suggested titles, synopses and objectives **11**

The free preview shows 2 complete ideas. Unlocking provides a fuller set of up to 12 ideas to compare and select from. Each idea includes a synopsis, level-appropriate objectives, variables or constructs, and only strongly matched data or instrument candidates. Weak or general matches are omitted. Results can be exported to an editable DOCX file.

Copy results

Export DOCX

12 **13**

Access: Unlocked set: 12 ideas

Academic level: Research Masters (e.g. MPhil)

Trend summary: The supplied metadata contains one 2024 Ghanaian study examining in-

- 1** Payment email, only for the unlocked set.
- 2** Research area or broad topic.
- 3** Context, sector or population.
- 4** Country, region or institutional setting.
- 5** Keywords, variables or concepts.
- 6** Academic level.
- 7** Preferred methodology.
- 8** Data access.
- 9** Number of ideas after unlocking.
- 10** Optional trend focus.
- 11** Generate the ideas.
- 12** Clear old entries before a new job.

Compare the ideas before choosing one

Do not select a title by wording alone. Review the complete research logic.

service training and job performance among teaching staff in Colleges of Education in the Northern Region (S1). It indicates continuing empirical attention to staff-development-related influences on performance in Ghana's education sector, but it provides no direct evidence on Ghana Education Service non-teaching staff, Greater Accra, workplace resource access, motivation, or trust. The proposed topics therefore treat these as focused empirical questions rather than confirmed literature gaps.

Search query: Access to Workplace Resources, Employee Motivation and Task Performance among Ghana Education Service Non-Teaching Staff in Ghana Education Service Greater Accra, Ghana empowerment, motivation, trust

Recent-reference window: 2021-2026

Trend databases: OpenAlex, Crossref, Semantic Scholar, ERIC

Literature records used for trend grounding: 1 of 1 relevant records retrieved

Resource-search databases: OpenAlex, Crossref, Semantic Scholar, ERIC

Detected retracted/withdrawn records excluded: 0

1. Workplace Resource Access and Performance among Ghana Education Service Non-Teaching Staff in Greater Accra: The Role of Employee Motivation

This study would examine whether non-teaching staff who report better access to work-related resources also report higher task performance, while assessing the statistical role of employee motivation in that relationship.

Proposed research objectives

GENERAL OBJECTIVE

To examine the relationship between workplace resource access, employee motivation and task performance among Ghana Education Service non-teaching staff in Greater Accra.

SPECIFIC OBJECTIVES

- To describe non-teaching staff members' access to key workplace resources in selected Ghana Education Service work settings in Greater Accra.
- To assess the levels of employee motivation and self-reported task performance among the respondents.
- To test the association between workplace resource access and employee motivation.
- To test the association between workplace resource access and self-reported task performance.
- To assess whether employee motivation statistically accounts for part of the association between workplace resource access and task performance.

The objectives support an MPhil-level, theory-informed quantitative examination of construct relationships and an indirect-association test within a cross-sectional design, without making causal claims.

S1

Current trend or gap

S1 addresses a performance-related workplace input—in-service training—among Ghanaian education personnel, but its metadata does not cover non-teaching staff, workplace resources, motivation, trust, or Greater Accra. This study extends performance inquiry to an under-specified employee group and resource domain.

Possible methodology

Cross-sectional quantitative survey of Ghana Education Service non-teaching staff in selected Greater Accra offices and schools using structured questionnaire items and regression-based association analysis. The association may be examined as an indirect association only if the sample size and measurement quality are adequate.

Variables or constructs

Access to workplace resources, Employee motivation, Self-reported task performance, Employee trust in management, Job category

Topic-specific data direction

Primary questionnaire responses from Non-Teaching Staff in Ghana Education Service in Greater Accra, Ghana measuring Access to workplace resources, Employee motivation, Self-reported task performance

Potential contribution

Provides context-specific evidence on how workplace resource access is associated with motivation and task performance among Ghana Education Service non-teaching staff.

The supplied evidence does not directly establish motivation or resource access as current Ghana Education Service non-teaching-staff research trends. The study should position this as a careful, bounded empirical extension of the performance focus reflected in S1.

- Trend summary and source records.
- Research title and synopsis.
- General and specific objectives.
- Current trend or bounded research gap.
- Possible methodology.
- Variables or constructs.
- Topic-specific data direction.
- Potential contribution.

Choose the idea with the strongest fit among topic, data access, method and academic level.

Topic Ideas: what to complete

Use the labels below as a practical filling guide.

REQUIRED TO RUN

- Research area or broad topic
- Context, sector or population
- Country or institutional setting
- Academic level

STRONGLY RECOMMENDED

- Keywords or constructs
- Preferred methodology
- Data access status
- Confirm feasibility with supervisor

OPTIONAL OR CONDITIONAL

- Trend focus
- Older foundational sources
- Paid idea count
- Payment email for unlocked set

Avoid: vague topics, too many variables, methods that do not match the objectives, and data directions you cannot access.

Module 2: Thesis Workspace

Develop an editable chapter working draft from your own research inputs.

The screenshot displays the ProjectReady AI Thesis Workspace interface. At the top, a header bar contains the text "ProjectReady AI | Under Thesis and Dissertation Development Workspace" and a sub-header "Deepen an uploaded chapter, address supervisor comments and export tracked revision colours." Below this, a "QUALITY GUARD" section is visible, followed by a "Sources & Evidence" section with the instruction "Attach literature, avoid retracted papers and strengthen citations." A vertical sidebar on the left lists six stages of the workflow: 1 Profile, 2 Sources, 3 Chapter, 4 Guided details, 5 Develop draft, and 6 Review & export. The main content area shows the first stage, "1. Set up your research project," which includes a blue box with instructions: "Complete the essential fields first. Open the optional groups only when you have more evidence, style guidance, recovery details or school-specific instructions." Below this is a button labeled "Show more optional fields." Further down, a section titled "Core profile and routing" is visible, containing a "Project title" input field and a "PRIORITY" button.

Six-stage workflow

- 1 Profile**
Set the title, level, format, data orientation and study context.
- 2 Sources**
Search and attach relevant scholarly metadata records.
- 3 Chapter**
Choose the chapter and only the sections required by the school.
- 4 Guided details**
Answer section-specific prompts using your own evidence and decisions.
- 5 Develop draft**
Generate the editable working draft.
- 6 Review & export**
Read, verify, export DOCX and run the compliance review.

Step 1: Set up the research project

The priority fields control depth, structure and methodological routing.

Access to Workplace Resources, Employee Motivation and Task Per

1 Level of thesis/dissertation/project PRIORITY

Research Masters (e.g. MPhil)

This controls working-draft depth, target page range, citation density and model quality. Research Masters and doctoral levels receive deeper section development.

2 Chapter depth and page target Show more

3 Thesis/dissertation/project format PRIORITY

Standard five-chapter thesis/dissertation

4 Data source and analytical orientation PRIORITY

Primary survey data

5 Format, evidence and study context

6 School-specific format notes Show more

Research area

Human resource management

Study context

non-teaching staff at Ghana education service in Greater Accra

- 1 Project title.
- 2 Academic level. This controls expected depth and citation density.
- 3 Thesis, dissertation or project format.
- 4 Data source and analytical orientation.
- 5 Research area.
- 6 Study context.

Use the custom page target and school-specific format notes only when your institution or supervisor has given clear requirements.

Add your own research direction, then attach sources

These fields make the draft specific to the study rather than generic.

A. RESEARCHER DIRECTION

Researcher contribution and writing direction

Show less

Researcher contribution and writing direction

These fields make the working draft reflect the researcher's own context, evidence, argument and supervisor direction. The platform encourages the student to provide as much information as possible, but it can also prepare a provisional draft for consideration, with missing evidence and decisions clearly marked for confirmation.

Working-draft stage

Draft for supervisor review



Central argument or position for the chapter

What should this chapter argue, justify or demonstrate?



Local context, institutional detail or student-specific judgement to include

Add the specific setting, institutional experience, supervisor preference, local examples, or decisions that must shape the writing.



Evidence anchors for the chapter

Paste key evidence, source notes, result references, report titles, statistics, table names, or facts that paragraphs should be built around.



B. WRITING AND SEARCH

analytical not promotional; avoid 'plays a crucial role' and repeated 'this research'

Optional sample of the student's own academic writing style

Paste a short paragraph written by the student. The app will use it only as tone guidance and will not copy it verbatim.



Scholarly humanizer depth

Balanced, natural scholarly refinement



☒ Run the selective academic quality model pass when the draft still needs it

The protected humanizer has three level: Light, Balanced (Recommended option), and Deep.

Find and attach literature sources

Show less

Find literature sources for this study

Search open scholarly metadata sources and attach only highly or partly relevant papers before drafting. The requested number is a maximum, not a quota, so the app may return fewer records rather than include unrelated papers. Verify all sources before final submission.

Optional source search terms

PRIORITY

C. REVIEW ATTACHED SOURCES

☒ Include older foundational sources where relevant

Find and attach sources

Attached 8 relevant source(s) from a maximum of 60. Rejected 62 unrelated record(s).

Search query: Access to Workplace Resources, Employee Motivation and Task Performance among Ghana Education Service Non-Teaching Staff Human resource management

Recent-reference window: 2021-2026

Databases searched: OpenAlex, Crossref, Semantic Scholar, ERIC

Relevance gate: highly relevant, 8 partly relevant, 62 unrelated rejected.

Result rule: 8 attached from a requested maximum of 60. The app no longer pads the list with unrelated papers.

PARTLY RELEVANT

1. MOTIVATION AND ITS INFLUENCE ON TASK PERFORMANCE IN A WORKPLACE: A STUDY OF ACCESS BANK GHANA / LA MOTIVATION ET SON INFLUENCE SUR L'EXÉCUTION DES TÂCHES SUR UN LIEU DE TRAVAIL : UNE ÉTUDE D'ACCESS BANK GHANA

Doreen Tsotsoo Ashai, Seth Evans Kwakye, Faustina Nana Yaa Boatemah, Evelyn Dede Oboshie Annan (2023)

European Journal of Human Resource Management Studies DOI: 10.46827/ejhrms.v7i1.1577

Motivation plays a crucial role in the growth and development of organizations. Employees perform better when they are motivated to carry out the assigned responsibilities. Against this backdrop, this study sought to examine the relationship between motivation and task performance. The first objective was to examine if there were any gender variations in task performance among Bank employees. The second goal of the study was to investigate how motivation affects task performance. The third goal of the study was to investigate how both internal and

Provide: central argument • local context • evidence anchors • supervisor comments • preferred style • focused source-search terms

Review: why each source matched, the suggested use, year, journal and DOI. Reject weak or unrelated records.

The selected headings determine what the draft will contain.

Tick a section when it is required by your school, supervisor or research design. Leave unnecessary sections unticked. Use the custom school-specific section only when the required heading is not already listed.

Step 4: Answer the prompts for each selected section

Enter study-specific facts and decisions. Do not repeat general textbook definitions.

The image displays three overlapping screenshots of a digital workspace for developing a thesis. Each screenshot shows a different section of the thesis, with a text input field for user input and a 'Show more guidance fields' button. The sections are:

- Background to the Study:** Includes a prompt 'What broad global, regional, national or sector issue does the study relate to?'.
- Statement of the Problem:** Includes a prompt 'What exactly is the practical, empirical, theoretical, policy or methodological problem?'.
- Purpose of the Study:** Includes a prompt 'What was the overall purpose of the study?'.
- Research Questions:** Includes a prompt 'What research question corresponds to each objective?'.
- Significance of the Study:** Includes a prompt 'Who will benefit from the study?'.
- Delimitation of the Study:** (Partially visible at the bottom of the middle screenshot).
- Limitations of the Study:** Includes a prompt 'What genuine constraints affected the study?'.
- Organisation of the Study:** Includes a prompt 'How many chapters does the project have?'.

At the bottom of the image, a purple banner contains the following text:

Use the prompts to supply the broad-to-local context, exact problem, purpose, objective-question alignment, significance, scope, limitations and chapter organisation. Open “Show more guidance fields” only when additional detail is available.

Steps 5 and 6: Develop, review and export

Generation is the beginning of review, not the end.

1. UNLOCK / GENERATE

/ US\$9.99 international per chapter

Unlock guided chapter development for one working draft, one strengthening revision, one compliance review and one editable DOCX export.

Unlock guided chapter development

Free Starter covers one limited Chapter One working draft with up to five selected sections. Paid access includes one guided working-draft development, one strengthening revision, one compliance review and one editable DOCX export.

Develop working draft

Run academic compliance review

Export working draft DOCX

Export compliance report DOCX

A provisional working draft was developed for consideration because some inputs are limited: evidence, argument, context or supervisor direction is limited. Review all bracketed placeholders before academic use. Review the working draft and complete every placeholder before export.

Working-draft status: This output must be independently reviewed, source-checked, revised and approved where required before academic submission.

2. READ THE WORKING DRAFT

Third, an analytical gap was apparent. Many available studies assessed one or two work-related variables, such as motivation and task performance, or compensation and job performance (Ashai et al., 2023; Udodiugwu et al., 2024). Such designs provide useful insights but do not fully address whether resource access and motivation are independently associated with task performance when considered together. Examining these relationships in an adjusted multivariable model was important because observed differences in task performance might also be related to relevant employee or job characteristics included in the final analysis. The adjusted analysis did not establish causality; rather, it provided a more disciplined assessment of association than a simple comparison or unadjusted correlation alone.

The practical implication of this evidence gap is that workplace decisions may be made without sufficiently specific information about what staff perceive as enabling or constraining their routine work. If perceived access to materials, information or practical support is associated with motivation or task performance, that pattern could help managers identify areas for further organisational attention. If no such association is observed, that

Formatted working-draft preview

CHAPTER 1

INTRODUCTION

1.1 Introduction to the Chapter

This chapter introduces the study of workplace resource access, employee motivation and task performance among non-teaching staff of the Ghana Education Service (GES) in Greater Accra. It proceeds from the premise that administrative and operational work in public education settings depends not only on employees' individual effort, but also on whether they can obtain

3. REVIEW COMPLIANCE

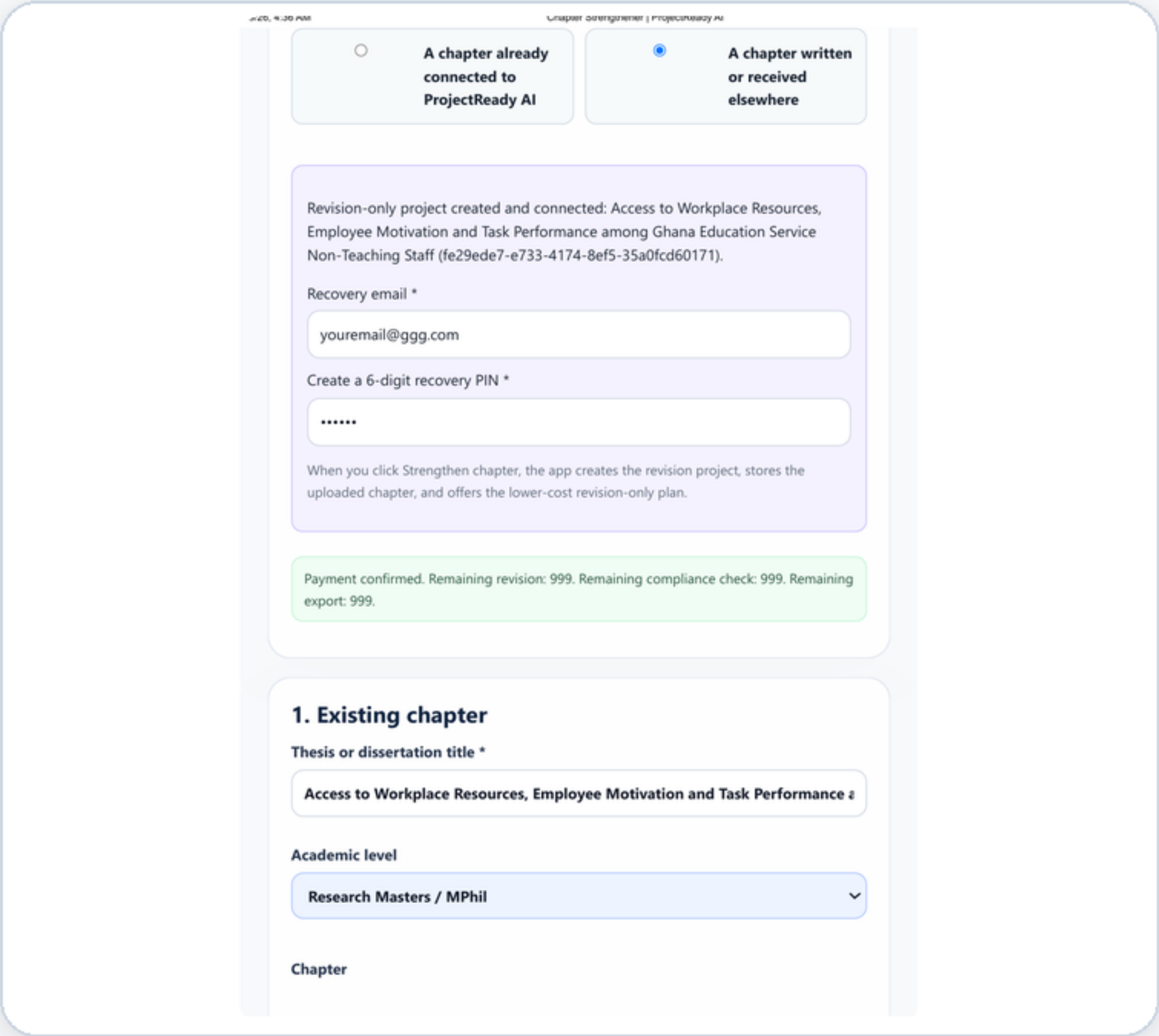
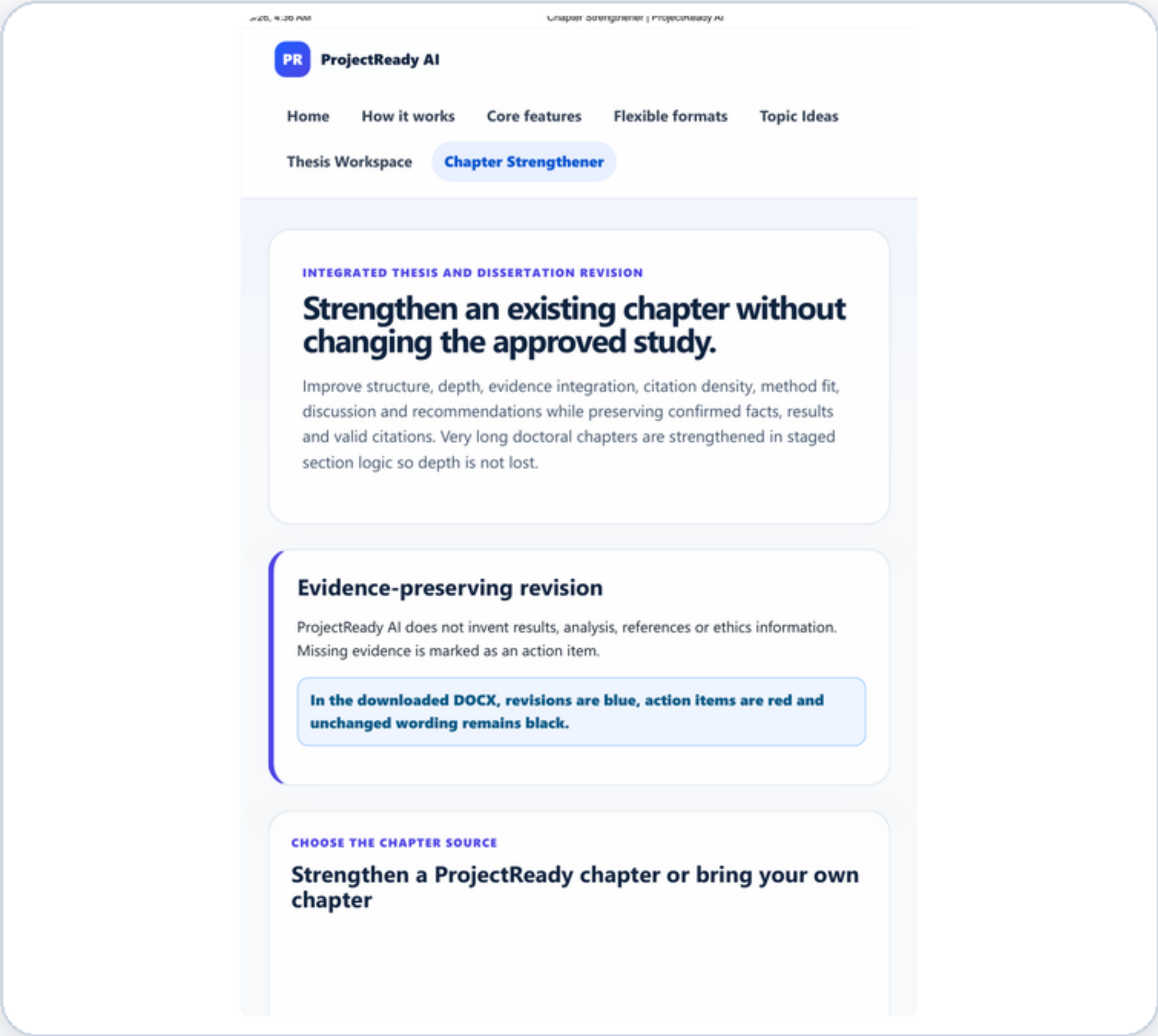
5. Compliance report

Section	Requirement	Status

Export the working draft to DOCX, verify the citations and claims, revise the wording, and use the compliance checklist to identify missing or incomplete requirements.

Module 3: Chapter Strengthen

Revise an existing chapter while preserving the approved study and confirmed evidence.



Use it for

- A ProjectReady chapter
- A chapter written elsewhere
- Supervisor-directed revision
- Section-only strengthening
- A complete chapter

It must not invent results, sources, ethics information or missing evidence.

Define the revision scope and upload the chapter

Choose the scope carefully before strengthening.

1. Introduction

Chapter title

1. Introduction

Uploaded content contains

Only the selected chapter

Strengthening output scope

Complete selected chapter

A complete thesis upload is used for alignment, but the system isolates and strengthens only the selected chapter. In selected-sections mode, unselected sections are neither rewritten nor returned.

Planning target for the complete selected chapter: 15-20 pages, approximately 4,950-7,600 words, and 15-20 citation occurrences per 1,000 words.

☐ Set my own target page range for this strengthening scope

The page target applies to the complete selected chapter or to the selected-section output, according to the scope chosen above.

Optional section-level strengthening

Choose sections already present to strengthen, or mark standard sections to add if

Statement of the Problem

State a clear, specific, researchable problem rather than a broad description.

☐ Strengthen ☐ Add

Purpose of the Study

State the overall intent of the study in one concise sentence closely aligned with the general objective, unless the school explicitly requires one short paragraph.

☒ Strengthen ☐ Add

Research Objectives

Use measurable action verbs such as examine, analyse, assess, determine, evaluate, explore, or investigate.

☐ Strengthen ☐ Add

Research Questions

Create one research question for each specific objective unless the institution requires otherwise.

☐ Strengthen ☐ Add

Research Hypotheses

Use hypotheses only where the research design supports hypothesis testing.

☐ Strengthen ☐ Add

Significance of the Study

Address theory, practice, and policy where applicable.

☐ Strengthen ☐ Add

Scope of the Study

Define the boundaries of the study clearly.

☐ Strengthen ☐ Add

Limitations of the Study

Acknowledge genuine constraints without weakening the study unnecessarily.

☐ Strengthen ☐ Add

Definition of Terms

Define only terms that are central to the study.

☐ Strengthen ☒ Add

Organisation of the Study

Make the stated chapter structure match the actual project structure.

☒ Strengthen ☐ Add

Add a custom new section

New section title

e.g. Methodological Review

Purpose or instructions

What should this new section cover?

Add new section

Upload chapter or complete thesis

Choose File Chapter 1.docx

Extract chapter text

Existing chapter text *

Access to Workplace Resources, Employee Motivation and Task Performance among Ghana Education Service Non-Teaching Staff

CHAPTER 1

INTRODUCTION

1.1 Introduction to the Chapter

This chapter introduced the study of perceived access to workplace resources, employee motivation and self-reported task performance among non-teaching staff of the Ghana Education Service in Greater Accra. It positioned workplace resource access as an organisational condition that may shape how employees experience their work and carry out assigned responsibilities, while treating motivation as a distinct employee-level condition and task performance as the reported execution of role-related duties. The study used a quantitative survey approach to describe staff perceptions and to examine associations among these constructs.

The chapter first established the broader relevance of practical workplace resources to public-sector and education-support work. It then clarified the conceptual distinction between resource access, motivation and task performance, before summarising the discussion.

Previous chapters or complete work for alignment

For Chapter Two and later, add earlier chapters or the full existing work so the strengthening checks the problem, objectives, questions, hypotheses, theory, variables, methods and terminology against the rest of the thesis.

Upload previous chapter or complete work

Choose File No file chosen

Extract alignment text

Previous chapters / complete work alignment text

Set the chapter and uploaded-content type, choose complete-chapter or selected-sections output, select sections to strengthen or add, upload the chapter, extract its text, and attach earlier chapters or the full thesis for alignment when revising Chapter Two or later.

The Strengthener checks consistency against the rest of the study.

Enter the discipline, study stage, context, objectives, questions, hypotheses, theory, variables, methods, confirmed results and contribution. Then choose the strengthening focus, add supervisor comments, search literature where needed, and confirm authorship and responsibility.

Generate the revision and interpret the colours

The output separates revisions from unresolved action items.

Strengthen my working chapter

Clear and start new job

Working revision DOCX exported. Revisions are blue, action items are red and unchanged wording remains black. Verify and revise it before any submission.

Strengthened chapter or selected sections

The output follows the scope selected on the form. Review every factual, methodological and citation change. This remains an editable working revision and is not submission-ready.

Copy

Export working revision DOCX

Revision completed. Complete selected chapter. 25 scholarly record(s) passed to the revision workflow. Estimated length: 17.1 pages and 5,989 words. Citation density: 7 per 1,000 words. Target: 15-20 pages and 15-20 per 1,000 words. In the downloaded DOCX, wording added or changed by ProjectReady AI is shown in blue. Student or supervisor action items are shown in red. Exact unchanged wording remains black.

Access to Workplace Resources, Employee Motivation and Task Performance among Ghana Education Service Non-Teaching Staff

CHAPTER ONE

INTRODUCTION

1.1 Introduction to the Chapter

This chapter introduces the study of perceived access to workplace resources, employee motivation and self-reported task performance among non-teaching staff of the Ghana Education Service in Greater Accra. It positions workplace resource access as an organisational condition that may shape how employees experience their work and carry out assigned responsibilities. Employee motivation is treated as a distinct employee-level condition, while task performance concerns employees' reported execution of role-related duties. The study used a quantitative survey approach to describe staff perceptions and examine associations among these constructs.

The chapter begins by establishing the broader relevance of practical workplace resources to public-sector and education-support work. It then distinguishes workplace resource access, employee motivation and task performance before narrowing the discussion to non-teaching Ghana Education Service work in Greater Accra. The statement of the problem subsequently identifies the practical concern, empirical gap and analytical need that justified the investigation.

1.2 Background to the Study

Organisations depend on employees' capacity to translate assigned responsibilities into completed work. That capacity is shaped not only by individual willingness, knowledge and effort, but also by the

Chapter strengthening report

Chapter Strengthening Report

Chapter-Type Match

The uploaded text matches a Chapter One: Introduction for a Research Masters/MPhil thesis. It contains the expected introductory components: background, problem statement, purpose, objectives, research questions, significance, delimitation, limitations and organisation of the study.

A new **Definition of Terms** section was inserted because it was identified as a required standard section in the project profile and was absent from the submitted chapter.

Completed Revisions

| Section | Revisions completed |

| --- | --- |

| 1.1 Introduction to the Chapter | Improved the overview of the chapter, clarified the three focal constructs and strengthened the

ProjectReady AI, self-service academic research support with user authorship, verification and supervisor review.

BLUE

Revised or newly strengthened wording

RED

Action required because evidence or a decision is missing

BLACK

Existing wording left unchanged

Before you rely on any output

Use this final check for all three modules.

1 ALIGNMENT

The title, problem, purpose, objectives, questions, hypotheses, variables and methods agree.

2 EVIDENCE

Every factual claim, statistic, result and reference can be independently verified.

3 FEASIBILITY

The proposed data, instruments, sample and analysis are realistic and accessible.

4 INSTITUTIONAL FIT

The chapter headings, page range, style and assessment requirements match the school format.

5 HUMAN REVIEW

The student and supervisor have reviewed, corrected and approved the working draft.

6 CLEAN START

Use “Clear and start new job” before moving to a different study or chapter.

Recommended sequence: Topic Ideas → supervisor approval → Thesis Workspace → supervisor review → Chapter Strengtheners → final compliance check.