

UNIVERSITY OF CAPE COAST



MOTIVATIONAL DETERMINANTS OF WORK PERFORMANCE  
AMONG TEACHING STAFFS IN TAKORADI TECHNICAL  
UNIVERSITY

GLORIA BASSAW

2022

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AMONG TEACHING STAFFS IN TAKORADI TECHNICAL  
UNIVERSITY

BY  
GLORIA BASSAW

Thesis submitted to the Institute for Educational Planning and Administration,  
University of Cape Coast, in partial fulfilment of the requirements for the  
award of Master of Philosophy degree in Administration in Higher Education

SEPTEMBER 2022

## DECLARATION

### Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: ..... Date: .....

Name: .....

### Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature..... Date.....

Name: .....

Co-Supervisor's Signature:..... Date.....

Name: .....

## ABSTRACT

The study aimed to assess motivational determinants of work performance among teaching staff at Takoradi Technical University. A descriptive survey approach was used in determining a teaching staff's preferences, attitudes, concerns, interests, practices, and perceptions. Descriptive and inferential statistics were used to test research questions. Two hundred and fifty-four academic staff were sampled for the study. The two highest intrinsic determinants of work performance were goal-setting and decision-making participation. In order of importance, a favorable policy of the institution, conducive environment, interpersonal relationships at work, financial incentives, and appreciation from the university stood out as the extrinsic determinants of work performance. A conducive environment (beta =.288) highly predicted work performance, followed by accountability/ responsibility (beta=.242), work itself (-.190), and financial incentives (beta=.127). Age does not significantly moderate motivation and work performance. Educational level was significantly moderate between motivation and work performance. Gender was moderate between motivation and work performance. Duration of employment does not play any interaction between motivation and work performance. Given this, it is recommended that academic staff at Takoradi Technical University set achievable goals. The reason is that the more set goals are achieved work performance will increase. This would help improve upon the poor performance among some university students. So, it is recommended that the government employ qualified youth.

**KEY WORDS**

Motivational Determinants

Intrinsic Motivational Determinants

Extrinsic Motivational Determinants

Work Performance

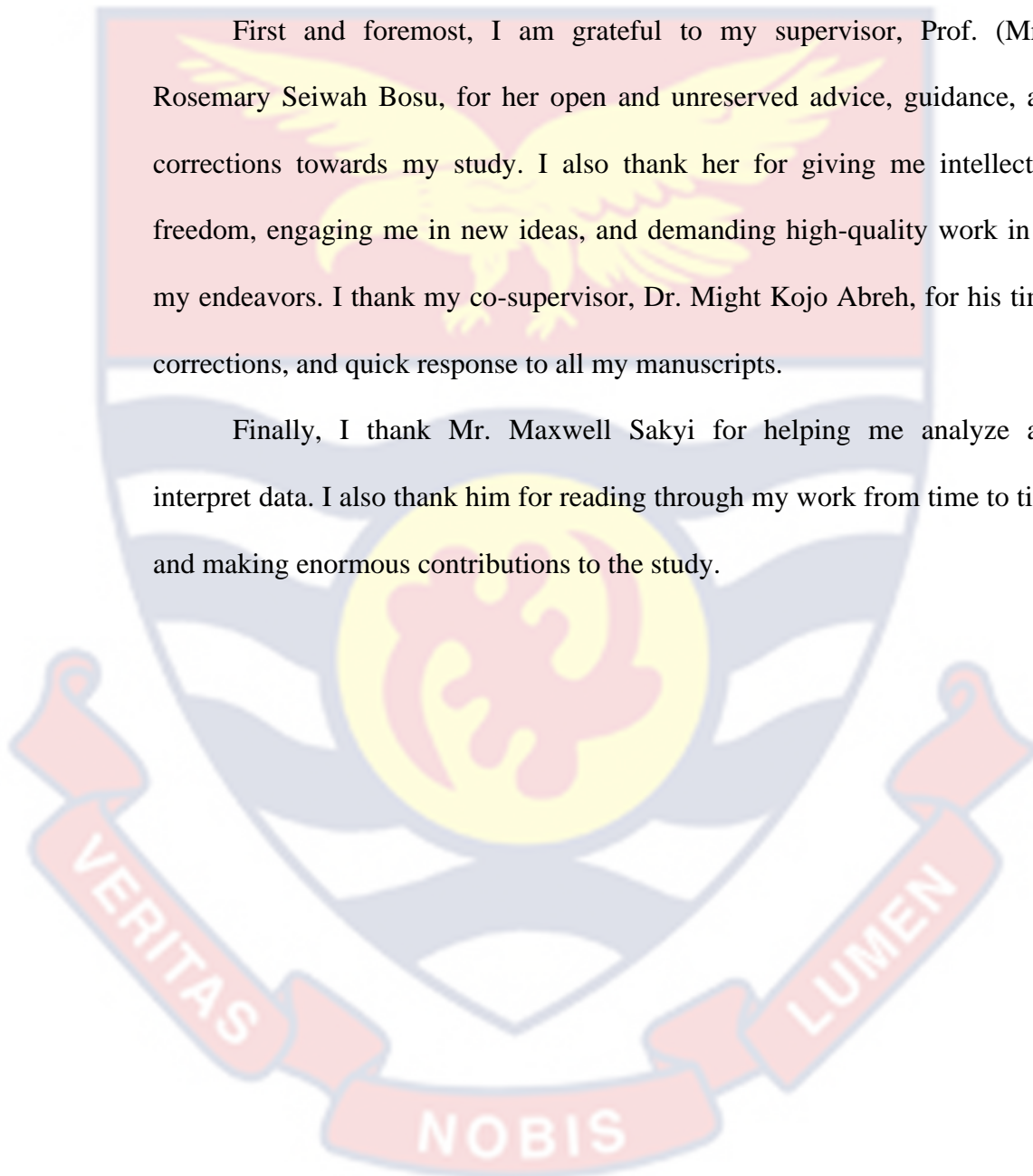


## ACKNOWLEDGEMENTS

I want to express my profound gratitude to those who have contributed enormously to making this dream of completing my graduate studies successful.

First and foremost, I am grateful to my supervisor, Prof. (Mrs.) Rosemary Seiwah Bosu, for her open and unreserved advice, guidance, and corrections towards my study. I also thank her for giving me intellectual freedom, engaging me in new ideas, and demanding high-quality work in all my endeavors. I thank my co-supervisor, Dr. Might Kojo Abreh, for his time, corrections, and quick response to all my manuscripts.

Finally, I thank Mr. Maxwell Sakyi for helping me analyze and interpret data. I also thank him for reading through my work from time to time and making enormous contributions to the study.



**DEDICATION**

To my family: Ishmael, Beatrice and Briella



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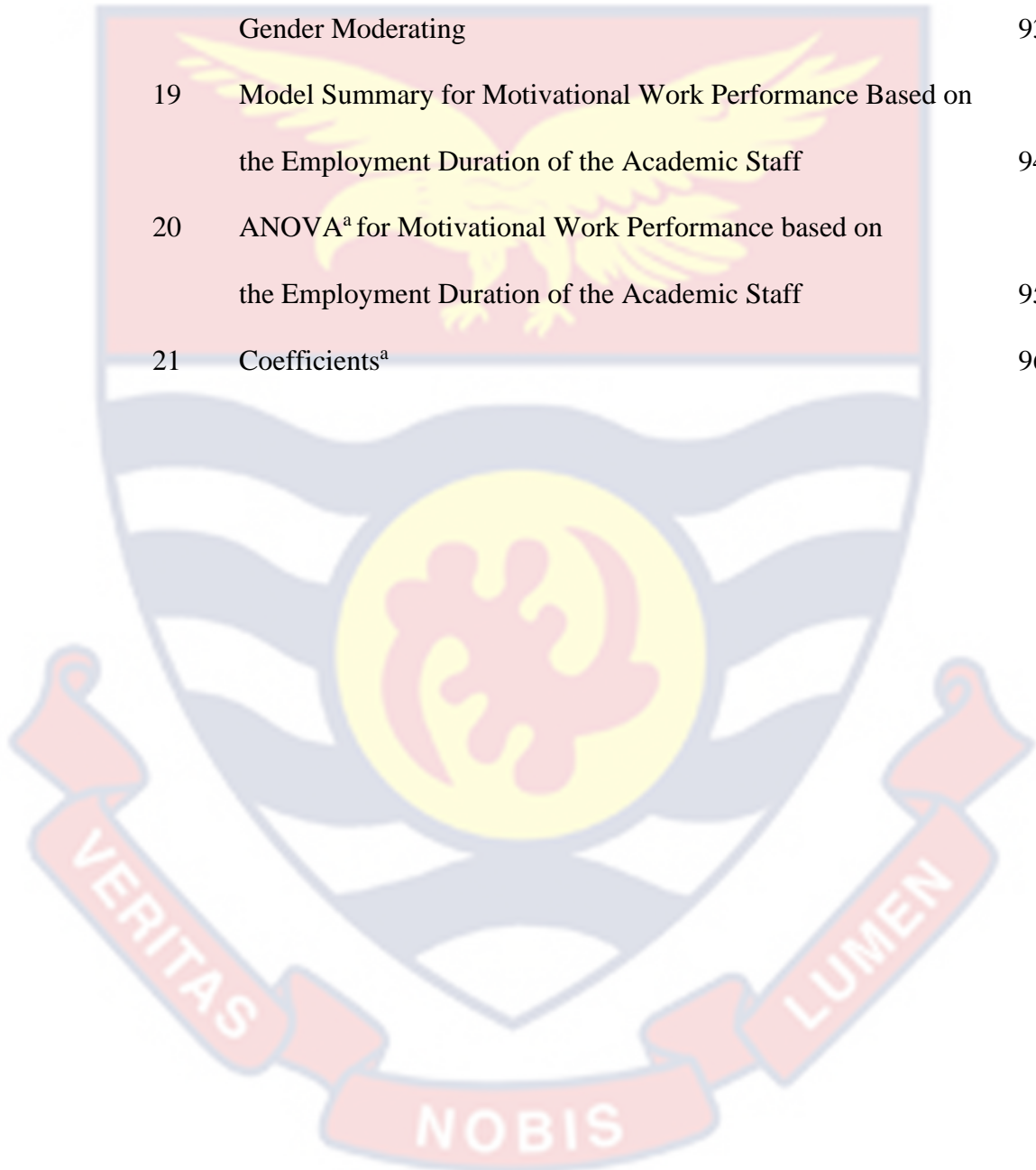
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## CHAPTER ONE

### INTRODUCTION

Since the early twentieth century, workers have been known to be motivated not only by financial rewards, but their behavior at work is also influenced by how they perceive they are being treated. This presupposes that a relationship between workers' attitudes (motivation) and job performance can be established in many occupational settings (Lindner as cited in Zeb, Jamal & Ali, 2015). Motivation has been found over the years to be one of the driving forces that educational institutions can use to increase staff performance and thereby increase the institutions' productivity. This research explores motivational determinants of work performance among teaching staff in tertiary institutions with particular reference to Takoradi Technical University in Ghana. The fact is that Takoradi Technical University is fast becoming a popular Technical University in the region and the country as a whole, and dynamics of what inputs go into production there is an agency for improved productivity and illustrative practice for other similar institutions.

#### **Background to the Study**

Takoradi Technical University was founded in September 2016 as part of the government's aim of upgrading Takoradi Polytechnic and five other Polytechnics to the level of a Technical University. Takoradi Technical University (previously Takoradi Polytechnic) has operated as a Government Technical Institute under the Ministry of Education's Ghana Education Service since April 1954. During that time period, the institute primarily offered Craft and Technician Certificate programs in commercial and technical areas, conferring Royal Society of Arts (RSA) and City and Guilds of London

(C&G) qualifications in the United Kingdom. However, the Ghana Education Service assumed responsibility for awarding the abovementioned certifications in 1990.

As part of the 1980s Education Reforms in Ghana, the Takoradi Technical Institute and five other similar institutions were upgraded to become part of the Ghana Tertiary Education System under the Polytechnic Act 321 (PNDC Law 1993). The Polytechnics began offering Higher National Diploma (HND) programs in the 1993/1994 academic year, as required by legislation. These reforms specified the function of polytechnics in complementing the role of universities in expanding access to tertiary education for medium and higher-level training.

The Ministry of Education introduced a measure in 2014 discussed by the Cabinet of Government and enacted into law in August 2016 with the president's consent, converting select polytechnics into technical universities ("My Joy Online," 2019). The Takoradi Polytechnic Council approved the name "Takoradi Technical University," which was legally registered with the Ghanaian Registrar General's Department. Takoradi Technical University now has three (3) campuses: Effia Kuma in Takoradi, Butumagyebu in Sekondi, and Akatakyi in Akatakyi (Agona-Nkwanta). With a total area of 152.3 acres ("Takoradi Technical University," 2019), the Akatakyi Campus is the largest of the three.

Every institution's success or failure is based upon the employees' performance. Certain firms have been noted to have a high employee turnover rate despite paying above-average salaries (Aguinis et al 2012). This demonstrates that money is not the primary motivator for employees.

Additionally, individuals are motivated by a variety of circumstances. Managers and supervisors must understand what motivates individual employees and refrain from adopting a one-size-fits-all strategy (George & Jones, 2013). This was the case with Takoradi Technical University's teaching personnel. Though the government has resolved salary arrears, many educators have ceased operations. They are upset with the government's failure to move them to more favorable employment conditions at public colleges ("Ghana Business News," 2019). Financial incentives have been cited as one of the primary reasons for certain instructors' refusal to provide their services to students in Ghana's postsecondary institutions (Ghana Web, 2019). The Technical Universities Teachers Association (TUTAG) admitted that the government's failure to transfer them to public universities or pay them a comparable salary has resulted in tension among academic staff. The transfer failure would have continued to the point where they would have ceased providing services to students at the institution if nothing had been done (Ghana Web, 2019). Wickramasinghe and Dabere (2012) conducted research to demonstrate that well-designed and well-implemented incentive programs positively affect job performance. Similarly, there is a strong correlation between rewards and recognition and improved work performance (Prof, Fadillah & Ismail, 2018). This demonstrates that an organization with a well-structured financial system produces excellent work. It is, however, unfavorable for instructors at Ghana's technical universities.

Employees are the backbone of every organization, and if they are not appropriately motivated, their work performance will suffer, harming the organization's total productivity. Motivated individuals develop a desire to



contribute their creativity, expertise, and know-how to the organization (Markova & Ford, 2011). This will result in a dramatic boost in employee productivity, organizational dedication, and retention, which will increase their work performance (Perera, Khatibi, Navaratna&Chinna, 2014).

Motivation is broadly described as the psychological forces that influence the direction of an individual's effort and tenacity in the face of challenges (Stanley, 2012). Intrinsic and extrinsic motivational drivers can be classified. Intrinsic motivation is engaging in behaviour for its own sake rather than for reward. In essence, the behaviour is its reward. An excellent example of this motivation is participating in a sport you enjoy, cleaning your room because you enjoy organization, or researching a fascinating subject.

On the other hand, extrinsic motivation happens when we are motivated to act or engage in an activity to gain a reward or avoid punishment. In this situation, you participate in behaviour not out of enjoyment or satisfaction but to obtain something or avoid something unpleasant. An excellent example of this form of motivation is participating in sports to get awards, competing in a contest to win a scholarship, and studying to earn a good grade ("Extrinsic and Intrinsic Motivation," n.d., para. 3).

Employees are motivated by a blend of both kinds of incentives at any one time, according to Riggio (2014). It is suggested that motivational factors differ by country and that financial incentives alone are insufficient to motivate workers (Willis-Shattuck, Bidwell, Thomas, Wyness, Blaauw, & Ditlopo, 2008). While Willis-Shattuck et al. (2008) claim that recognition is important for employee motivation, it is also believed that proper resources and infrastructure can improve morale significantly. Employees are motivated

by various factors, some real, like money, and others intangible, like a sense of achievement (Spector, 2003). Although people are happy at work for various reasons, this study focused on the impact of employee motivation and its relationship to employee performance. The main point to emphasize is that any company's success relies highly on its employees' contributions. These contributions are inextricably linked to high levels of individual quality and aspects of employees' work environments, which motivates them to devote more substantial intellectual energy to their jobs. This component allows the company to pursue and achieve its goals. As a result, motivation is seen as an important organizational driver of success and job performance.

According to Mathauer and Imhoff (2006), monetary and non-monetary incentives, as well as human resource management techniques, all significantly influence worker motivation (as cited in Buabeng, 2016). Specific measures can be taken to motivate teaching staff. For example, appropriate human resource management tools can uphold and strengthen the teaching staff's professional ethics. Acknowledging career goals such as recognition, career development, and continuous education; and also developing the work environment will enable workers to meet personal and organizational goals, according to Mathawe and Imhoff, as cited in Buabeng (2016).

Human resources are more important than financial resources and can give a company a competitive advantage over its competitors (Danish & Usman, 2010). In this study, the researcher would widen that assumption to include various elements such as performance reviews, employee motivation, employee satisfaction, salary, training and development, job security, and

organizational structure. A motivated employee knows the exact goals and objectives that must be met, and the person spends his or her efforts in that area.

According to Rutherford (1990), motivation enables a company to be more successful since motivated individuals continually look for better ways to perform a task. Motivating employees to perform at their best in adverse conditions is one of their concerns, which may be accomplished by motivating them. Employees desire a respectable salary and benefits, while employers want their employees to believe they are receiving those (Houran & Lange as cited in Said, Zaidee, Zahari, Ali & Salleh, 2015).

Money is the most powerful motivator; no other incentive or motivating method comes close to persuasion (Rynes, Gerhart, & Minette, 2004). It has an unrivaled ability to attract, retain, and motivate employees to achieve higher performance levels. Frederick Taylor and his scientific management companions identified money as the key motive for industrial workers to raise their productivity (Tella, Ayeni, & Popoola, 2007).

According to research, rewards now result in employee happiness, which directly affects the employee's performance (Kamalian, Yaghoubi, & Moloudi, 2010). Rewards are a management tool that, if used properly, can help organizations perform better by influencing individual or group behaviour. All organizations utilize pay, promotion, bonuses, and other prizes to inspire and push individuals to work at a high level (Reena et al., as cited in Muogbo, 2013).

Managers must analyze salary structures that include the firm's value on each job, performance-based pay, personal or special allowances, fringe

benefits, and pensions, among other things, to effectively use salaries as a motivator (Tella, Ayeni & Popoola, 2007). Leadership is all about getting things done correctly; to do so, you need others to follow you and trust you. According to Baldoni (2005), if you want them to trust you and do things for you and the business, you must motivate them. Work performance evaluates an employee's capacity to accomplish their job well, and it is a subjective evaluation based on a single individual's effort.

Workplace elements like compensation, the nature of the job, promotion opportunities, supervisor support, and relationships with coworkers can all impact an employee's contentment (Ahmad, Ahmad & Shah, 2010). According to Ahmad et al. (2010), 78 percent of Malaysian respondents were dissatisfied with their current employment due to discontent with motivating factors such as income, the job, promotion, and supervisor support. A disgruntled employee is more likely to exhibit poor performance at work, negatively affecting the organization's productivity. Employee dedication to the organization and job involvement will also be questioned if the employee is dissatisfied with his or her employment.

While a person's human resource department often manages the assessment, job performance is critical to a company's success. However, until workers are adequately reinforced, it may hurt their work performance, resulting in decreased productivity within the institution or organization. Geoffrey (2010) conducted a study in Uganda's public universities on the motivation and performance of teaching staff. The study looked at the impacts of motivating factors on lecturers' teaching, research, and community service

activities and discovered a strong association between motivational factors and lecturers' teaching and research activities at Uganda's Maker ere University.

Babita also discovered a relationship between motivation and job performance in another study (as described in Chikungwa & Chamisa, 2013).

Motivation has been shown to affect workers' job performance in Nigeria positively, and this research has proved unequivocally that motivation substantially impacts workers' job performance.

Apart from compensation, empowerment, recognition, and job security are included in the service condition, which is accountable for enhancing job performance. Rewards and recognition are critical components of increasing employee job satisfaction and motivation, directly related to corporate success (Jun, Cai, & Shin, 2006). Kamalian et al. (2010) researched the relationship between rewards and employee motivation in Pakistani institutions. The study examined four distinct sorts of rewards, one of which was recognition, using Pearson product-moment correlation. The findings indicated that acknowledgment had a substantial (0.65) correlation with employee work motivation (Kamalian et al., 2010).

Ali and Ahmed (2009) conducted an empirical study to determine the effect of incentive and recognition programs on employee motivation and satisfaction. A questionnaire was issued to 80 Unilever workers, and data analysis was performed using SPSS version 16. According to Ali and Ahmed, there is a statistically significant ( $r=0.92$ ,  $p<0.01$ ) direct and positive relationship between employee recognition and job motivation (2009).

Additionally, empowerment is one aspect that contributes to an increase in employee performance. The primary motivation for empowerment

is increased control over the 'how' jobs are done and carried out to increase growth and productivity (Smith, 1997). Empowerment studies an organization's internal power and control, demonstrating that distributing power and control increases organizational effectiveness (Linder & Foss, 2018). The empowerment process is how individuals, organizations, and societies master organizational challenges (Annamalai, Abdullah & Alasidiyeen, 2010). Empowering employees makes them feel valued, and for that to happen, continuous and positive feedback on their performance is critical (Smith, 1997). According to Amin et al., as cited in Manzoor (2012), an individual must make attempts and take activities in an atmosphere where they are accountable for their actions. Employee contribution and active engagement in the organizational configuration are critical components of a healthy and productive workplace (Grawitch et al., 2006). Although the study's background revealed a substantial association between motivation and job performance, little research has been undertaken on it, particularly in the case of Technical Universities in Ghana. As a result of insufficient service conditions (motivation), teaching staffs engage in strike action, resulting in substantial job turnover. Employee turnover worries are pervasive, affecting every firm (Stanley, 2012). One factor contributing to high employee turnover is demotivation (Mosley, Pietri & Mosley Jnr, 2012). However, managers and leaders are increasingly aware of the significance of incorporating appropriate motivation incentives to drive excellent performance (Cole & Kelly, 2011). Organizations can accomplish their goals when their staff is motivated and committed to attaining the organization's objectives (Steers & Porter, 2011).

Therefore, management must be aware of and utilize motivator incentives in order to ensure high work performance and employee retention.

### **Statement of the Problem**

Academic personnel in tertiary or higher education appear to have struggled with motivation challenges, which persist to the present day. Victor and Babatunde (2014) discovered that 60% of professors believe that the head of institutions does not provide regular income and other remuneration, which has a negative effect on academic staff performance in Nigerian higher education.

Similarly, Onoyase (2017) discovered a substantial association between wage and job performance in Nigeria. Onoyase's (2017) study concluded that in order to improve employees' work performance, their salaries must be increased. Munyengabe, Haiyan, Yiyi, and Jiefei (2017) argue that lecturers' job happiness is determined at Chinese universities by incentives, promotions, and salary. Salifu (2015) believes that the primary impediment to working performance in Ghana is a lack of motivation. He highlighted that a lack of motivation is a major source of universities' workplace stress and unhappiness. In 2018, technical universities called for an indefinite strike over a lack of improved working conditions (motivation). Tutors at technical universities went on strike as the government refused to move them to public university working conditions (Ghana Web, 2018). If this trend continues unchecked, it will have an effect on students' academic performance and production at technical universities. Unfortunately, this situation has remained unresolved because six technical universities have claimed that academic staff has been working without receiving enough and

comparable compensation, which lecturers have termed as "disgusting and unjustifiable" (Ghana Web, 2009). Technical universities believe that their current condition, namely the government's refusal to move them, serves as a disincentive for teaching and non-teaching employees (Ghana Web, 2009).

The above case study demonstrates how motivation might influence an employee's work performance. However, the preceding studies omitted to define intrinsic and extrinsic motivation variables and their impact on employees' job performance. It is based on this premise that the researcher would explore motivational determinants of work performance among teaching staff in tertiary institutions with a particular reference to Takoradi Technical University. The said Technical University would be used as a result of its proximity to the researcher, and it is in line with Cannataro (2020) that geographical proximity facilitates easy interaction.

### **Purpose of the Study**

The purpose of the study was to assess motivational determinants of work performance among teaching staff at Takoradi Technical University.

### **Research Objectives**

The objectives of the study were to;

1. explore the relationship that exist between intrinsic motivation and work performance.
2. explore the relationship that exist between extrinsic motivation and work performance.
3. assess the better predictor (intrinsic and extrinsic motivation) of work performance.



4. explore the relationship between socio-demographic variables and work performance.

### **Research Questions**

The following questions guided the researcher.

1. What intrinsic motivational determinants affect the work performance of teaching staff at Takoradi Technical University?
2. What extrinsic motivational determinants affect the work performance of teaching staff at Takoradi Technical University?
3. Which of these four motivational determinants would best predict teaching staffs' work performance—financial incentives, working environment, work itself, and responsibility?
4. In what ways do the socio-demographic variables moderate the impact of motivation on work performance?

### **Significance of the Study**

Apart from adding to the body of knowledge, the following would be derived from the study. Results from the study would help the board of directors and heads in Takoradi Technical University to be acquainted with various ways workers can be motivated well to increase work performance.

The results of the study would help the government come up with measures for appropriately motivating university workers in general so that rampant strikes may be abated. Leaders and administrators who also come across this study would benefit from the result for which they can adopt the measures used in motivating individuals into their educational institution to help improve work performance.

### **Delimitations**

Takoradi Technical University (TTU) is the scope of this study because, recently, teaching staff withdrew their educational services from students due to dissatisfaction with the government's inability to give them a better condition of service (motivation) (Ghana Business News, 2018). The study was delimited to the following—senior members and senior staff of Takoradi Technical University. Intrinsic motivational determinants considered in this study were skill variety, work itself, participative decision making, autonomy, responsibility, personal growth, professional growth, achievement, satisfaction, success and significance, and legacy. Extrinsic motivational determinants considered in the study were financial incentives, bonuses, and promotion, job advancement, working conditions, appreciation, social status, and interpersonal relationships. Socio-demographic variables considered were age, educational level, and duration of employment.

### **Limitations**

The research may have two limitations. The first is the challenge of ensuring that the questions to be answered were unambiguous and not deceptive. The second barrier was getting respondents to answer questions honestly. These shortfalls were minimized by ensuring that instruments were standardized, pilot tested, clear, and not ambiguous. The researcher must provide a signed consent form to ensure confidentiality.

## **Definition of Terms**

The following terms have been operationally defined:

### **Motivational Determinants**

In this study, Motivation is a motivating determinant. Motivation, according to Mujtaba and Reiss (2014), is a state of passion, interest, or dedication that motivates someone to work, as well as a reason for doing something or acting in a certain way. The biological, emotional, cognitive, or social forces that trigger and direct behaviour are referred to as the forces that shape behaviour in psychology. Germak and Robinson define Motivation as the power that energizes, directs, and emphasizes the inclination for perseverance, according to Barton, Schaefer, and Canavati (2018).

### **Intrinsic Motivational Determinants**

Intrinsic motivational determinants are defined in this study as those aspects or issues that inspire an individual genuinely. Diverse skill sets, work itself, participatory decision-making, autonomy, and responsibility, as well as personal and professional advancement and achievement, are all aspects to consider. Intrinsic motivation comes from within and makes a person feel stimulated (Re'em, 2011). Intrinsic motivation, according to Burton (2012), is primarily concerned with an individual's sense of self-satisfaction, and the reward is often inherent in the activity itself, requiring no external variables to influence behaviour.

### **Extrinsic Motivational Determinants**

Extrinsic motivational determinants are defined in this research as those things or issues that extrinsically inspire an individual to behave or act in a particular way. Financial incentives, bonuses, promotion, career

advancement, working conditions and appreciation, and social standing are all examples of these elements. This concept implies that people occasionally behave in response to external forces that have influenced or motivated them to do so; extrinsic motivation is the term for this type of motivation (Ryan & Deci, 2000). Extrinsic motivation, in contrast to intrinsic motivation, which places the motivation for the action within the action itself, isolates the outcome or reward from the action (Re'em, 2011)

### **Work Performance**

Work performed in this study is the activities that are related to work and expected of an individual to discharge and how best it can be accomplished. Therefore, it's about how well or unsatisfactory employees do their task.

### **Organisation of the Study**

Chapter two covered both theoretical and empirical literature relevant to the study. Chapter three presents the methodology of the study, which comprises the research design, population, sample and sampling procedures, instruments, and data collection method and data analysis. In chapter four, the result and discussion of the research findings were clearly presented. Chapter five gave a general overview of the research study and methodology, as well as a summary of the key findings of the study. Conclusion and recommendations are also included in this chapter.

## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

This study is about motivational determinants of work performance among teaching staff in tertiary institutions. This chapter examines the literature on the subject. The goal is to look into what important authors and writers have written about the subject. The review was carried out in the following headings;

1. Theoretical Review
2. Conceptual Review
3. Empirical Review

#### Theoretical Review

##### Maslow's Theory of Motivation

Maslow (1954) developed the hierarchy of human needs theory. Clinical supervision and logic are used to support this. He stressed in this view of motivation that humans are motivated to meet a variety of distinct demands, some of which are more critical than others. Maslow contended that satisfied needs do not guarantee behaviour, whereas unmet needs do. This implies that the lecturer's behaviour in the lecture theater is motivated by his own interests. In other words, the lecturer's classroom behaviour is defined by his or her requirements. Maslow classified human needs into five distinct categories. Once all of the hierarchy's stages or levels of need have been met, individual behaviour will be influenced. Individual behaviour is driven by the desire to advance to the next level up the hierarchy. As a result, the following can be explained: Mental requirements. This is the most basic level of requirements.

It relates to fundamental requirements such as food, clothing, and shelter. Maslow claimed that at this level of needs, there are no distinctions. To meet physical requirements, the organization must pay employees a living wage. Individuals tend to have safety requirements when their physical demands are addressed (Kaur, 2013).

Security is the second tier of requirements. Individuals with security needs seek stability and consistency after reaching a degree of psychological comfort (Jarvis, Holford, & Griffin, 2003). It also refers to a working atmosphere that is secure and safe.

Next, the next level of demand is social. Employees often advance to this level once they have a means of self-protection. It's a term that refers to the kind of relationships that people form with those around them, like affection and love. By planning activities and encouraging members of the community to participate, organizations can help address social needs.

The fourth most important need is self-esteem. It refers to the desire for love and the acknowledgment of one's accomplishments, reputation, or respect by those in one's immediate surroundings. An organization might help employees achieve their self-esteem demands by providing annual incentives or recognition in front of other employees. Individuals are more likely to maximize their potential after their basic deficiency needs are met.

Finally, and most importantly, self-actualization is the ultimate objective and final level of need. It refers to the aspiration to attain the ultimate and most complete form possible (Raj et al., 2015). Additionally, it addresses human development, life meaning, and self-fulfillment.

The theory has a bearing on the study because it helps us to understand that every individual has needs, and it is the satisfaction and dissatisfaction of these needs that would propel such an individual to work or not to work. These needs can therefore be the motivational determinants that are the main thrust of the study. For example, in the context of the study, academic staff would want needs such as money, recognition, career opportunities, or promotions would have a bearing on work output. Another application is an organization that deprives members of their safety needs. For instance, people need job security which ensures their security; they would work well.

### **Conceptual Review**

#### **Employee Motivation**

Motivation is defined by Mujtaba and Reiss (2014) as a feeling of passion, interest, or dedication that motivates someone to work, as well as a reason for doing something or acting in a particular manner.

A motivated employee is aware of the specific goals and objectives that must be fulfilled and directs his or her efforts accordingly. Motivation, according to Rutherford (1990), aids a company's performance since motivated workers are continually looking for methods to improve their work. Motivation makes an organization more productive, according to Rutherford (1990). Employers also encounter a hurdle in motivating employees to work in challenging environments, which can be handled by inspiring them. It refers to the biological, emotional, cognitive, or social forces that begin and direct behaviour in a psychological sense. Motivation, according to Germak and Robinson (2014), is the force that energizes, directs, and reinforces a desire to persevere.

## Types of Motivation

### Intrinsic Motivation

A motivated employee is aware of the exact goals and objectives that must be met; as a result, he or she is more focused. Intrinsic motivation, according to Ryan and Deci (2017), is the act of doing something for the sake of doing it rather than for a monetary gain. Individuals who are intrinsically motivated engage in activities that they like willingly, with a strong sense of volition, and without regard for monetary rewards or constraints (Ryan & Deci, 2017). Intrinsically motivated individuals believe that they are performing an activity deliberately and that the task will test their existing abilities and push them to employ their creative abilities.

This sort of motivation is said to be highly self-determined, in the sense that the reason for participating in the activity is totally dependent on the individual's positive sensations while doing so (Noels et al. as cited in Tanaka, 2017). According to Ryan and Deci (2017), social situations can boost intrinsic motivation by addressing people's basic psychological demands.

There are clear links between intrinsic motivation and the fulfillment of desires for autonomy and competence, and some research suggests that, at least in a distal sense, satisfying the need for relatedness is also important for intrinsic motivation. When we perform in the absence of clear external benefits, this is called intrinsic motivation (Coon & Mitterer, 2012). We may simply enjoy an activity or view it as a means of exploring, learning, and realizing our potential. When you pursue an activity only for the sake of enjoyment, you are acting on intrinsic motivation. Your motives for engaging in the behaviour are wholly internal rather than external in nature, such as



prizes, money, or acclaim (Coon & Mitterer, 2012). For example, in the workplace, productivity can be boosted by the use of extrinsic rewards such as a bonus. However, intrinsic elements have an effect on the actual quality of the job completed (Griggs, 2010). If you are engaged in a gratifying, engaging, and demanding activity, you are more likely to generate fresh thoughts and innovative solutions.

Intrinsic motivation is a critical component of schooling. Educators and curriculum developers try to create inherently enjoyable learning environments. Ironically, many conventional models suggest that most students detest studying and require extrinsic motivation to participate in educational activities. As noted in Cherry (2016), Malone and Leeper describe events as intrinsically motivating if "people engage in them for their own sake, rather than to obtain an external reward or avoid an external penalty." As referenced in Cherry (2016), Malone and Leeper identified factors that contribute to intrinsic motivation. These factors include the following:

1. **Difficulty:** People are more driven when they are pursuing goals that have personal significance and when achieving the goal is conceivable but not assured. When performance evaluation is available, these goals may also connect to their self-esteem.
2. **Curiosity:** When an individual's attention is drawn to something in the physical environment, internal motivation rises (sensory curiosity). It also happens when anything about the activity piques the person's interest in knowing more about it (cognitive curiosity).
3. **Control:** People want to have control over themselves and their surroundings, as well as the freedom to select what they want to do.

4. Collaboration and competition: Individuals' intrinsic motivation can be strengthened when they feel good about helping others. This is also true when individuals are able to correlate their personal performance to that of others.
5. Recognition: People appreciate being recognized for their accomplishments, which can boost internal drive.

### **Extrinsic Motivation**

Extrinsic motivation is concerned with external incentives or rewards, such as money, promotion, recognition, and job possibilities. In other words, it is typically something concrete or a goal that an employee must pursue. Extrinsic motivation, as opposed to intrinsic motivation, requires a buffer between the task and some independent outcomes, such as physical or oral rewards, so that the external repercussions, rather than the activity itself, provide satisfaction (Ryan & Deci, 2019). That is, the activity is not performed for the purpose of performing it but rather to earn a reward or avoid a punishment once the behaviour is completed (Pelletier, Vallerand & Sarrazin, 2007).

Extrinsic motivation utilizes prizes or other incentives such as praise, fame, or money to motivate individuals to perform specified tasks. Unlike intrinsic motivation, this type of motivation is driven by external factors. Being compensated for services rendered is an example of extrinsic motivation. While you may prefer to spend your days doing something other than your job, you are motivated to report to work because you require a pay check to meet your financial obligations. In this case, you are motivated extrinsically by the ability to pay for your daily expenses. In exchange, you

work a specified number of hours per week and get compensated accordingly. Extrinsic motivation is not always accompanied by a real benefit. Additionally, it can be accomplished through abstract benefits such as acclaim and renown.

### **Performance at Work**

Puig-Ribera, McKenna, Gilson, and Brown (2008) describe the performance as a person's ability to do tasks as well as his or her attitude toward completing the tasks. Work performance can be defined (and rated) in terms of quantitative consequences of work behaviours such as sales volume or numbers sold, as well as behavioural traits such as work-related communication, decision-making, and problem-solving, according to Hersen (as cited in Sila, 2014).

According to John, Bassett, Thompson, Fairbrother, and Baldwin (2009), the ability to carry out actions efficiently and effectively in order to meet agreed-upon employment objectives is defined as performance. Employee performance refers to an employee's ability to use their talents, abilities, and experiences to effectively and efficiently complete the work set by their subordinate DuBrin (as cited in Wong, Ramalu, & Chuah, 2019).

Individual job performance is critical for both businesses and people. When you maintain a high level of performance while completing activities, you will feel happy, self-confident, and mastery (Bandura, 2019; Kooij & Kanfer, 2019). Individuals that perform well are also promoted, recognized, and honored. Individuals who do well have much more career opportunities than those who achieve moderately or poorly (Van Scotter et al. as cited in Beehr, Ivanitskaya, Hansen, Erofeev & Gudanowski, 2001). The behavioral

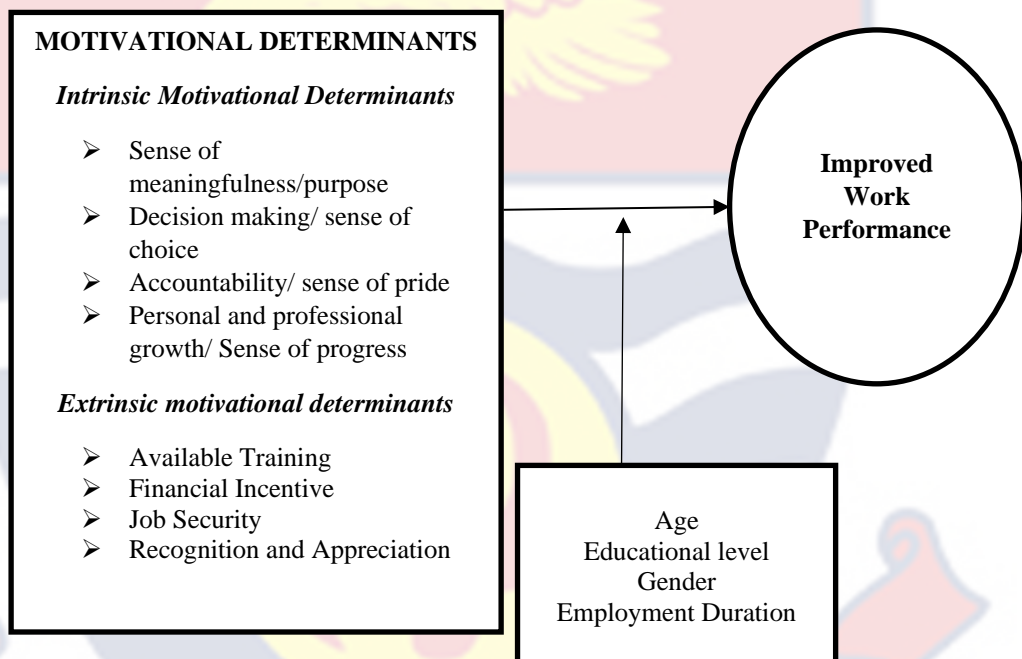
aspect of job performance is concerned with what people do at work and with the activity (Campbell, 1990). Specific behaviour is referred to as performance (sales discussions with consumers, undergraduate student instruction, computer software programming, product assembly). This conception indicates that only scalable (countable) activities are considered to be performance, Campbell et al. (as cited in Saboor, Rehman & Rehman, 2018). Furthermore, this concept of performance refers to goal-oriented behaviour, or activity that the company hired the employee to accomplish successfully (Campbell as cited in Saboor, Rehman & Rehman, 2018).

The performance of teaching professionals is inextricably tied to the educational process and product. As a result, the teaching staff's effectiveness is critical to the progress of education. Performance is defined by Ogunola, Kalejaiye, and Abrifor (2013) as the act of executing or accomplishing a certain activity. It might also be characterized as the ability to mix appropriate behaviour with organizational aims and objectives in a skilled manner (Olaniyan & Obadara, 2009). According to Obilade (as cited in Manga (2019), the job performance of teachers can be defined as “the duties completed by a teacher within a given period in the educational system in order to accomplish organizational goals.”

According to Ogunola, Kalejaiye, and Abrifor (2013), it is "teaching professionals' capacity to combine appropriate inputs in ways that improve teaching and learning processes". Job performance is characterized by a worker's level of involvement in the organization's daily operations, according to Peretomode and Ugbomeh (2013).

### Conceptual Framework

Figure 1 shows the linkage between motivational determinants and work performance. The work performance of academic staff in Takoradi Technical University over a given period of time may be influenced by intrinsic motivational determinants and extrinsic motivational determinants. This conceptualization shows the factors that may affect the work performance of academic staff at Takoradi Technical University.



**Figure 1: Conceptual framework of motivational determinants of work performance.**

Source: Researcher's construct 2021

From Figure 1, it is seen that motivational determinants include both intrinsic and extrinsic motivational determinants such as a sense of purpose, decision making, accountability, personal and professional growth or sense of progress, financial incentive, job security, and recognition and appreciation can have a bearing on work performance. They all lead to improved performance. Distractions, on the other hand, may stifle the beneficial association between motivation (both intrinsic and extrinsic motivation) and

task performance. These distractions are age, educational level, gender, and employment duration. Although there may be a positive correlation involving motivation and work productivity, variables such as age, educational level, gender, and occupation may change this relationship.

## **Empirical Review**

### **Intrinsic Motivational Determinants that Influence Work Performance**

#### ***Employees Satisfaction from the Work Itself***

Since the 1930s, there has been discussion over the importance of occupational satisfaction in employee performance. However, in today's fast-paced and unpredictable corporate world, the crucial nature of job satisfaction for employee performance must be re-evaluated. Due to the fact that organizations must be innovative in their reactions to market conditions, organizational knowledge and its efficient integration into organizational practice have emerged as critical challenges for corporate activity.

Employee contentment with their jobs is a vital requirement for every business to run well. This is crucial for employees as well as employers. Job satisfaction enables an employee to feel secure, meaningful, competent, advanced, and fulfilled. Employee commitment grows; as a result, absenteeism lowers, and turnover falls. Employee job satisfaction benefits the business by guaranteeing loyal employees and a stable workforce, which saves money on recruitment and training. Employee morale and work happiness are viewed as critical outputs by the majority of successful businesses on an equal footing with production (Ramakrishna as cited in Lumley, Coetzee, Tladinyane, & Ferreira, 2011).

A positive association between an employee's expectations of job rewards and the job's actual benefits is indicated by high job satisfaction. Employees who are happy with their jobs are more likely to cooperate and be motivated, whereas those who are unhappy with their jobs are more likely to produce low-quality work, strike, miss work, file grievances, or even leave the company. It is well acknowledged that a worker's sense of accomplishment and success is inextricably related to both productivity and personal happiness.

Employee work satisfaction and performance have a statistically significant positive link ( $p=0.826$ ), according to Mwiti's descriptive study (2012). Moreover, the findings show a substantial link between job satisfaction and employee performance in the areas of financial rewards ( $p =0.761$ ), career opportunities ( $p =0.828$ ), working circumstances ( $p =0.769$ ), and empowerment and involvement ( $p =0.682$ ).

These findings imply that job happiness is directly related to employee performance inside a business. However, the findings reveal that additional factors like financial compensation, development opportunities, work environment, and employee empowerment and involvement all have an effect on employee happiness. Given that each of the independent variables listed above has a positive correlation with employee satisfaction, it is vital for management to consider integrating the motivators. According to the study, the most powerful factor affecting employee happiness is development opportunities, which have a correlation coefficient of 0.828, followed by financial benefits, which have a connection coefficient of 0.761.

Hussin (2011) conducted a survey in Klang Valley with 115 respondents from the Tradewinds Group of Companies. This experiment used

the complete population approach. His research revealed a link between job satisfaction and employee performance. In Jordan's industrial zone of Irbid, Al-Hawary and Haddad (2016) studied the relationship between employer satisfaction and employee performance. To fulfill the study's purpose, a descriptive-analytical technique was utilized, which involved designing a questionnaire comprised of (27) items dispersed over (7) domains and distributing it after establishing the questionnaire's validity and reliability (SPSS). According to their findings, employer satisfaction had a minor effect on employee performance in the Irbid industrial zone. Their findings demonstrated a link between job satisfaction and productivity.

A brief meta-analysis of the link between job satisfaction and performance was conducted by Petty and Cacioppo (1984). They limited their study to sixteen articles published in five magazines between 1964 and 1983. Correlations between job satisfaction and performance were found to be more robust and consistent than previously recorded. The connections between job satisfaction and performance in the descriptive work index were not as strong or as dependable as the relationships between overall job happiness and performance. They discovered a mean adjusted correlation of 0.31 between the constructs. According to Petty and Cacioppo's (1984) study, job happiness and performance are related.

### ***Goal Setting***

Asmus, Karl, Mohnen, and Reinhart (2015) used a real-effort manufacturing experiment to investigate the impact of goal setting on worker performance. The performance of the participants was evaluated by determining the quantity and quality of assembled things, as well as the



amount of compressed air utilized per completed object. Each of the four unique groups was assigned its own experimental environment. This is the first experiment of its sort to be conducted in an industrial production setting, and the results will be critical for academia and practitioners working in the field of sustainable manufacturing. The major conclusion is that having goals, even without financial incentives, improves worker performance by 12 to 15% as compared to not setting goals.

Teo and Low (2016) performed research to ascertain the effect of goal setting on employee effectiveness with the goal of boosting organizational effectiveness. "Does goal setting improve employee performance and, thus, organizational effectiveness?" is the study question. To highlight the relationship between goal setting and employee and organizational effectiveness, the researcher created a conceptual model. The validity and reliability of the three hypotheses proposed for this investigation were qualitatively assessed. A review of the literature found enough evidence to support the three hypotheses and their relationships. As a result, an empirical investigation examining the three assumptions was done in XYZ Singapore. The study's methodology, as well as its theoretical and empirical significance, are justified. Additionally, significant ethical issues relating to data collection are highlighted. According to the empirical research findings, the three hypotheses evaluated are valid and dependable, as proven by their organization. Goal setting, according to participants in the research interviews, has a role in the interaction of the conceptual model and has an impact on employee performance, which in turn promotes organizational success.

Khan (2014) looked at how goal-setting and inquiry affect employee performance. Data was collected from 282 respondents who worked for non-governmental organizations on a local and worldwide level. The data, which was acquired via a detailed questionnaire, was analysed using SPSS. Personal interviews were conducted in 20% of cases. Goal setting and inquisitiveness, according to the study's findings, have a significant impact on career success. 71% of employees believe that if goals are easily reachable and require minimal effort, their performance will improve more than if they are harder to attain and need greater effort. 53% of respondents indicate that they work for personal development rather than achieving specific goals. Curiosity is viewed as a vital component of job efficiency by 61% of respondents.

Devarajan, Maheshwari, and Vohra (2018) studied performance management: The role of goal formulation in generating work meaning. Organizations are re-examining their performance management processes and their alignment with strategic goals in order to meet this demand (People Matters, 2018). Over ninety percent of empirical research suggests that goal setting increases employee or team performance. Goal setting is a critical performance management lever that has been proved to drastically raise performance for both the organization and the person (Locke & Latham, 1990, Alessandri et al., 2015). In light of the changing nature of work, the purpose of this deductive study is to examine the function of goal setting in generating work meaning, as well as the implications for organizations and individuals responsible for performance management. The Work and Meaning Inventory scale for job meaningfulness and the Locke Latham goal setting scale was used to assess 61 professionals in a new-age information technology

multinational firm. The findings show that goal justification and job meaning are linked in a favorable and significant way.

### *Employees' Participation in Decision Making*

The effect of goal setting on worker performance was investigated by Asmus, Karl, Mohnen, and Reinhart (2015) using a real-effort production experiment. The performance of the participants was assessed by determining the quantity and quality of assembled things, as well as the amount of compressed air utilized per completed object. We developed four unique groups, each with its own experimental context. This is the first experiment of its kind to be conducted in an industrial production setting, and the results will be critical for academia and practitioners interested in sustainable manufacturing. The major finding is that goal setting enhances worker performance by 12 to 15% when compared to no goals, even in the absence of financial incentives.

In order to increase organizational performance, Teo and Low (2016) conducted a study to analyze the influence of goal setting on staff effectiveness. The research question is, "Does goal setting promote employee performance and, as a result, organizational effectiveness?" To highlight the link between goal-setting and employee and organizational effectiveness, the researcher created a conceptual model. For this inquiry, three hypotheses were developed, and their validity and dependability were subjectively assessed. The literature study and search yielded enough data to back up the three hypotheses and their connections. As a result, at XYZ Singapore, an empirical study was conducted to examine the three hypotheses. The technique adopted in the study is justified, as is the study's theoretical and empirical significance.

Additionally, significant ethical issues pertaining to data collection are highlighted. The empirical research findings revealed that the three hypotheses assessed are valid and reliable, as evidenced by their order. Goal setting, according to participants in the research interviews, plays a role in the interplay of the conceptual model and has an impact on employee performance, which eventually results in organizational success.

Khan (2014) looked at how goal-setting and curiosity affected employee performance. Two hundred eighty-two respondents who worked for local and international non-governmental organizations provided data. SPSS was used to examine the data, which were gathered via a detailed questionnaire. Personal questionnaires were administered in 20% of cases. Goal setting and intellectual curiosity, according to the study's findings, both have a significant impact on employment success. 71% of employees believe that if goals are easily accessible and require minimal effort, their performance will improve more than if they are harder to obtain and need greater effort. The majority of responders (53%) said they work for personal growth rather than achieving goals. Curiosity is considered a vital component of job efficiency by 61 percent of respondents.

### ***Employee Involvement in Decision-Making***

The process of choosing amongst options is referred to as "decision making" (Moorhead & Griffin, 2004). The choosing of a course of action from a number of options is the consequence of mental processes (cognitive processes: memory, cognition, and appraisal). By offering an internal motivator of a sense of choice, participation in decision-making satisfies the desire for belongingness and ownership of one's job.

Decision making entails describing the possible effects of several alternatives, determining the relative importance of various elements, and selecting the optimal course of action. Throughout the decision-making process, a decision maker's efforts are guided by a goal. Each of the alternative actions has its own set of repercussions. There is information accessible regarding the alternatives, as well as the relative relevance of each outcome in relation to the purpose. The decision maker makes a decision based on his or her evaluation of the available data (Moorhead & Griffin, 2004).

Employee involvement is occasionally described as a process by which individuals with unequal hierarchical standing share power (Wagner as cited in Shahzad, Farrukh, Kanwal & Sakib, 2018). Participatory management approaches strike a balance between the information-processing, decision-making, and problem-solving responsibilities of managers and subordinates (Wagner as cited in Shahzad, Farrukh, Kanwal & Sakib, 2018). Beardwell and Claydon describe worker involvement, as mentioned in Matolo, Iravo, and Waititu (2019), as the allocation and exercise of power between business owners and managers and their employees in all of its expressions. It comprises both direct and indirect participation in decision making impacting their immediate work organizations, as well as representation in the firm's bigger socio-technical and political systems.

Decision-making, according to Luthans, Avolio, Walumbwa, and Li (2005), can be formal or informal and entails intellectual, emotional, and physical engagement. This method is defined by Bennett, Graham, and Bratton (1999) as providing employees with relevant information on which to

make their decisions, consulting them before making a decision, and negotiating the decision's execution with management.

Individuals or groups can carry out this method. Individual participation tactics entail an employee exercising some influence over the decision-making of a manager. Consultative and democratic processes underpin group involvement strategies. Consultative management techniques imply that the group, not the individual heads, makes the ultimate decision by consensus or majority vote, whereas democratic management techniques imply that the group, not the individual heads, makes the final decision by consensus or majority vote (Luthans, 2005 as cited in Nazas, 2010).

True decision-making involvement ranges from one extreme, where management makes the decision without seeking input or suggestions from anybody, to the other extreme, where everyone involved or affected by the decision is completely engaged. In practice, participation will be determined by a number of factors including the individual's experience group's traits and the nature of the activity. People are more inclined to join if they have more experience and the activity is less regimented (Luthans, 2005).

Employees who make decisions are more likely to be committed to carrying them out successfully, according to research. Additionally, satisfying an employee's desire for achievement, providing recognition and accountability, and boosting self-esteem can all be aided by the process of making a choice, carrying it out, and then observing the good outcomes. Employees who are given decision-making duties may develop a more complex knowledge of the link between their work and the rewards they desire. It was the year 2004. (Moorhead and Griffin).

In Pakistan, Rehman, Khalid, and Khan (2012) investigated the impact of employee decision-making styles on organizational performance. The data for the study was gathered using a descriptive technique and a questionnaire. In Gujranwala, Pakistan, the research population includes 151 branches of all public and private limited banks, as well as schools. Using statistical analysis, the sample size was established. We collected data using a variety of ways, including random sampling. The target audience is composed of 16% executives and headmasters at the highest level, 59% middle-level executives, and 25% low-level executives. The regression technique was used to investigate the association between employee decision-making and organizational performance. The results indicated that logical employee decision-making benefited the firm's success. Both the Rehman, Khalid, and Khan (2012) and the current studies used a descriptive survey and questionnaire to collect data on organizational performance. However, in terms of industry and study subject, the previous study and the current study are not comparable. However, Rehman, Khalid, and Khan (2012) limited their study to Pakistani business organizations (banks), whereas the current study is limited to Takoradi Technical University teaching staff.

Similarly, Kesenwa, Oima, and Oginda (2013) used four Kenyan enterprises as case studies to examine the impact of strategic decision-making on corporate performance. Among the businesses chosen are Safaricom M-PESA, Airtel Money, Orange Money, and Essaryu Cash Plc. A descriptive survey and secondary sources were used to acquire data for this investigation. To analyze the firms' performance, we used secondary data to establish their liquidity and profitability ratios. According to statistics, there is a statistically

significant positive relationship between decision-making and organizational effectiveness.

Wainaina, Iravo, and Waititu (2014) looked at the impact of employee decision-making on organizational commitment in both private and governmental enterprises in Kenya once more. Academic employees at universities comprised the target population. We used a descriptive study design and collected data via a questionnaire. In Kenya, 16 universities returned 282 questionnaires in good faith, while 65 were not returned.

Employee participation in decision-making had a significant impact on the organizational commitment of university academic staff in Kenya, according to the study. The primary difference between this study and Wainaina, Iravo, and Waititu (2014) is that this one looked at decision making as a broad concept that affects job performance, whereas this one looked at decision making as a motivating factor that affects employee performance.

In the Nigerian industrial sector, Kuye and Sulaimon (2011) explored the relationship between employee decision-making engagement and performance. The data for this study was gathered using a descriptive survey approach using a questionnaire. The findings of the study established a considerable positive correlation between employee decision-making and business performance. Kuye and Sulaimon's (2011) study, as well as this one (2012), look into decision-making and work performance. Kuye and Sulaimon (2011), on the other hand, conducted their research in an industrial context, whereas the current study was conducted in the educational sector.



### *Employees Sense of Accountability*

Scholars working on a number of academic areas have framed accountability in a variety of ways (Dubnick & Frederickson, 2011). Accountability is defined in social psychology as the "implicit or explicit expectation that one may be asked to justify one's views, attitudes, and behaviours to others" (Lerner & Tetlock, 1999, p. 255). In management, it refers to "the extent to which a person's actions are seen and evaluated by others, with considerable rewards and consequences based on those evaluations" (Ferris, Mitchell, Canavan, Frink, & Hopper, 1995, p. 187).

Individual accountability is emphasized in these definitions. The definition of accountability employed in this study is "the process by which public agencies and their workers manage the different expectations established within and outside the organization," which is a widely accepted definition in the disciplines of public administration and education (Romzek & Dubnick as cited in Mulgan, 2000). In order to meet the expectations of legal entities, people, top executives, and organizational members, agencies should employ a range of accountability methods. As a result, this viewpoint emphasizes corporate accountability over individual accountability.

Certain studies have concentrated on the accountability mechanism's functions, which are defined as "the institutional structures or arrangements that hold bureaucrats accountable for their participation in the policymaking process" (Han & Hong, 2019). This process can be seen in a range of situations, such as the relationship between the public and its elected or appointed officials (Brinkerhoff & Wetterberg, 2016), as well as private contractors (Brinkerhoff & Wetterberg, 2016). (Romzek, LeRoux, Johnston,

Kempf, & Piatak, 2014). Accountability can also be seen in the relationship that exists between a company and its employees.

Han and Hong (2019) discovered a link between accountability and job performance. Han and Hong (2019) used data from the US Office of Personnel Management's 2012 FEVS. The poll collected data on employees' attitudes toward government and variables linked with corporate success. The 2012 poll was conducted on permanent and non-seasonal government employees, including full- and part-time. In total, 82 agencies were involved, with 37 departments/large agencies and 45 small/independent agencies. With 1,492,418 personnel responding, the survey served as a census, representing approximately 97 percent of the executive branch workforce. It was completed by 687,687 persons, yielding a 46.1 percent response rate. Han and Hong's (2019) study revealed robust standard errors for the findings of ordered logit regression.

The coefficients of factors related to the three major human resource management systems were all positive and statistically significant, according to the research. As a result, the federal government's organizational performance improved from accountability in personnel, performance evaluation, and reward systems. Han and Hong's (2019) study is comparable to the current study in that both examine the relationship between accountability and job performance.

However, Han and Hong's (2019) study saw accountability as a notion that affects job performance, but this study views accountability as an intrinsic motivating factor of job success. Hawke (2012) establishes a link between accountability and job performance. The efficacy of agency governance and

accountability structures, according to his research, contributes to the delivery of outcomes and high performance at the individual, team, and business levels.

### *Employees' Personal and Professional Growth*

Much of the research on career development focuses on the process of career development, or career self-management (Guterman as cited in Ibrahim, Hashim, and Rahman, 2018; Sturges, Guest, Conway, & Davey, 2002; Weng & McElroy, 2012), rather than the outcomes of such efforts (Guterman as cited in Ibrahim, Hashim, and Rahman, 2018; Sturges, Guest, Conway, & Davey, 2002; Weng & McElroy, 2012). Career growth incorporates the results of an individual's efforts by defining it as a person's perceptions of the prospects for development and advancement within an organization (Jans, 1989).

Possibilities for personal and professional improvement provide an intrinsic motivator in the form of a sense of progress, which instills confidence in the employee's future, resulting in an increase in work performance. Regrettably, the specific techniques in which employees may evaluate their development and advancement potential have received little attention.

Employee career progression might be explained by four factors, according to Weng and McElroy (2012): advancement toward career goals, professional competence development, promotion speed, and compensation rise. This multifaceted perspective contends that career advancement is a result of both individuals' own efforts toward personal professional goals and the acquisition of new skills, as well as the organization's efforts to reward such efforts through promotions and pay raises.

This multifaceted view of career growth can also be understood as the employer fulfilling promises implied by the psychological contract, which has

been linked to employee engagement to the firm (Coyle-Shapiro & Morrow, 2006).

Weng, McElroy, Morrow, and Liu (2010) conducted research to demonstrate the connection between personal or professional improvement and job success. In the Weng, McElroy, Morrow, and Liu (2010) study, 1200 surveys were delivered to 176 businesses in nine locations around China. A total of 961 of the 1109 questionnaires returned were complete enough to be used, giving in an 80 percent usable response rate. There are 108 in Shenzhen, 101 in Zhongshan, 204 in Hangzhou, 81 in Ningbo, 86 in Wuhan, 70 in Zhengzhou, 113 in Kunming, 97 in Luoyang, and 101 in Fuzhou.

To ensure that the findings were not skewed by a single city or company, between ten and twenty-five organizations in each city were chosen, with no more than 10 responders from any one company. Career progression, professional skill development, promotion velocity, and remuneration increase all have distinct, additive effects on organizational commitment, rather than multiplicative effects, according to data from a prior study. In practice, each of these factors of career development contributes significantly and distinctively to the increase of organizational commitment, which is a component of job performance.

Several studies have found that career development has an impact on organizational commitment. In a poll of 2000 Pakistani employees, Alvi et al, (2018) discovered that individuals who perceive larger promotion opportunities in their company have a higher level of organizational engagement. Employee commitment has been shown to be affected by possibilities for personal growth (Liu & Wang, 2001), promotion equity and

training (Weng, McElroy, Morrow, & Liu, 2010), and learning opportunities (Ng, Butts, Vandenberg, DeJoy, & Wilson, 2006). According to this research, employees' ability to grow and develop personally inside their workplaces has an impact on their psychological connection to their employers, resulting in higher productivity. The distinction between the previously conducted study and the current study is that the previously conducted study took into account many aspects of job performance such as commitment, psychological attachments, and promotion equity, but the current study will not. The current study will examine job performance and how motivating factors affect it.

### **Extrinsic Motivational Determinants that Influence Work Performance in tertiary institutions**

#### ***Employees' Training***

Armstrong (2010) defines training as the systematic and planned delivery of instructional activities with the purpose of improving learning and performance at work. Training can also be defined as a set of behaviours designed to meet immediate needs and concentrated on the instructor, in contrast to learning as a process focused on the growth of individual and organizational potential, as well as the development of future abilities (Reynolds, Wardle, Cliff, & King, 2004). Training is the systematic development of an individual's attitude and ability to perform satisfactorily on a certain task (Sila, 2014). He claims that training is intended to change an employee's work behaviour in order to increase efficiency and meet performance goals. Employee training is the same as investing in a company's most valuable asset: its employees. It enhances their abilities, modifies their

attitude toward work, and deepens their commitment to the firm, all of which contribute to increased performance.

Additionally, training lays the framework for career advancement, which culminates in acknowledgement of employees through promotions. As a result, job satisfaction is increased. Individuals' personal traits are enhanced through training and development procedures, which ultimately results in increased organizational performance. Training is intended to assist employees in learning the knowledge and skills essential to perform efficiently and completely develop their abilities in critical areas of the business. Training must increase the trained employee's performance and abilities in order to be effective.

According to Bhat (2013), there is a link between training and work performance. For the study, 108 employees were polled. Respondents were asked to react on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) (strongly agree). One independent variable, training, and one dependent variable, employee performance, are included in the study model. Using descriptive statistics, the level of perception was examined across all variables in the study. According to the conclusions of the study, there is a strong link between training and employee performance (74.7%). (.747). He also used regression analysis to determine the impact of training as a motivator on employee performance. According to the regression results, a 1% change in the independent variable (training) can result in a 74.7 percent change in the dependent variable (performance). Thus, boosting training by 1% resulted in a 74.7 percent increase in performance. This association is significant and positive, as evidenced by the low p - value. The coefficient of

determination ( $R^2$ ) value of .559 indicates that training accounts for 55.9% of the variation in performance and that additional factors may account for 44.1 percent of the variation in the outcome variable. The  $t$  value for the hypothesis that training is a major predictor of performance is 9.634. According to the findings of this study, a teaching staff that has been taught or views training as a source of motivation will do well in the institution.

Similarly, Afroz (2018) conducted a study with 150 employees from 14 institutions in the Tangail district of Bangladesh. A self-administered questionnaire and a stratified sampling technique were used to survey 150 employees, with a response rate of more than 75%. The data were investigated using the statistical software SPSS 20 for descriptive analysis, T-tests, correlation, and regression. Because of the survey's methodology, possible correlations between variables might be evaluated. Employee performance was the dependent variable in Afroz's (2018) study, while employee engagement, motivation, and satisfaction were the independent factors. According to Afroz (2018), a change of 1% in the independent variable  $X_2$  (employee motivation) results in a 31.3 percent change in the dependent variable (employee performance), provided that  $X_1$  and  $X_3$  remain unchanged. Thus, increasing training by 1% resulted in an increase in performance of 31.3 percent. This is a mutually beneficial and significant partnership.

Another investigation was undertaken by Tahir, Yousafzai, Jan, and Hashim (2014). Eighty questionnaires were distributed to collect data. The questionnaire's reliability and consistency were determined using SPSS descriptive statistics methods. The purpose of this research was to see how

training and development affected employee performance and productivity. The study model has a p value of 0.000, or 0.05, according to Tahir, Yousafzai, Jan, and Hashim (2014), indicating that it is statistically significant. As a result, the study's independent variable, training and development, has a strong relationship with the study's dependent variable, employee performance and productivity. This demonstrates that when employed as an incentive, training has an impact on employee performance.

At Jordan's Yarmouk University, Al-Mzary, Al-rifai, and Al-Momany (2015) conducted a study to examine the attitudes of administrative executives and employees about offered training courses and the influence of training on employee job performance. The data revealed that training courses are only tangentially related to employee training demands, and that a number of factors influence training applicant selection. There was also a correlation between successful training and employee performance, according to the data. The commonality between the prior and current studies is that they were both conducted in a university atmosphere, which lends credibility to the conclusions. However, the authors were unable to provide information on the type of training received by administrators. The present project will employ lecturers who will receive training different from administrators. Nonetheless, training is a well-established fact that improves employee performance.

Staff training programs at Nigeria's River State University of Science and Technology and University of Port-Harcourt were investigated by Adeniji, Badalona, and Adeniji (2012). The researchers performed a survey of librarians at the aforementioned universities and discovered that the success or



failure of a training program is mostly affected by the educational level of the staff and the competence gained throughout the training.

Al-Awawdeh (2011) conducted a study with the primary purpose of analysing the relationship between a training technique and employee performance statistically. As stated in the theoretical part, the goal of this study was to determine the possible impact of key personnel and their performance. SPSS was used to assess the independent variables of training system, training, and obstacles. A total of 120 people were chosen at random from Al al-Bayt University's administrative department's 651 workers. All independent variables had a statistically significant effect on performance, and they also had a statistically significant effect on morale, according to the data. The transaction effect was also good on the two independent performance indicators. According to the findings, scientific approaches should be used to assess Al-Bayt University personnel's training needs, and training programs stressing obstacle practice and resolution should be designed. According to the findings of a previous study, training does have an impact on employee performance.

#### ***Financial Incentive***

Employees behave in predictable patterns as a result of all incentive tendencies. This means that in any organization, the level of incentives provided by the employer or management is determined by the employees' behaviour. This substantially jeopardizes the relationship between employees and employers, unless organizational incentives are correctly understood and utilized. Financial incentives, according to Linda (2001), encompass any inducement, including the payment of money and a reduction in the price paid

for items or services, as well as any credit grant. According to human behaviour theory, everyone appears to be born with certain basic instincts that are similar to those seen in nature. People are often unaware of the urges that exist within their conscious minds, which drive them to act in certain ways. If this urge is ignored, frustration ensues, and the individual suffers from sadness, and his zeal wanes until action is made.

Achie and Kurah (2016) conducted a study on financial incentives and job performance with the entire Yola Electricity Distribution Company (YEDC) workforce, which included 65 people. A sample size of 45 employees was determined using a simple random sampling procedure. The examination of this data found that while employees receive financial incentives and prospects for progress on the job, they remain dissatisfied with financial incentives, service conditions, and management/employee relationships. The commonality between the previous study and this one is that both examine financial incentives comprehensively. However, the previously conducted study took place at the Electricity Company, whereas the current study would take place at a postsecondary institution. Thus, one could argue that there are distinctions between what motivates employees at an electricity firm and those at a postsecondary university.

Hur, Lee-Yoon, and Whillans (2018) also discuss incentive systems as an overlooked aspect affecting job performance and the function of incentives in determining how employees see their various social interactions. When employees are awarded for performance, they prioritize socializing with co-workers over time with friends and family, according to the findings of one archival dataset, one panel survey, and two experiments (n = 132,139). They

also show goal instrumentality as a mechanism for these findings: people who get performance incentives see their work connections as particularly advantageous to achieving their objectives. The study's findings demonstrate that when employees are compensated or receive incentives for their efforts, they are able to accomplish their objectives. The distinction is that the previously conducted study was unable to determine the type of goal that financial incentives assist employees in achieving. Were the objectives personal or organizational? In summary, it has been demonstrated that financial incentives can influence performance in terms of goal attainment.

Novianty and Evita (2018) did research on financial incentives as a bonus paid to employees as a result of their company's job motivation. The study surveyed 43 employees using questionnaires with a semantic differential scale. The research findings indicate that the dimension of the research variable is genuine and that the relationship between financial incentives and employee motivation is favorable. According to this study, one method of encouraging employees is through financial incentives. To what extent, though, can employees be encouraged to produce work? The previous study did not determine this; however, the present study will look into how financial incentives can motivate individuals to improve their work performance.

Dee and Wyckoff (2015) found that incentives have a positive influence on student performance in two trials. One study looks at a specific aspect of the IMPACT incentive program, which is situated in Washington, DC. This program provided instructors the opportunity to earn a one-time bonus as well as a permanent wage increase of up to \$27,000 per year, making it significantly more expensive than more traditional schemes that offer

temporary incentives as well as a substantial incentive. Instructors were compensated based on a criteria that weighed their value-added scores, classroom observations, and devotion to the school, as was the case with the Chicago Teacher Advancement Program. While the program was not tested experimentally, the study took advantage of a characteristic of the system's design that allows for natural experimentation: to qualify for permanent compensation increases, teachers had to be judged "extremely effective" for two years in a row.

This suggests that, despite the fact that the two groups are otherwise almost equal, teachers who were barely regarded as very effective in the first year had a far higher drive to perform well in the second year than those who barely missed. The study compared the performance of these two groups of teachers and found that incentives have a significant positive impact on teacher performance. Two previously conducted research demonstrate that financial incentives have an effect on job performance. This means that the incorporation of financial incentives would increase work performance in any organization, and no error should be made in interrupting the Lavy (2002, 2009); two Israeli studies find significant positive effects of teacher incentives on student's performance. The research looks at two incentive programs that pay teachers depending on their students' achievement on the Bagrut, a high school departure and college admissions exam. Despite the fact that the trials were not randomized, they were designed in such a way that causal effects could be calculated. The first study looks at the impact of a low-stakes school-wide (group) incentive program in which teachers might earn up to \$1,000 apiece. The second looks at a teacher incentive program that pays out far more

money—up to \$7,500 in the United States. In both situations, the incentives had a positive and statistically significant impact on teacher and student performance.

### *Job Security*

The chance of a person keeping his or her existing job is defined as job security. The higher one's chances of keeping a job, the more secure one's position. Job insecurity, on the other hand, is defined by Heaney, Israel, and House (1994, p.1431) as "the feeling of a threat to one's current position's continuation." Employment insecurity, according to Greenhalgh and Rosenblatt (1984), is the degree to which an individual is concerned about losing their job. Job security has been identified as an extrinsic factor of job performance.

Jimenez and Didona (2017) examined whether perceived job security has a beneficial influence on job performance effectiveness for unionized and non-unionized employees. Employee perceptions of work security differed across unionized and non-unionized firms, indicating that job security had an impact on job performance. The sample consisted of 100 unionized and non-unionized employees from various jobs and groups at Miami International Airport.

They responded to a questionnaire using the Likert scale, which contained questions concerning their beliefs about job security and performance. Employees who are protected by unionized organizations are more likely to perform well at work, according to the research, which backed up by the literature analysis.

The findings imply that job performance and, to a lesser extent, organizational conduct can be predicted by the security given by union member organizations. The distinction is that the prior study recruited participants from a variety of roles and organizations, whereas the present study will recruit participants from a variety of positions inside the same organization. The two studies had one thing in common: they both employed a Likert scale questionnaire to collect data. Aside from these minor differences, a previous study found a link between job security and work performance. In a similar vein, Kraja (2015) discovered that job security had a considerable impact on public-sector performance.

According to James (2012), job security has a substantial impact on team performance as well as organizational success. He stressed that firms that provide insufficient job security contribute to employees losing faith in their prospects, which has a detrimental influence on performance. He stated that the more job security an employee has, the more likely he is to perform his job effectively, which reflects in the organization's overall performance. In businesses, for example, tasks are frequently divided into jobs assigned to certain individuals. The employment of each person is assessed depending on their own performance. Individual performance has an impact on the company's overall performance.

Individual employee performance is inextricably related to the organization's overall performance. Because their performance appears to be connected to organizational performance, their contributions will be diminished and ineffective if they perceive a lack of job security within the organization. While a previous study looked into the link between job security

and organizational performance, it remains linked to worker performance since who is responsible for a company's success if it performs well? It is, without a doubt, the staff. According to the poll, the business functions effectively as a result of job stability for employees.

At the University of Calabar in Nigeria, Akpan (2013) explored the extent to which job security and work satisfaction predicted organizational commitment among university academics. We also looked at each of the two independent variables' proportional contribution to the prediction. Using a survey methodology and a purposive sample technique, the study recruited 290 professors from two universities. The work was directed by two theories. A structured questionnaire was used to collect information. Multiple regression and the t-test were used to evaluate the data. Job security and job satisfaction were found to have a substantial impact on organizational commitment among university professors ( $F = 9.87$ ;  $P.05$ ).

Although the author study made no direct mention of job security or performance, conclusions can be taken here since, as Olorunsola (2013) argues, commitment is a component of job performance. Given that commitment is a component of work performance, employment stability may result in an increase in work performance, based on Akpan's findings (2013).

### ***Recognition and Appreciation***

Recognition is regarded as critical to an organization's performance because it teaches employees how their activities affect both their personal and organizational goals. When appreciation is effectively communicated, it instills a higher sense of ownership, accountability, and pride in employees (Global, 2003). There is no more effective method of motivating employees

than through assisting the firm in meeting its objectives. The building of a strong, respectful, and supportive connection between managers and employees, with an emphasis on genuine expressions of gratitude for individual employee accomplishments, service milestones, and daily acknowledgment of performance excellence, should be among these strategies. Nothing beats a genuine "thank you for a job well done" in general (Daniel & Metcalf, 2005). At Telekom Malaysia (TM) in Melaka, Malaysia, Abdullah, Shonubi, Hashim, and Ab Hamid (2016) research and analyse employees' views of recognition and appreciation, as well as the psychological influence on job satisfaction, performance, productivity, and commitment to organizational goals. Employees routinely give the lowest scores to issues of recognition and gratitude, the authors discovered. Furthermore, research from many eras continuously shows that people care about fair treatment so recognising and praising employees must be done effectively and a timely to guarantee that the program is effective and efficient, and that the complete objective and defined goal of the incentive is met. Employee recognition and appreciation receive little attention in the workplace, according to their findings, but they are crucial to solving.

At Equity Bank Limited in Mount Kenya, Wanjiru (2017) evaluated the impact of non-monetary acknowledgment on work performance. The target group consisted of 447 Equity Bank workers in the Mt. Kenya region. 30% of the study's participants, or 134 employees, were chosen by the researcher. The researcher used questionnaires that were self-administered. The findings established a strong and advantageous association between job performance and recognition. The distinction is that the previous study



included bank employees, but the present study would include staff of higher institutions. Prior research, on the other hand, has shown that employee recognition and appreciation, independent of the organization in which a person works, have an impact on employee performance.

Bradler, Dur, Neckermann, and Non (2016) published a paper in 2016 presenting the findings of a controlled field experiment aimed at determining the causal impact of unexpected public recognition on employee performance. According to the authors, almost 300 people were used to accomplish a three-hour data entry activity. After two hours of work, workers in a random sample of work groups received a pleasant surprise. The authors demonstrate that receiving praise increases subsequent performance significantly, especially when it is reserved for the greatest performers. Surprisingly, unrecognized individuals are responsible for the majority of this performance gain.

#### ***Conducive Environment***

Michael Saidi et al, (2019) explored the association between employee performance and work environment. A quantitative survey with questionnaires was used to obtain data for this investigation. For this study, administrators from several departments of a Kuching municipal government were questioned. The relationship between the variables was established using Pearson's Correlation Analysis. According to the conclusions of the study, there is a strong link between employee performance and the workplace environment. The supervisor's assistance was considered as the most important aspect in maintaining a positive work environment.

Manu (2016) looked into the impact of the workplace on employee productivity in government agencies. The Assembly was picked as a case

study because it employs 255 people in total. A total of 100 questionnaires were delivered to Obuasi Municipal Assembly employees in order to achieve the study's objectives. A stratified random sampling technique was used to choose a sample of 100 employees to ensure that all strata of the population were evenly represented and that all occurrences within each stratum had an equal probability of being selected. The survey received a response rate of 78 percent. Multiple regression analysis and descriptive statistics were used to analyze the personnel data. At the Municipal Assembly, each component of the work environment has been demonstrated to be statistically important in terms of productivity. Employees of the Obuasi Municipal Assembly, on the other hand, found the social work environment to be the most conducive to their job, while the psychological work environment was the least favourable. Finally, the workplace environment of the Obuasi Municipal Assembly was determined to be statistically significant for employee performance.

Additionally, Keah, Lau, Lim, Ng, and Teh (2016) investigated the effect of a positive work environment on job engagement in the Perak manufacturing industry. The study is primarily concerned with the manufacturing industry in Perak. The dependent and independent variables were tested for reliability, frequency, correlation coefficient, and hypothesized correlation using SAS version 5.1. Empowerment, authentic leadership, mission and goal setting, procedural justice, workplace safety and health, purpose and goal setting, and job engagement were all found to be beneficial in the study.

Taiwo (2010) looked into the impact of the workplace on employee productivity in a number of oil and gas companies in Lagos, Nigeria. The goal

of this research is to find out how the work environment affects future worker productivity. The study discovered that factors in both the external and internal work environments, as well as present employment regulations, all work against increasing worker productivity. Federal and state governments must investigate ways to modernize and improve infrastructure in order to foster a more conducive work environment conducive to increased labor productivity. Similarly, businesses must evaluate work and organizational characteristics, as well as employment policies, for prospective changes that might increase employee happiness and so motivate employees to be more productive. Primary data was evaluated in this study utilizing standardized questionnaires with closed-ended questions. The t-test was used to examine the research hypotheses. Respondents were chosen at random from four different oil and gas companies in Lagos. The T-test results suggest that the work environment is the source of employee productivity difficulties. Employees who work in a happy environment are more likely to innovate.

### ***Workplace Policy***

Bakari (2016) looked at how organizational policies affect employee performance. The data was collected using the descriptive research approaches utilized in this study. This technique of research was chosen since it ensured that respondents' feedback was recorded in a timely and cost-effective manner. The study took place in Nairobi, Kenya, at the case study's headquarters. The university is located in an ideal location for researchers. The study revealed that even when change is positive, it demands the alteration of deeply ingrained behaviours and beliefs. When things change in the workplace, it affects a large number of people, each of whom will react differently.

Organizational performance may be harmed, usually negatively, until new rules or practices are implemented and personnel acclimate to new ways of fulfilling job responsibilities or new norms of personal behaviour.

Chelimo (2017) investigated the impact of HR regulations on employee performance. This study employed a descriptive research design. The use of a questionnaire allows for the integration of qualitative and quantitative methodologies. Rather than focusing simply on the policies, the research questions tried to discover employees' sentiments toward them. The population consisted of Co-operative Bank of Kenya employees at all levels of management and non-management. The bank employed approximately 3,000 full-time employees. A sample frame of 175 permanent employees was chosen from the bank's seven Nairobi CBD branches to ensure an effective and efficient data gathering and processing method. The sample was chosen using a stratified random sampling approach. The data was entered into an excel spreadsheet and then transferred to IBM's Statistical Package for Social Sciences (SPSS) 24.0 for analysis.

According to the study's findings, more than half (52 percent) of respondents felt that human resource recruitment practices benefited in new position adaptation. Furthermore, with a mean of 2.7, the majority of respondents felt that the policy provided an opportunity for development and professional advancement as a motivator for meeting targets. Furthermore, 72.2 percent of respondents said that human resource appraisal policies helped employee performance. There was general agreement, according to respondents' data with a mean of 3.30, which human resource appraisal procedures promoted in particular personal growth, which resulted in

improved performance. Additionally, data analysis of non-management staff revealed that the strategy promoted an organizational culture of learning in order to allow performance improvement.

Quansah (2013) interviewed 150 respondents at four rural bank branches, comprising 40 management and 110 non-management workers. 98.66 percent of management and 108 non-management personnel responded. The research employed two sets of questions to classify eight and ten human resource management approaches for managers and employees, respectively. Managers and employees were sampled using both purposeful and convenience sampling approaches. The findings of the study show that non-human resource professionals are poorly developing, implementing, and managing human resource procedures and that these rural banks' practices, programs, and policies are adversely perceived by their employees. Additionally, the study established that rural banks are missing out on significant benefits linked with effective human resource management.

Several academic research have been undertaken to determine the link between human resource procedures and employee performance, and the findings show a positive correlation (Mohd Ishak, Mustapha & Mahmud., 2009; Shahzad, K., Bashir & Ramay, 2008).

Adhiamboe (2018) conducted research into the effects of school policies on academic achievement in Kenyan mixed-day schools. The purpose of this research was to see how school policies affected academic achievement in Kisumu east mixed-day secondary schools. The study's most important finding was that school policies had a mixed impact on students' academic achievement in Kisumu East District mixed-day secondary schools.

### **Interpersonal Relationship among Workers**

Lodisso investigated the impact of interpersonal interactions on employee job satisfaction (2019). The participants were 61 co-workers and supervisors from the Hawassa City Administration's Education department. A Structural Equation Model (SEM) analysis was used to examine the trends in the impact of the independent factors on the dependent variable for the entire sample. A welcoming work environment is critical for employees' interpersonal connections, according to the study's findings, and interpersonal ties have a large positive direct effect on job satisfaction. Thus, management participation may aid in the development of workplace friendships; employees must get along well with their coworkers in order to maintain a positive work environment and healthy interpersonal interactions.

Velmurugan (2016) analyzed interpersonal interactions and the performance of organizations. Every business, according to the author, works to improve its efficiency in order to survive and compete. In today's fast-paced environment, it's exceedingly difficult to recruit and retain personnel. As a result, businesses aim to retain their employees while simultaneously maximizing their performance. They demand increased productivity, or the ability to produce the highest amount of output with the least amount of input. It was established that interpersonal relationships have an effect on an organization's effectiveness. Interpersonal interactions can be crucial in recruiting, retaining, developing, motivating, and communicating. As a result, the effectiveness of the organization is boosted.

Birgisdóttir (2019) looked at how interpersonal interactions affect job satisfaction among Icelandic workers. Numerous studies have been undertaken

to highlight the value of interpersonal coworker ties, with consistent findings indicating a significant correlation between coworker relationships and workplace happiness. The purpose of this study is to emphasize the importance of interpersonal ties between coworkers, and subordinates and superiors. 156 participants were given a questionnaire with ten questions and statements. The majority of those who took part were full-time employees from a variety of companies. Positive relationships between subordinates and superiors were linked to higher job satisfaction, according to the findings. The results of coworker connections, on the other hand, were less evident.

At a Wajo regency junior high school, Basir and Basir (2020) investigated the impact of interpersonal communication and work culture on teacher performance. Cluster Random Sampling was used to identify 744 teachers as respondents, and 294 instructors were included in the sample. The questionnaire was used to collect data, and the goal was to simply evaluate model relationship patterns in Microsoft Excel and SPSS that described both individual and group behaviour at the same time. Teacher performance is positively influenced by interpersonal contact, and corporate culture has a direct and considerable impact on teacher performance. When all independent variables are added together, the result is a considerable positive effect on teacher performance. This emphasizes the vital importance of instructors' interpersonal communication skills and works culture in promoting indigenous wisdom.

## **Intrinsic Motivation and Extrinsic Motivation as Predictors of Work Performance**

According to research on Self Determination Theory (SDT), there is a positive relationship between intrinsic motivation, performance, and behavioural outcomes (Van den Broeck, Sulea, Vander Elst, Fischmann, Iliescu & De Witte, 2014; Ryan & Deci, 2017, Goroizidis & Papaioannou, 2011). Intrinsically motivated persons have long been recognized as being highly engaged in job activities (Grolnick & Ryan, 1987; Patall, Cooper, & Robinson, 2008), owing to their fascination with and spontaneous gratification from those duties (Ryan & Deci, 2000, Gagné & Deci, 2005). Furthermore, genuinely motivated people are tenacious in finishing tasks and achieving goals (Grant, 2008; Grant & Berry, 2011); this tenacity is a necessary precondition for effective work performance. Individuals who are intrinsically motivated are more likely to stick with delightful, purposeful activities (Pinder, 2014).

These individuals put forth more effort and endure longer to complete intrinsically gratifying tasks than those motivated by extrinsic incentives (Deci, 1972). Additionally, intrinsic motivation encourages psychological commitment to and mobilization of energy for ongoing work-related activities, allowing people to devote additional time to their employment (Grant & Berry, 2011). As a result, their performance is superior to that of non-motivated individuals. It has been demonstrated that intrinsic drive improves academic achievement and job performance in both students and employees (Gottfried, 1985). Meta-analyses also show a moderate-to-strong link between intrinsic motivation and work success (Ryan & Deci, 2017).



Furthermore, there is a link between intrinsic motivation and corporate citizenship behaviour (OCB). Intrinsic motivation has long been thought to be a factor in the development of OCB (Shareef & Atan, 2019). Similarly, SDT research has found that intrinsic motivation at work improves prosocial behaviour by meeting autonomy, competence, and connectedness needs (Sheldon, Arndt, & Houser Marko, 2003). Extra-role acts, such as OCB, require individuals to put additional effort beyond their formal commitments; according to SDT theorists; hence intrinsic motivation is required for engagement in those behaviours. While companies expect employees to succeed and reward them with extrinsic rewards (such as salary and bonuses), OCB and change-oriented OCB are rarely explicitly recognized. As a result, employees are hesitant to participate in OCB unless their occupations provide genuine satisfaction and intrinsic fulfillment. Intrinsically driven people are more likely to engage in OCB for the sake of the behaviour rather than for the sake of receiving rewards and accolades (Grant, 2008).

Intrinsic motivation drives individuals to pursue task significance (i.e., a sense of contribution to the larger community) (Grant, Campbell, Chen, Cottone, Lapedis, & Lee, 2007), resulting in intrinsically motivated employees feeling a strong desire to contribute to the larger community and higher OCB. Positive mood is another aspect in the link between intrinsic motivation and OCB. Positive affect, a mood disorder linked to OCB, has been shown to be caused by intrinsic drive (Kim, Shin & Kim, 2013; Ziegler, Schlett, Casel & Diehl, 2012). Genuinely driven people exhibit energy, enthusiasm, and vigilance, and as a result, they participate in discretionary behaviour that

benefits their company and teammates. We hypothesize that intrinsic motivation has an impact on work performance based on this logic.

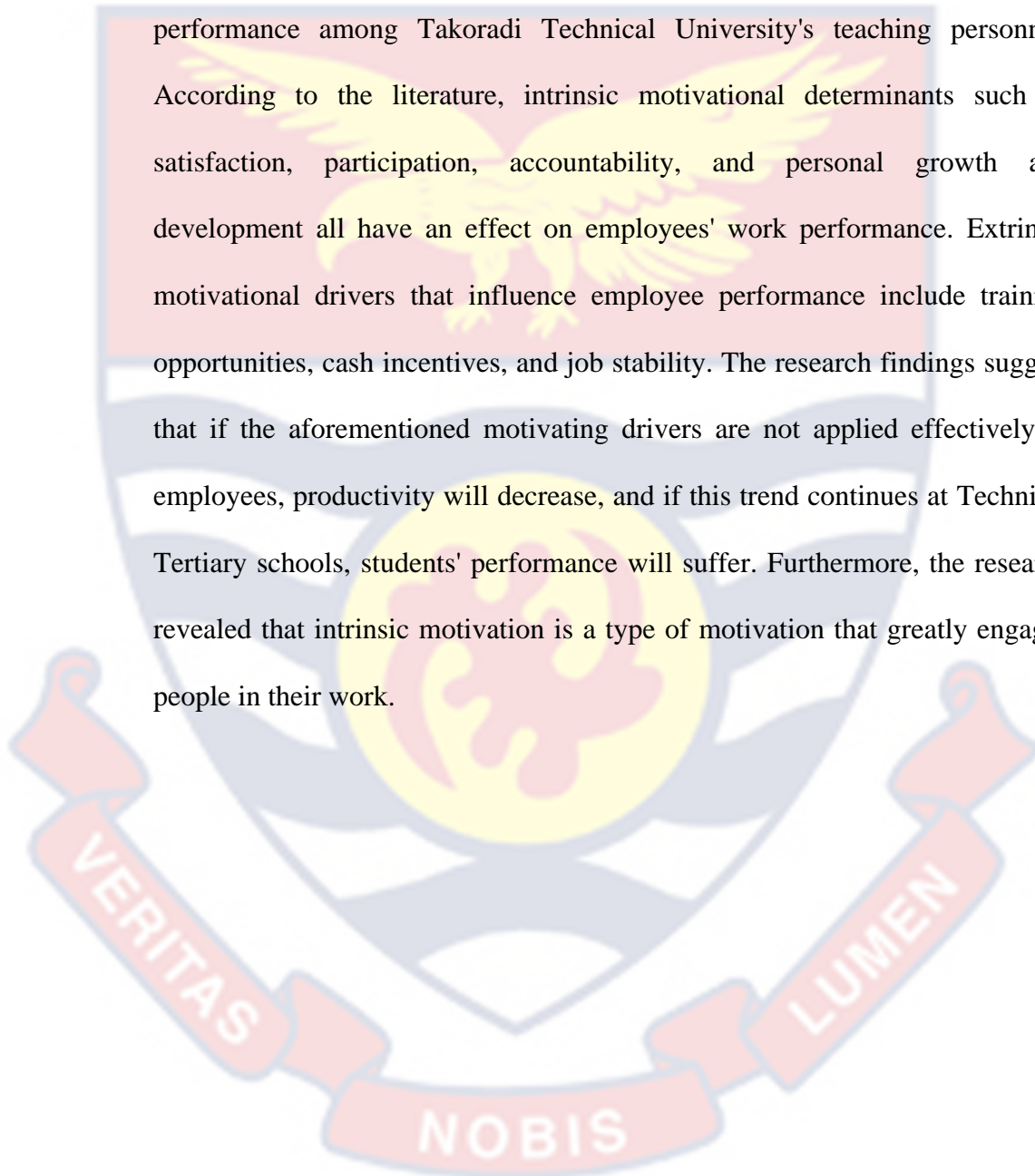
Financial incentives, job stability, growth prospects, and the work environment are all elements that impact extrinsic motivation. The goal of this part, however, is to combine the aforementioned factors in order to establish whether they have an effect on employee performance when taken collectively. The link between extrinsic motivation and its effect on employee performance has generated inconsistent findings. Extrinsic motivation has been shown to have a negligible effect on job performance in previous research (Houston, 2000; Rahman, Akhter & Khan, 2017; Gain & Watanabe, 2017; Kuvaas, B., Buch, Weibel, Dysvik & Nerstad, 2017). On the other hand, the current study indicates a strong correlation between extrinsic motivation and job success (Hur, 2018; Chang & Teng, 2017; Hassan & Owuor, 2016; Sanjeev & Surya, 2016). Hassan and Owuor (2016) assert that all extrinsic factors boosted employee motivation, which resulted in an improvement in worker productivity. According to the studies, extrinsic motivation has a mixed effect on job performance. The researcher is interested in discovering the strongest predictor of work success against this backdrop. Is motivation intrinsic or extrinsic in nature?

SDT theorists have long recognized that persons who are genuinely motivated maintain a high degree of involvement in their professional endeavors (Grolnick & Ryan, 1987; Patall, Cooper & Robinson, 2008). However, the researcher is unaware of any studies suggesting that extrinsic motivation is a strong motivator for employees. Additionally, the researcher

seeks to establish if intrinsic or extrinsic motivation is the better predictor of task performance.

### Chapter Summary

The goal of this study was to ascertain the motivating drivers of work performance among Takoradi Technical University's teaching personnel. According to the literature, intrinsic motivational determinants such as satisfaction, participation, accountability, and personal growth and development all have an effect on employees' work performance. Extrinsic motivational drivers that influence employee performance include training opportunities, cash incentives, and job stability. The research findings suggest that if the aforementioned motivating drivers are not applied effectively to employees, productivity will decrease, and if this trend continues at Technical Tertiary schools, students' performance will suffer. Furthermore, the research revealed that intrinsic motivation is a type of motivation that greatly engages people in their work.



## CHAPTER THREE

### RESEARCH METHODS

#### Introduction

The research focuses on the motivational factors that influence work performance in tertiary institutions' teaching staff. The research methodologies utilized in the study are described in this chapter, which include the research design, sampling techniques and procedures, population definition, and instruments. It also goes over the data sources, including data gathering methods, ethical considerations, and data management protocols.

#### Research Design

In this study, a descriptive survey was used. This entails obtaining data in order to test a theory or provide information on the present condition of the field. It determines and conveys the existing state of affairs (Gay, Mills & Airasian, 2009). The descriptive survey approach, according to Gay, Mills, and Airasian (2009), as well as Best and Kahn (2005), is beneficial for examining the preferences, attitudes, worries, interests, habits, and perceptions of a group of people. Most descriptive data is gathered through surveys, interviews, or observations (Creswell, 2012; Robson, 2011).

A survey uses a representative sample to generate a quantitative or numerical portrayal of a population's trends, attitudes, or opinions, according to Fowler (2013). It includes cross-sectional and longitudinal studies that collect data using questionnaires or structured interviews in order to extrapolate results from a small sample to the entire population.

Quantitative research entails testing ideas or hypotheses, deductive reasoning, confirmation, explanation, and prediction, as well as large-scale

data collecting and statistical analysis (O'Leary, 2009). For example, if the researcher wants to collect data on the impact of motivation on teaching staff's work performance, he or she can use descriptive statistics with a questionnaire.

Despite the descriptive surveys' strengths, the researcher may encounter several difficulties when using them. These issues include the following:

- a. ensuring that the questions to be addressed are simple and unambiguous;
- b. eliciting thoughtful and honest responses from respondents; and
- c. obtaining a sufficient number of surveys completed (Fraenkel & Wallen, 2000).

To assist in minimizing these shortcomings, the researcher would employ Osuola's approaches (2001). In defending the descriptive research's shortcomings, Osuola (2001) stated that "creating a quality study demands special attention to two critical factors: adequate sampling processes and precision in defining terminology used to elicit information" (p. 201).

He continued by stating that descriptive research is crucial for eliciting responses to queries. However, it is insufficiently thorough to provide solutions on its own. It cannot, however, demonstrate causal links. Finally, these shortcomings were minimized by ensuring that instruments were unambiguous and easy to understand. Additionally, the researcher gave a signed consent form to safeguard the respondents' confidentiality.

## Study Area

Takoradi Technical University was founded in September 2016 as part of the government's aim of upgrading Takoradi Polytechnic and five other Polytechnics to the level of a Technical University. Takoradi Technical University (previously Takoradi Polytechnic) has operated as a Government Technical Institute under the Ministry of Education's Ghana Education Service since April 1954. During that time period, the institute primarily offered Craft and Technician Certificate programs in commercial and technical areas, conferring Royal Society of Arts (RSA) and City and Guilds of London (C&G) qualifications in the United Kingdom. However, the Ghana Education Service assumed responsibility for awarding the abovementioned certifications in 1990.

As part of the 1980s Education Reforms in Ghana, the Takoradi Technical Institute and five other similar institutions were upgraded to become part of the Ghana Tertiary Education System under the Polytechnic Act 321 (PNDC Law 1993). The Polytechnics began offering Higher National Diploma (HND) programs in the 1993/1994 academic year, as required by legislation. These reforms specified the function of polytechnics in complementing the role of universities in expanding access to tertiary education for medium and higher-level training.

The Ministry of Education introduced a measure in 2014 discussed by the Cabinet of Government and enacted into law in August 2016 with the president's consent, converting select polytechnics into technical universities ("My Joy Online," 2019). The Takoradi Polytechnic Council approved the name "Takoradi Technical University," which was legally registered with the

Ghanaian Registrar General's Department. Takoradi Technical University now has three (3) campuses: Effia Kuma in Takoradi, Butumagyebu in Sekondi, and Akatakyi in Akatakyi (Agona-Nkwanta). With a total area of 152.3 acres ("Takoradi Technical University," 2019), the Akatakyi Campus is the largest of the three.

### **Population**

The population of the study included all senior members and senior staff in Takoradi Technical University. The total population of teaching staff at Takoradi Technical University is 314 ("Takoradi Technical University," 2019).

### **Sampling Procedure**

A sample is a subset of the population that is both small and representative. Sampling enables researchers to examine a relatively small number of units within a target population's geographic area and collect data that are typical of the entire population (Burns & Grove, 2003). The process of selecting a subset of a population to act as a representative sample of the entire population is known as sampling. A population of 314 requires a sample size of at least 169, according to Krejcie and Morgan's (1970) table for calculating sample size for a known population. Due to the non-return of certain surveys, Cohen, Manion, and Morrison (2004) recommend that the sample size be increased to approximately half of the required number. As a result, 254 instructional staff members were enrolled in the study.

Proportional random sampling was used to pick respondents. The entire population is divided into homogeneous groups called strata in a proportionate random sample. Each stratum is randomly sampled. This was

appropriate since the teaching staff population was classified into senior members and senior staff lecturers, and stratified sampling was used to choose samples from each category. Proportional sampling has the primary advantage of capturing important demographic characteristics in the sample. Similar to a weighted average, this sampling technique results in sample characteristics that are proportional to the total population. Proportional sampling is useful when populations have a range of characteristics but is ineffective when subgroups cannot be generated.

Stratification results in lower estimation error and more precision than simply random sampling. The larger the stratum separation, the greater the gain in precision. The disadvantage of this sampling approach was that it required a number of conditions to be met in order to be effective. The researcher must identify and classify each member of the community under study into one, and only one, subpopulation. As a result, proportionate random sampling is inefficient when researchers lack confidence in their ability to classify every member of the population into a subgroup. The proportion is calculated by dividing a sub-section of the population by its total population and multiplying by 100. Takoradi Technical University's teaching faculty is composed of senior male members (65.29 percent), senior female members (30.57 percent), male senior staff (3.18 percent), and female staff (0.96 percent). After obtaining their proportion, it would be utilized to distribute the sample size (254). This is seen in Table 1.



**Table 1: Distribution of Sample Size of Teaching Staffs**

Teaching Staff		Percentage	Sample
Senior Members	Male	65.29	166
	Female	30.57	78
Senior Staff	Male	3.18	8
	Female	0.96	2
Total		100	254

Source: Field Survey, Bassaw (2019)

### Data Collection Instruments

Data will be collected using a 36-item self-designed questionnaire. The usage of a 36-item questionnaire would be appropriate since, according to Pallant and Manual (2010), a questionnaire should have at least ten items. There would be four sections to the questionnaire (Section A to Section D). The teaching staff's background information would be elicited in Section A. Age, educational level, gender, and length of employment are among the data points. Section A would consist of five issues, with teaching professionals being needed to either tick or provide their response.

Section B contains twelve items that seek information on intrinsic motivational determinants that influence the work performance of Takoradi Technical University's teaching faculty. The information gathered in this portion of the questionnaire would be utilized to answer the first research question. The nine items in this component of the questionnaire will be measured using a four-point Likert scale with 4 = highly agree, 3 = agree, 2 = disagree, and 1 = severely disagree.

Apart from remuneration, Section C contains six items that seek information on extrinsic motivating drivers that affect teaching staff

performance at Takoradi Technical University. The information gathered in this portion of the questionnaire would be utilized to answer the first research question. For the five items in this section of the questionnaire, a four-point Likert scale format with 4 = strongly agree, 3 = agree, 2 = disagree, and 1 = strongly would be used.

Section D has ten items. Section D is the scale for measuring the work performance of employees. This scale was adopted, and it has a Cronbach Alpha and a reliability coefficient of 0.916 (Olorunsola, 2013). The 10-point Likert scale would be used for the analysis of the eleven items in section D of the questionnaire. A score of 20-39, 40-59, 60-79, and 80-95 is labeled below performance, minimally performs performance, achieves performance, and above average performance respectively. All items on the four Likert scales would be analysed individually using their mean and standard deviation. Since it is a four Likert Scale, the highest mean of a factor would be 4, whereas the lowest mean would be 1. However, the cut-off point to determine whether a mean is high or low will be known after the midpoint of two extreme scores (4 and 1) have been calculated. The midpoint of a factor on the four-point Likert Scale would be 2.50. Therefore, any factor with a mean of 2.50 and over would be considered as the highest mean, that is, when it is compared with the midpoint that is already obtained, whereas factors with a mean that will fall below 2.50 would be considered as the lowest mean. Factors that would have the highest mean would be considered motivational determinants that contribute immensely to work performance.

### **Pilot-testing**

Cape Coast Technical University was used for the pilot study. This is because their teaching staff have also demanded conditions of service from the government; else, they would withdraw the educational services from students (Ghana Web, 2018). Also, there would be other motivational determinants of their work performance apart from salary. The researcher used 30 teaching staff to pilot the test. The use of this number of teaching staff was appropriate because, according to Sudman and Bradburn (1983), at least 12 to 50 people is a minimum requirement for pilot testing. To allow respondents to provide input on the instrument's clarity, shortcomings, inadequacies, ambiguities, and difficulties, additional sheets of paper were added to the questionnaire.

As a result of such comments, unclear, misleading, or redundant statements would be eliminated or altered for clarity prior to the actual data gathering. To help fine-tune the instruments, I distributed the questionnaire to my superiors for their feedback. The instruments would be fine-tuned for the main investigation based on the pilot testing. Pilot testing would assist in minimizing ambiguity in the final instruments. Additionally, checking the response time and testing the coding system would be beneficial (Cohen et al., 2004). The pilot test aided in the refining of the instrumentation. The questionnaire was refined in light of comments from the pilot study.

### **Validity and Reliability**

The adequacy of our test score interpretations, conclusions, and actions is defined as validity (Christensen, 2004). They underlined that in order to ensure validity, we must ensure that the test measures what it is supposed to

measure for the specific group of people and scenario and that the conclusions reached from the test results are correct.

As a result, Hair, Black, Babin, Anderson, and Tatham (2005) argued that validity is determined by a measure's ability to adequately characterize a concept. By contrast, dependability refers to the "consistency or stability of test scores." (Gay, Mills, and Airasian, 2009; Christensen et al, 2004). This indicates that when the evaluation tool is administered to the same individual or group, it will consistently produce the same or nearly comparable scores. The split half, test-retest, alternate form, and internal consistency procedures are among the methods for determining an instrument's dependability.

Cronbach's alpha is thought to be the most extensively utilized method for determining an instrument's internal consistency (Kimberlin & Winterstein, 2008). According to Kimberlin and Winterstein, it is utilized for summary scales or Likert scale items (2008). The Cronbach's alpha was chosen to be the most appropriate metric for testing the instrument's reliability due to the prevalence of Likert scales in the surveys.

Cronbach's alpha is a correlation coefficient with a value between 0 and 1. The reliability coefficient of a test is a measure of how trustworthy it is; the closer it is to one, the more trustworthy it is; the closer it is to zero, the less trustworthy it is (Gay et al., 2009). The questionnaire's reliability coefficient would be evaluated after pilot testing.

Because face or content validity can be evaluated by expert opinion, the questionnaire was distributed for examination to my superiors to ensure its validity (Gay et al., 2009). The products were reorganized based on their comments. The validity of the instrument, according to Amedahe (2001), is

decided by the validity of the interpretations offered to the assessment results, not the instrument itself. The instrument is said to be valid if it measures what it is supposed to measure and the results are used for the intended purpose.

### **Data Collection Procedures**

The researcher would get an introductory letter from the Institute for Educational Planning and Administration to the Departmental heads of Takoradi Technical University prior to the actual data collection. The goal of the study, the requirement for individual involvement, anonymity, and confidentiality of responder responses were all spelled out in the introduction letter. After that, the necessary contact with the Departmental heads of Takoradi Technical University would be established, and permission would be sought for the administration of instrument.

Upon approval of the study protocol and ethical clearance by the Departmental heads of Takoradi Technical University, respondents would be recruited from the Departments of Takoradi Technical University. The researcher would next physically present the questionnaire to the respondents, allowing him or her to explain the study's goals and build rapport with them. The questionnaire would be preceded by an informed consent form that explains the study's goal and assures respondents of confidentiality and anonymity.

### **Data Processing and Analyses**

For simple identification and coding, the completed surveys were serially numbered. Items with the responses strongly agree, agree, disagree, and strongly disagree would be scored 4, 3, 2, and 1 on a four-point Likert scale, respectively. Items in the negative were coded in the opposite direction.

The age ranges of the respondents were coded 1 to 3, starting from 20-39 years, which is the lowest, to 40 years and above, which is the highest age range.

The educational levels of teaching staff were coded 1 to 3, starting from Masters, which is the lowest, to professorship, which is the highest. Duration of employment of teaching staff were coded 1 to 3, starting from 1-4 years, which is the lowest, to 10 years and above, which is the highest.

The replies of socio-demographic factors, study questions one and two, were analyzed and described using descriptive statistics (mean, standard deviation, frequencies, and percentages).

Multiple Regression was used to examine the third research issue. When you wish to investigate the predictive capacity of a group of independent variables on a single continuous dependent measure, you utilize multiple regression. In research question three, the researcher wants to find out which of these variables (financial incentives, working environment, work itself, and responsibility) may predict better work performance.

A researcher needs one continuous dependent variable (work performance) and two or more continuous independent variables to utilize multiple Regression (financial incentives, working environment, work itself, and responsibility). Multiple Regression is the appropriate statistical tool to utilize in this situation (Pallant & Manual, 2010). All statistical tests had an alpha significance threshold of 0.05.

Multiple linear regression would be used to answer research question four because the researcher wanted to know if the link between two variables (motivation and work performance) was influenced by socio demographic

factors. This is referred to as a moderator analysis. The researcher uses moderator analysis to see if these variables affect the impact of intrinsic and extrinsic motivation on work performance (age, gender, educational level and duration of employment).



## CHAPTER FOUR

### RESULTS AND DISCUSSION

The study's goal was to determine the motivating drivers of work performance among Takoradi Technical University's teaching personnel.

Academic staffs' opinions and feelings were gathered through a survey. This chapter focuses on the presentation and analysis of data collected from Takoradi Technical University respondents.

The data were analysed according to the research questions. Socio-demographic variables, research questions one and two were tested with standard deviation and mean. Research question three was tested with standard multiple regression. Research question four was tested with linear moderation regression. The sample size finally used for the study increased to 254.

#### Socio-Demographic Information

This section of the chapter presents the analysis of the background data of the respondents. These include age, educational level, gender and duration of employment as presented in Table 2.

**Table 2: Age Distribution of Respondents**

Age Range	Frequency	Percent
20-29	35	13.4
30-39	113	44.7
40+	106	41.9
<b>Total</b>	<b>254</b>	<b>100.0</b>

Source: Field Survey, Bassaw (2021)

Table 2 shows the age distribution of academic staff. It showed that 143 respondents representing 44.7%, belonged to the 30-39 year age group. Also, 134 respondents representing 41.9%, are in the 40+ year group, and 43,



which represents 13.4 %, belonged to the 20-29 year group. Therefore, it can be seen that more respondents who partook in the study belonged 30-39 year age group.

The data revealed that 192 respondents, which represents 60%, are males, whereas 128 respondents, which represents 40%, are females. It can therefore be said that the majority of respondents who partook in the study were males.

Table 3 shows that 163, representing 64.5 %, had their MPhil. Also, 66 respondents representing 25.7 %, had their Ph.D. It can be seen from Table 3 that half of the respondents who were involved in the study had their MPhil.

**Table 3: Educational Level of Respondents**

<b>Educational Level</b>	<b>Frequency</b>	<b>Percent</b>
MPhil	163	64.5
PH.D	66	25.7
Professor	25	9.8
<b>Total</b>	<b>254</b>	<b>100.0</b>

Source: Field Survey, Bassaw (2021)

Table 4 shows that 101 respondents which represent 39.4% had been employed for more ten years. Also, 95 respondents which represent 37.8% had been employed for 6-9 years. It can therefore be said that more respondents who were involved in the study had been in service for more than ten years

**Table 4: Employment Duration of Respondents**

<b>Employment Duration</b>	<b>Frequency</b>	<b>Percent</b>
1-5years	58	22.8
6-9years	95	37.8
10+years	101	39.4
<b>Total</b>	<b>254</b>	<b>100.0</b>

Source: Field Survey, Bassaw (2021)

Research Question One sought to find out the key intrinsic determinants that affected work performance. The data collected was tested using mean and standard deviation. The twelve items were rated on a four-point, Likert-type scale where 4= Strongly Agree and 1= Strongly Disagree. The criterion for comparing the means of the individual factors was the average of the four-point, Likert-type scale. This average mean was 2.5. Thus, any intrinsic motivational factor that is 2.5 and above was a high mean. Any factor that falls below 2.5 was the low mean. Intrinsic motivational determinants are shown in Table 5.

**Table 5: Intrinsic Motivational Determinants of Work Performance**

**n = 254**

	Mean	Std. Deviation
Achieving a goal set gives me the urge to work more	3.69	.509
I participate in decision making and this enhances my work performance	3.64	.548
The work itself motivates me to work well	3.59	.529
While working, I find the task interesting	3.59	.524
I work well because I see it as training for future task	3.58	.513
Success from my work has been my motivation	3.57	.550
I want to grow personally and professionally and this has been my motivation	3.55	.517
I enjoy performing a task at the workplace	3.55	.523
I work because I want to be accountable	3.52	.592
Satisfaction derived from my work propels me to work more	3.49	.565
I work to feel competent	3.48	.592
I work for significance and legacy	3.43	.561
I work to have sense of purpose	3.34	.565
Valid N (listwise)		

Rated on a four-point, Likert-type scale where 4= Strongly Agree and 1= Strongly Disagree

Table 5 reveals the intrinsic motivational determinants of work performance. It showed that the motivational determinant of achieving set goals had the highest mean of 3.69 and a standard deviation of .509. The least motivational determinant was having a sense of purpose had the lowest mean of 3.34 and a standard deviation of .565. Table 6 shows that all the intrinsic motivational determinants were responsible for work performance, that is, by comparing their means to the standard mean of a four-point, Likert-type scale (2.5).

However, intrinsic motivational determinant's effect on work performance differs. Therefore, from Table 6, in order of the degree of effect, achieved goal set and participation in decisions were the two highest intrinsic motivational determinants of work performance. This is followed by self-motivation from work, interesting tasks, training for future tasks, success, growth personally and professionally, task performance, and accountability. Other intrinsic motivational determinants were satisfaction, competency, significance, legacy, and a sense of purpose.

Therefore, it can be concluded that all intrinsic motivational determinants had a bearing on work performance; however, achieved goal set and participation in decision making were the two highest intrinsic determinants of work performance.

Goal setting has been the highest factor that led to work performance among teaching staff. This finding is in line with Asmus et al. (2015), who discovered that goal setting impacted task performance. However, Asmus et al. (2015) study was done at a place where products are produced, while the current study was conducted in an institution where students are taught. Nonetheless, the current result complements the study by Asmus et al. (2015).

The current finding was also in line with Teo and Low (2016), who discovered that goal-setting impacted job performance. The slight difference between Teo and Low's (2016) study and the current study was the use of the word "work effectiveness" and "work performance." Effectiveness may speak of efficiency, serviceability, and operation, whereas work performance may speak of work output. Nonetheless, it may be said that goal setting can bring about work effectiveness, leading to work performance.

The current result was similar to the results of other studies (Khan, 2014; Devarajan et al., 2018). These authors found out that goal setting had an impact on work performance. The implication of goal setting may be that people in institutions, companies, and other working agencies' task engagement may increase as well as their productivity. Goal setting may provide guidance and direction for teaching staff at Takoradi Technical University, and also, it may facilitate planning at the workplace. Furthermore, teaching staff may be motivated when goals are set, and in general, it may help organisations evaluate and control performance.

Decision-making was also a factor with the second highest predictive value. This result is consistent with a study done by Rehman et al. (2012); Kuye and Sulaimon (2011), Kesenwa et al. (2013); Wainaina et al. (2014) connote that participating in decision-making brings about work performance. This result will imply that more views from employees will be gathered. With more views and suggestions, the best ones can be selected to help the institution. Participating in decision-making may lead to the formation of a team. Employees may feel valued for their thoughts, and the process of sharing them and discussing work issues can develop a sense of teamwork and enhance relationships among co-workers.

Research Question Two which sought to find out the main extrinsic motivational determinants among teaching staff was also tested using mean and standard deviation. The six items were rated on a four-point, Likert-type scale where 4= Strongly Agree and 1= Strongly Disagree. The criterion for comparing the means of the individual factors was the average of the four-point, Likert-type scale. This average mean was 2.5. Thus, any intrinsic motivational factor that is 2.5 and above was a high mean. Any factor that falls below 2.5 was the low mean. Extrinsic motivational determinants are shown on Table 6.

**Table 6: Extrinsic Motivational Determinants of Work performance**

**n = 254**

	Mean	Std. Deviation
The institution policy is favourable and it helps me work better	3.68	.608
I work well because my environment is conducive	3.59	.627
I gain motivation from interpersonal relationship at work	3.58	.524
Financial incentives such as bonus and promotions enhance my work	3.55	.574
Appreciation from the university of my work enhances me to work more	3.53	.633
Career opportunities available helps me work better	3.46	.570
Job security propels me to work	3.45	.564
I work because of job advancement	3.45	1.754
Relationship with peers at workplace helps me to better	3.43	.567
Valid N (listwise)		

Rated on a four-point, Likert-type scale where 4= Strongly Agree and 1= Strongly Disagree.

Table 6 reveals the extrinsic motivational determinants of work performance. It showed that having a favourable institution policy was a determinant that had the highest mean of 3.68 and a standard deviation of .608. On the other hand, having good relationships with peers had the lowest mean of 3.43 and a standard deviation of .567.

However, all the extrinsic motivation determinants had a bearing on work performance with each factor's degree of effect. From Table 6, favourable policy of the institution, conducive environment, and interpersonal relationships at work, financial incentives, and appreciation from the university had a more significant effect on work performance. Career opportunities, job security, job advancement, and relationship with peers had a bearing on work performance as well but to a slightly lower extent.

It can therefore be concluded that all the extrinsic motivational determinants had a bearing on work performance; however, favourable policy of the institution, conducive environment, interpersonal relationships at work, financial incentives, and appreciation from the university stood out.

With a favourable policy of the institution, it was consistent with studies done by Bakari (2016), Chelimo (2017), and Adhiambo and Ndolo (2010). These authors' studies connote that work policies have a bearing on work performance. Adhiambo and Ndolo (2010) further spoke about work policies may go the extra mile to affect students' academic performance. When students' performance is affected, it may directly or indirectly mean low output for teaching staff.

The current result was consistent with other studies (Chelimo (2017; Quansah, 2013). These authors revealed that work policies have a bearing on

work performance. Quansah's (2013) study was related to the bank setting; nonetheless, it can be inferred from the author's finding that work policies do affect work performance. Work policies have the effect of providing a road map for day-to-day operations for teaching personnel. It may ensure that instructional personnel follows all applicable laws and regulations. It may provide decision-making assistance and streamline internal processes.

With a conducive environment, it was consistent with the findings of Keah et al. (2016). The authors' found out that a conducive environment had a bearing on work performance. The implication of having a conducive environment is that teaching staff may motivated and become happy. They may be productive and efficient due to their conducive environment. When teaching staff has a conducive environment, it may reduce the cost of absenteeism and turnover.

Interpersonal relationships it in line with studies done by Lodisso (2019); Velmurugan (2016), Birgisdóttir (2019); Basir and Basir (2020). These authors found out that interpersonal relationship does implicate work performance. The implication of this result is that there will be interpersonal communication among teaching staff. This may lead to problem-solving in the workplace. When teaching staff communicates with one another, they can discuss issues and consider the benefits and drawbacks of various options before deciding on a final solution. This may also imply that the teaching staff may align with the institution's goals. For instance, poor communication among workers may harm the institutions in several ways. Through proper relationships among teaching staff, clear tasks may be communicated to one another. The teaching staff also saw financial incentives and appreciation as extrinsic motivational determinants. This is consistent with studies done by

Hur, Lee-Yoon, and Whillans (2018; Novianty and Evita (2018); Dee and Wyckoff (2015); Lavy (2002, 2009). These authors' result agrees with the current result, which reveals that financial incentive is a determinant of work performance. However, a study done by Achie and Kurah (2016) showed that finances did not affect the satisfaction level of employees. Besides the findings of Achie and Kurah (2016), it was shown by many researchers that financial incentives positively affect employees' work performance. Financial incentives and appreciation imply that problematic behaviours may be curtailed, and it may improve employees' attitudes and improve the working atmosphere.

This research question focused on four motivational determinants. This was because, in an institution where the researcher collected data, these four determinants are the major ones to consider, as opined by Tracy (1984). The data were tested with standard multiple regression. All assumptions were met. In using multiple regression, it is required to have more than 90 cases (Patall et al, 2010). In this study, there were 254 cases. With multicollinearity, the independent variables at least show some relationship with the dependent variable (above .3 preferably). See Table 7, Table 8 and Table 9 for the multiple regression.

**Table 7: Model Summary of Work Performance based on Accountability/Responsibility, a Favorable work Environment, Financial Incentives and the work itself**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.446 <sup>a</sup>	.199	.189	5.68097

a. Predictors: (Constant), Accountability/Responsibility, Conducive environment, financial incentives, the work itself.



Table 7 summarizes the model's predictions of work performance based on accountability/responsibility, a favorable work environment, financial incentives, and the work itself. According to table 8, accountability/responsibility, a pleasant working environment, financial incentives, and the task itself account for 19.9% of the variation in job performance, whereas the error term accounted for 80.1 percent. The explained variation explains why the four independent factors (accountability/responsibility, favorable atmosphere, financial incentives, and the task itself) are moderate drivers of work performance.

Table 8 depicts the ANOVA test for predicting work performance based on accountability/responsibility, a pleasant working environment, financial incentives, and the work itself. This test is used to see if regression analysis is a better means of articulating the relationship between job performance and accountability/responsibility, as well as the work environment, financial incentives, and the task itself.

**Table 8: ANOVA of Work Performance Based on Accountability Responsibility, Pleasant Working Environment, Financial Incentives and the work itself**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2530.163	4	632.541	19.599	.000 <sup>b</sup>
	Residual	10166.134	315	32.273		
	Total	12696.297	319			

a. Dependent Variable: Work Performance

b. Predictors: (Constant), Accountability/Responsibility, Conducive environment, financial incentives, the work itself

The verification is carried out at a 5% significance level. The test is significant, as shown in table 8, with  $F(4, 315) = 19.599, p.05$ . This shows that regression analysis is more effective in showing the relationship between work performance and accountability/responsibility, the work environment,

financial incentives, and the task itself. As a result, we may claim that the model is important.

Table 9 shows the coefficients of the prediction of work performance from accountability/responsibility, conducive environment, financial incentives, and the work itself. From the table 9, all the independent variables predicted work performance. Financial incentives significantly predict work performance at a 5% significance level ( $t=2.396$ ,  $p=.017$ ). It means that a unit increase in financial incentives increases work performance by 1.4 units.

**Table 9: Coefficients**

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	77.689	3.088		25.158	.000
financial incentives	1.400	.584	.127	2.396	.017
1 conducive environment	2.898	.527	.288	5.498	.000
work itself	-2.272	.637	-.190	-3.566	.000
Accountability/responsibility	2.574	.585	.242	4.397	.000

a. Dependent Variable: Work Performance

In addition, a conducive environment predicts work performance at a 5% significance level ( $t= 5.498$ ,  $p= .000$ ). This means that a unit increase in the conducive environment increases works performance by 1.4units. Also, work itself has a bearing on work performance ( $t=-3.566$ ,  $p= .000$ ). This means that a unit increase in work itself will bring about a decrease in work performance by 2.23 units. Accountability/ responsibility predicts work performance ( $t=4.397$ ,  $p=.000$ ). This means that for a unit increase in

accountability or responsibility, there will be an increase in work performance by 2.57 units.

From Table 10, the motivational determinant that predicted work performance highly was conducive environment (beta =.288), followed accountability/ responsibility (beta=.242), work itself (-.190), and financial incentives (beta=.127). It can therefore be concluded that a conducive environment was the motivational determinant with the highest predictive value.

This finding is in line with that of Saidi et al. (2019), who found a substantial link between work performance and gender. The current findings were likewise in line with Manu's (2016) research. According to the author's research, the work environment has a statistically significant impact on employee productivity at the Municipal Assembly. Furthermore, the findings of this study were congruent with those of Keah et al. (2016), who found that the work environment had a substantial impact on job satisfaction.

The importance of a pleasant work environment as the most important predictor of job performance will contribute to higher productivity. Employees that work in a good environment are more likely to perform better, exceed expectations, meet goals, be self-motivated, and work more efficiently. Employees who work in a pleasant atmosphere are more likely to be loyal. When everyone on the team is happy, the workplace becomes more collaborative, encouraging open communication and a positive mind-set.

Research question four sought to find the relationships between socio-demographic variables in the view of how they impact or affect work performance. The demographic variables research question four focused on

were age, educational level, gender, and duration of employment. Table 10 shows models 1 and 2. In model 1, motivation accounts for 23.4 % of work performance of academic staff, whereas after moderating with age, motivation accounted for 24% of work performance

**Table 10: Model Summary of Impact of Motivation of Work Performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.484 <sup>a</sup>	.234	.229	5.54792
2	.490 <sup>b</sup>	.240	.232	5.53581

a. Predictors: (Constant), age, Motivation scale

b. Predictors: (Constant), age, Motivation scale, Moderator (Age)

Table 11 shows that the test in model 1 is significant,  $F(2, 316) = 48.246$ , whereas in model 2, the test is significant after moderating with age,  $F(3, 315) = 33.100$ . This suggests that in both models, regression analysis is a better way of expressing the relationship between motivation and work performance, even with age as a moderator.

**Table 11: ANOVA<sup>a</sup> for Impact of Motivation of Work Performance**

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2969.983	2	1484.992	48.246	.000 <sup>b</sup>
	Residual	9726.311	316	30.779		
	Total	12696.295	318			
2	Regression	3043.067	3	1014.356	33.100	.000 <sup>c</sup>
	Residual	9653.227	315	30.645		
	Total	12696.295	318			

a. Dependent Variable: Work Performance

b. Predictors: (Constant), age, Motivation scale

c. Predictors: (Constant), age, Motivation scale, Moderator Age

Table 12 shows the relationship between motivation and work performance with age moderating. In model 1, it was revealed that motivation significantly predicted work performance with a t-value of 8.979, a p-value of .000, and a standardized beta value of .442. Similarly, age significantly predicted work performance with a t-value of 4.287, a p-value of .000, and a standardized beta value of .211.

**Table 12: Relationship Between Motivation and work Performance with age Moderating**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	56.158	3.903		14.388	.000
1 Motivation	.429	.048	.442	8.979	.000
Age	1.939	.452	.211	4.287	.000
(Constant)	54.434	4.052		13.435	.000
2 Motivation scale	.450	.050	.463	9.085	.000
Age	2.006	.453	.219	4.425	.000
Moderator (Age)	.421	.273	.079	1.544	.124

a. Dependent Variable: Work Performance

In model 2, age was used as a moderating variable between motivation and work performance. From Table 12, motivation significantly predicted work performance with a t-value of 9.085, a p-value of .000, and a standardized beta value of .463. Again, age significantly predicted work performance. However, after age has interacted with motivation, age did not significantly moderate motivation and work performance with a t-value of 1.544, a p-value of .124, and a standardized beta value of .211.

This means that age has no interaction with motivation and work performance. It also explains that age is not the causal result of motivation for it to influence work performance. Comparatively, the beta value for motivation in model 1 and model 2 are almost the same. This suggest that age does not significantly interact between motivation and work performance. Therefore, the relationship between motivation and work performance does not depend on age.

Table 13 shows model 1 and 2. In model 1, motivation accounts for 29.6 % of work performance of academic staff whereas after moderating with educational level, motivation accounted for 30.6% of work performance in model 2. Comparing model 1 and model 2 after moderation, work performance has been increased by 1 percent.

**Table 13: Model Summary for Motivation and Work Performance and its Impact on age**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.544 <sup>a</sup>	.296	.291	5.31992
2	.553 <sup>b</sup>	.306	.299	5.28921

a. Predictors: (Constant), educational level, Motivation scale

b. Predictors: (Constant), educational level, Motivation scale, Moderator Educational

Table 14 shows that the test in model 1 is significant,  $F(2, 316) = 66.304$ . In model 2, the test is also significant after moderating with age,  $F(3, 315) = 46.277$ . This suggests that, even with schooling as a moderator, regression analysis is a better way of articulating the relationship between motivation and work performance in both models.

**Table 14: ANOVA<sup>a</sup> for Motivation and Work Performance and its****Impacts on age**

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	3752.997	2	1876.499	66.304	.000 <sup>b</sup>
1	Residual	8943.297	316	28.302		
	Total	12696.295	318			
	Regression	3883.923	3	1294.641	46.277	.000 <sup>c</sup>
2	Residual	8812.372	315	27.976		
	Total	12696.295	318			

a. Dependent Variable: Work Performance

b. Predictors: (Constant), educational level, Motivation scale

c. Predictors: (Constant), educational level, Motivation scale, Moderator Educational.

Table 15 shows the relationship between motivation and work performance with education moderating. It is revealed in the model 1 that motivation significantly predicts work performance ( $t=9.044$ ,  $p= 0.00$ ,  $\beta = 0.427$ ). This means that a unit increase in motivation will bring about an increase in work performance by .415 units. Education also has bearing on work performance ( $t= 6.903$ ,  $p = 0.00$ ,  $\beta = .326$ ). This also mean that a unit increase in education will bring about an increase in work performance by 3.243 units.

**Table 15: Relationship between Motivation and Work Performance with Education Moderating**

Model	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	56.647	3.632		15.595	.000
1 Motivation	.415	.046	.427	9.044	.000
Educational level	3.243	.470	.326	6.903	.000
(Constant)	62.049	4.391		14.132	.000
2 Motivation	.346	.055	.357	6.257	.000
Educational level	3.186	.468	.254	6.811	.000
Moderator (M/E)	-.877	.405	-.124	-2.163	.031

a. Dependent Variable: Work Performance

In model 2, education served as a moderating variable between motivation and work performance. It is revealed that motivation significantly predicts work performance ( $t = 6.257$ ,  $p = 0.000$ ,  $\beta = .357$ ). In addition, educational level predicted work performance. The interaction effect was significant ( $t = -2.163$ ,  $p = 0.031$ ,  $\beta = -.124$ ). This suggests that education can help to control the link between motivation and job success. In comparison, the beta value of motivation in models 1 and 2 differ. This suggests that education helps to control the relationship between motivation and job performance. As a result, the relationship between motivation and job performance is influenced by educational attainment.

Table 16 shows the summary of models 1 and 2. In model 1, motivation accounted for 19.5% of work performance, whereas in model 2, motivation after interaction with gender accounted for 26.1% of work



performance. It can be said that there has been an increase in work performance by 6.6% when gender interacted between motivation and work performance.

**Table 16: Model Summary for Motivation and Work Performance Based on the Gender of the Academic Staff**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.442 <sup>a</sup>	.195	.190	5.68681
2	.510 <sup>b</sup>	.261	.253	5.45934

a. Predictors: (Constant), gender, Motivation scale

b. Predictors: (Constant), gender, Motivation scale, Moderator (Gender)

Table 17 shows that the test in model 1 is significant,  $F(2, 316) = 38.295$ . In model 2, the test is also significant after moderating with age,  $F(3, 315) = 36.996$ . This suggest that in both models, regression analysis is a better way of expressing relationship between motivation and work performance, even with gender as a moderator.

**Table 17: ANOVA<sup>a</sup> for Motivation and Work Performance based on the Gender of the Academic Staff**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2476.924	2	1238.462	38.295	.000 <sup>b</sup>
	Residual	10219.370	316	32.340		
	Total	12696.295	318			
2	Regression	3307.900	3	1102.633	36.996	.000 <sup>c</sup>
	Residual	9388.394	315	29.804		
	Total	12696.295	318			

a. Dependent Variable: Work Performance

b. Predictors: (Constant), gender, Motivation scale

c. Predictors: (Constant), gender, Motivation scale, Moderator Gender

Table 18 shows the relationship between motivation and work performance with gender moderating. It is revealed model 1 that motivation significantly predicts work performance ( $t = 8.707$ ,  $p = 0.00$ ,  $\beta = .441$ ). This means that a unit increase in motivation will bring about an increase in work performance by .428 units. However, gender has no bearing on work performance ( $t = -1.498$ ,  $p = .135$ ,  $\beta = .326$ ).

**Table 18: Relationship Between Motivation and Work Performance with Gender Moderating**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	62.087	3.874		16.026	.000
1 Motivation scale	.428	.049	.441	8.707	.000
Gender	-.977	.652	-.076	-1.498	.135
(Constant)	60.751	3.728		16.297	.000
Motivation scale	.445	.047	.459	9.422	.000
2 Gender	-1.091	.626	-.085	-1.742	.082
Moderator (Gender)	1.651	.313	.257	5.280	.000

a. Dependent Variable: Work Performance

In model 2, gender was used as a moderator between motivation and work performance. It revealed that motivation significantly predicts work performance. Gender again did not predict work performance with a t-value of -1.742, a p-value of .082, and a standardized beta value of -.085. However, the interaction effect was significant ( $t = 5.280$ ,  $p = 0.00$ ,  $\beta = .257$ ). This means that gender does moderate motivation and work performance. Thus, the

relationship between motivation and work performance is affected by gender strengthening (From ANOVA Table 17, it was seen that work performance had increased by 6.6%).

Table 19 shows the summary of model 1 and 2. In model 1 motivation accounted for 23.6 % of work performance whereas in model 2, motivation and duration of employment after moderation accounted for 23.7% of work performance. It can be said that there has been an increase in work performance by 0.1% when duration of employment interacted between motivation and work performance.

**Table 19: Model Summary for Motivational Work Performance Based on the Employment Duration of the Academic Staff**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.486 <sup>a</sup>	.236	.231	5.53932
2	.487 <sup>b</sup>	.237	.230	5.54508

a. Predictors: (Constant), duration of employment, Motivation scale

b. Predictors: (Constant), duration of employment, Motivation scale,

Moderator (Duration)

Table 20 shows that the test in model 1 is significant,  $F(2, 316) = 48.887$ . In model 2, the test is also significant after moderating with duration of employment,  $F(3, 315) = 32.639$ . This suggest that in both models, regression analysis is a better way of expressing relationship between motivation and work performance, even with duration of employment as a moderator.

**Table 20: ANOVA<sup>a</sup> for Motivational Work Performance based on the Employment Duration of the Academic Staff**

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3000.132	2	1500.066	48.887	.000 <sup>b</sup>
	Residual	9696.163	316	30.684		
	Total	12696.295	318			
2	Regression	3010.717	3	1003.572	32.639	.000 <sup>c</sup>
	Residual	9685.577	315	30.748		
	Total	12696.295	318			

a. Dependent Variable: Work Performance

b. Predictors: (Constant), duration of employment, Motivation scale

c. Predictors: (Constant), duration of employment, Motivation scale, Moderator (Duration).

Table 21 shows the relationship between motivation and work performance with a duration of employment moderating. It is revealed in the model 1 that motivation significantly predicts work performance ( $t = 9.295$ ,  $p = 0.00$ ,  $\beta = .460$ ). This means that a unit increase in motivation will bring about an increase in work performance by .446 units. Also, duration of employment has bearing on work performance ( $t = 4.406$ ,  $p = .000$ ,  $\beta = .326$ ). This means a unit increase of the years of employment will lead to an increase in work performance by 1.753 unit.

In model 2, duration of employment was used as a moderator between motivation and work performance. It revealed that motivation significantly predicts work performance.

**Table 21: Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	55.524	3.933		14.119	.000
1 Motivation scale	.446	.048	.460	9.295	.000
duration of employment	1.753	.398	.218	4.406	.000
(Constant)	56.297	4.151		13.562	.000
2 Motivation scale	.437	.051	.450	8.643	.000
duration of employment	1.718	.403	.214	4.265	.000
Moderator Duration	-.165	.281	-.031	-.587	.558

a. Dependent Variable: Work Performance

Again, duration of employment significantly predicted work performance as well. However, the interaction effect was not significant ( $t = -.587$ ,  $p = .558$ , beta value =  $-.031$ ). This means that duration of employment does not play any interaction between motivation and work performance. Therefore, the relationship between motivation and work performance does not depend on duration of employment.

### Chapter Summary

In this chapter, the results of the study were reported and discussed thoroughly with respect to the research questions. The significant difference between or among variables was studied and discussed. These differences range from significant to non-significant ones. At the end of the discussions, it was found that goal setting achieved and participation in decision making were the two highest intrinsic determinants of work performance.

Also, the favourable policy of the institution, conducive environment, and interpersonal relationships at work, financial incentives, and appreciation from the university stood out as the extrinsic determinants of work performance. In addition, the motivational determinant that predicted work performance highly was conducive environment (beta =.288), followed accountability/ responsibility (beta=.242), work itself (-.190), and financial incentives (beta=.127). Moreover, age does not significantly interact between motivation and work performance, whereas education significantly moderates motivation and work performance.

Furthermore, the interaction effect of gender was significant ( $t= 5.280$ ,  $p= 0.00$ , beta value = .257). This suggests that gender does moderate motivation and work performance. Finally, the interaction effect of duration of employment was not significant ( $t= -.587$ ,  $p=.558$ , beta value = -.031). This suggests that duration of employment does not play any interaction between motivation and work performance.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The study aimed to assess motivational determinants of work performance among teaching staff at Takoradi Technical University. The research questions that guided the study were:

1. What intrinsic motivational determinants affect the work performance of teaching staff at Takoradi Technical University?
2. What extrinsic motivational determinants affect the work performance of teaching staff at Takoradi Technical University?
3. Which of these four motivational determinants would best predict teaching staffs' work performance—financial incentives, working environment, work itself, and responsibility?
4. In what ways do socio-demographic variables moderate the impact of motivation on work performance? A descriptive survey solicited teaching staff responses concerning work performance's motivational determinants. Research questions one and three were tested with mean and standard deviation, and Socio-demographic variables were represented with percentages. Research question three was tested with Multiple regrets, and research each question four was tested with moderation regression analysis. The study was focused on academic staff at Takoradi Technical University. Proportional random sampling was used for academic sampling staff. A total of 254 academic staff were considered for the study. The questionnaire was the main instrument for data collection.

## Key Findings

The following were the key findings:

1. The two highest intrinsic determinants of work performance were goal setting achieved and participation in decision making
2. In order of importance, the favourable policy of the institution, conducive environment, interpersonal relationships at work, financial incentives, and appreciation from the university stood out as the extrinsic determinants of work performance.
3. A conducive environment highly predicted work performance, followed by accountability/ responsibility, work itself, and financial incentives
4. Age does not significantly moderate motivation and work performance.
5. Educational level significantly moderates motivation and work performance.
6. Gender does moderate between motivation and work performance.
7. Duration of employment does not play any interaction between motivation and work performance.

## Conclusions

The study explored motivational determinants of the work performance of academic staff at Takoradi Technical University. The finding revealed that the University gives priorities to goal-setting and participation in decision-making which comes out to be the two highest intrinsic motivational determinants. These findings imply that academic staff may boost their efforts to work, including stronger focus and helping them prioritize the most valued



activities. However, it may not be all the time that inner desire will be there to help execute a task. For instance, work may be affected when employees are emotionally destabilized due to unforeseen circumstances.

So, intrinsic motivation should complement extrinsic motivation to ensure maximum task completion. It was expected that a sense of purpose should have been the highest intrinsic motivational determinant of work performance. However, it did not turn out to be so, and this may be because Takoradi Technical University's academic staff have different living purposes.

It was also found that a favourable policy of institution, conducive environment and interpersonal relationship at work, financial incentives, and appreciation from the university was the extrinsic motivational determinants that stood out. It was surprising to see work policies being the highest motivational determinant of work performance, not financial incentives. This may be because academic staff in Takoradi Technical University adhere to rules and regulations governing their work. We may speculate that incentives no more move academic staff in Takoradi Technical before they work.

Among the motivational determinants conducive environment highly predicted work performance, followed by accountability/ responsibility for work itself and financial incentives. This implies that a conducive environment is vital to staff and should not be taken for granted at work. It may be why although they do not receive satisfying incentives, they keep working.

## Recommendations

The following recommendations are made based on the findings of the research for policy and practice:

1. The academic staff at Takoradi Technical University should set achievable goals. The reason is that the more set goals are achieved work performance will increase.
2. University Board should also take into consideration the views and opinions seriously. The concerns and grievances raised by academic staff should be given consideration. When their views are adhered to, work may not be done haphazardly. All academic staff will be meticulous in performing their duties.
3. The government should make the technical university environment more conducive. For example, more infrastructures that are well furnished should be built for them. Materials related to each academic staff's field should be adequately supplied.
4. Age was not a factor moderating motivating motivation and work performance. So, it is recommended that the government employ qualified youth.
5. Since educational levels moderate motivation and work performance, academic staff should upgrade their knowledge. Continuous professional training and improvement should be integrated into the institution's activities. This will help improve work performance.

### Suggestions for Further Research

1. This study should be expanded to all technical universities in Ghana. This will help other motivational determinants academic staff elsewhere be known.
2. The Qualitative aspect of the study should be conducted at Takoradi Technical University. This will help the study to be done in depth.



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APPENDICES

**APPENDIX A**

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

**QUESTIONNAIRE**

THIS QUESTIONNAIRE IS TO BE COMPLETED BY TEACHING STAFF

AT TAKORADI TECHNICAL UNIVERSITY

MOTIVATIONAL DETERMINANTS OF WORK PERFORMANCE

AMONG TEACHING STAFFS IN TERTIARY INSTITUTIONS

Dear Teaching Staff,

The purpose of this study is to collect information about motivational determinants of work performance among Teaching Staff in tertiary institutions. The questionnaire is made up of four sections labeled from Section A to Section D for you to complete. Your responses will be needed in understanding more about motivational determinants of work performance among teaching staff in tertiary institutions. This questionnaire will take less than 30 minutes to complete. The information you disclose will be entirely confidential. Thank you for participating in this study.

**SECTION A****Background Information**

**Instruction: Please, tick (✓) in the boxes provided the response which corresponds with your background information.**

1. Age    20-29     30-39     40+
2. Educational Level    MPhil     PH.D     Professor
3. Gender                    Male     Female
4. Duration of Employment    1-5years     6-10years     10+

**SECTION B: WHAT ARE THE INTRINSIC MOTIVATIONAL DETERMINANTS THAT AFFECT WORK PERFORMANCE?**

**Instruction:** Below is a table to be completed. It consists of statements about intrinsic motivational determinants that affect work performance of teaching staffs in Takoradi Technical University on a 4-point scale of 1; 2; 3; and 4. The figures stand for the following: 1=Strongly Disagree, 2= Disagree, 3=Agree, 4=Strongly Agree.

Statements	SD	D	A	SA
5. I work well because I see it as training for future task				
6. The work itself motivates me to work well				
7. I participate in decision making and this enhances my work performance				
8. I work because I want to be accountable				
9. I want to grow personally and professionally and this has been my motivation				
10. Achieving a goal set gives me the urge to work more				
11. Satisfaction derived from my work propels me to work more				
12. Success from my work has been my motivator				
13. I work for significance and legacy				
14. I enjoy performing a task at the workplace				
15. While working I find the task very interesting				
16. I work to feel competent				
17. I work to have a sense of purpose				

### SECTION C: WHAT ARE THE EXTRINSIC MOTIVATIONAL DETERMINANTS THAT AFFECT WORK PERFORMANCE?

Instruction: Below is a table to be completed. It consists of statements about intrinsic motivational determinants that affect work performance of teaching staffs in Takoradi Technical University part from salary on a 4-point scale of 1; 2; 3; and 4. The figures stand for the following:

1=Strongly Disagree, 2= Disagree, 3=Agree, 4=Strongly Agree.

Statements	SD	D	A	SA
18. I work because of job advancement				
19. Job security propels me to work				
20. Appreciation from the university of my work enhances me to work more				
21. I work well because my environment is conducive				
22. I gain motivation from interpersonal relationship at work				
23. Financial incentives such as bonus and promotions enhance my work performance.				
24. The institution policy is favourable and it helps me to work well				
25. Relationship with peers at workplace helps me work better				
26. Career opportunities available helps me work better				

### SECTION D: WORK PERFORMANCE SCALE

Instruction: Rate yourself on the following components of work performance using a 10-point scale (1-10)

Statements	Rate (1-10)
<b>How do you rate yourself on the components of work performance?</b>	
27. Foresight and Judgment at work	
28. Command of language	
29. Human relation	
30. Reliability under pressure	
31. Drive and determination	
32. Sense of Responsibility	
33. Leadership quality	
34. Effectiveness and Efficiency	
35. Regularity and Punctuality	
36. Professional/technical Knowledge	

**APPENDIX B**  
**INTRODUCTORY LETTER**



United Nations  
Educational, Scientific and  
Cultural Organization



Institute for Educational Planning  
and Administration at University  
of Cape Coast, Ghana  
UNESCO Category II Centre  
of Excellence

Our Ref.: IEPA-UNESCO II.2/VOL.1/0036

14<sup>th</sup> April, 2021.

The Director  
Directorate of Human Resource  
Takoradi Technical University  
Takoradi

Dear Sir/Madam,

**LETTER OF INTRODUCTION**

The bearer of this letter Miss. Gloria Bassaw (EO/HET/18/0003) is an M.Phil. student studying at the Institute for Educational Planning and Administration (IEPA) at the University of Cape Coast.

She requires some information from you/your outfit for the purpose of writing her thesis titled: "Motivational Determinants of Work Performance among Teaching Staffs in Takoradi Technical University" as a requirement for her M.Phil. Programme.

Kindly give the necessary assistance that Miss. Bassaw requires to enable her gather the information she needs.

While anticipating your co-operation, we thank you for any help that you may be able to give her.

Thank you.

Yours faithfully,

Dr. Paul Kwadwo Addo  
**DEPUTY DIRECTOR-GENERAL**  
**(ADMIN. & GENERAL SERVICES)**

cc: Deputy Director-General, Academic Progs. & Professional Dev't, IEPA  
Head, Academic Programmes, IEPA

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