

**UNIVERSITY OF CAPE COAST**

**EXAMINING THE RELATIONSHIP BETWEEN SUPERVISION AND  
JOB PERFORMANCE AMONG JUNIOR STAFF OF UNIVERSITY OF  
CAPE COAST**

**JAMES VICTOR WILSON**

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CAPE COAST**

**BY**

**JAMES VICTOR WILSON**

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Business, College of Humanities and Legal Studies, University of Cape Coast in  
partial fulfillment of the requirements for the award of Master of Business  
Administration degree in General Management

**DECEMBER 2018**

**DECLARATION**

**Candidate's Declaration**

I hereby declare that apart from the references of other people's work which have been duly acknowledged, the research work presented in this dissertation was 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.....

Candidate's Name: James Victor Wilson

**Supervisor's Declaration**

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

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

Supervisor's Name: Dr. David Wellington Essaw

## ABSTRACT

The purpose of the study was to examine the relationship between supervision and job performance among junior staff of University of Cape Coast, Ghana. A sample size of 400 clerical and non clerical staff from University of Cape Coast was used for the study. Proportionate stratification was used in selecting the 400 junior staff from a population of 3,070 from all the colleges and administration of the university. The mixed methods (*Concurrent Embedded Design*) was adapted and used in this study. Standard deviation, percentages and frequencies were used in analysing the data. Some key findings of the study were that there is weak positive association between employee supervision and employee job performance. The study brought to light that, a percentage change in Supervision will improve Employee Performance, that is, any improvement in the way and manner in which employees are supervised will automatically translate into an improved job performance by the value of the coefficient of employee performance. Some of the key findings of the study are that, wages and salaries influence the performance of employees. This is followed by 321 (80.3%) of respondents who indicated that, motivation is a key factor in determining their performance at the work place. Again, leadership styles of managers, work experience and work conditions all recorded over 70% of the respondents citing them. One major recommendation of the study is that supervisors of the junior staff of the University of Cape Coast should improve upon their supervision processes to enhance job performance.

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**DEDICATION**

To Joyce, my wife and the children, Joojo, Paa Kwesi, Ato, Yoofi and Fiifi Wilson.

**TABLE OF CONTENTS**

<b>Contents</b>	<b>Page</b>
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGMENTS	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER ONE: INTRODUCTION	
Background of the Study	1
Problem Statement	4
Purpose of the Study	5
Research Objectives	5
Research Questions	6
Significance of the Study	6
Delimitation of the Study	6
Organisation of the Study	7
CHAPTER TWO: LITERATURE REVIEW	
Introduction	9
Theoretical Review	9
Concept of Supervision	14
Concept of Professional Staff Supervision	15
Models of Supervision	16

History of Supervision	17
The Role of the Supervisor	18
Orientation and Training	19
Development and Retention	19
The Human Resource Supervisor	20
Concept of Performance	22
Definition of Employee Job Performance	24
Models of Job Performance	26
Differences and Similarities among Various Models	29
Empirical Review	31
Factors That Affect Job Performance	32
Relationship between Supervision and Job Performance	33
Relationship between Salary and Job Performance	34
Relationship between Workplace Conditions and Job Performance	36
Relationship between Reward and Incentive Related Factors and Job Performance	37
Relationship between Personality Factors and Job Performance	38
Relationship between Work-Family Related Factors and Job Performance	38
Relationship between Promotional Opportunity and Job Performance	40
Relationship between Co-workers Support and Job Performance	41
Conceptual Framework of the Study	43



Chapter Summary	45
CHAPTER THREE: RESEARCH METHODS	
Introduction	46
Research Design	46
Target Population of the Study	46
Samples Size and Sampling Procedure	47
Research Instrument	49
Pre-testing of Instrument	49
Data Collection Procedure	51
Data Analysis Procedure	52
Ethical Consideration	52
CHAPTER FOUR: RESULTS AND DISCUSSION	
Introduction	54
Background Characteristics of Respondents	54
Relationship between Supervision and Job Performance	56
Effect of Supervision on Job Performance	59
Factors Influencing Employee Job Performance	66
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Summary	73
Key Findings	73
Conclusions	74
Recommendations	75

Suggested Areas for Further Research	76
REFERENCES	77
APPENDICES	
APPENDIX A: Questionnaire for Pilot Testing	90
APPENDIX B: Questionnaire for the Study	96
APPENDIX C: Letter of Introduction	101

**LIST OF TABLES**

Table	page
1. A Summary of Various Efforts to Describe the Domain of Job Performance	28
2. Distribution of Workers by Colleges and Administration	48
3. Stratified Sample Size of Junior Staff by Colleges and Administration in University of Cape Coast	49
4. Distribution of Respondents by Age	55
5. Years of Working as a Junior Staff	56
6. Association Between Supervision and Job Performance of Junior Staff	57
7. Level of Employee Supervision	60
8. Employee Job Performance	61
9. Level of Employee Job Performance	63
10. Regression Results of the Effect of Supervision on Job Performance	64
11. General Factors That Influence Employee Job Performance	66

## LIST OF FIGURES

Figure	Pages
1. Theory X and Theory Y	12
2. Conceptual Framework of the Study	43
3. Scatter Plot for Supervision and Job Performance	64

## CHAPTER ONE

### INTRODUCTION

A major part of man's life is spent at work. Work does not only provide status to the individual but also binds him to the society. An employee who is satisfied with his job would perform his duties well and be committed to his job and subsequently to his organisation (Ismail, 2012). Thus, it is important for employers to know the factors that can affect their employees' job performance level since it will affect the performance of the organisation as well.

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

An organisation as a social set up has its own goals and boundaries which separates it from its environment and the university as an organisation controls its own performance. Ghauri (2012) explains that the concept of managing a workforce in an organisation can be traced back to pre-historic times. Ghauri (2012), posits further that the evolution of concepts and scientific (modern e-business trends) development helps managers introduce new practices to ensure maximum productivity of their work force. Despite these revolutionary developments, the work force remains the key ingredient of any business organisation and is considered as a human resource or capital. The efficient and effective use of this human capital by a university can result in competitive advantage for it (Stone, 2010) and therefore, universities need to adopt innovative processes to fully utilise their human talent and knowledge to attain or exceed their objectives.

All work requires the coordination of effort and in the university, this is accomplished by giving workers assigned tasks and assigned time within which they

are to accomplish these tasks. Employee supervision is the role of the front line supervisor in a company or an organization and for that matter at the university level; supervisors who supervise junior staff have direct contact with them. Supervision helps establish order in the workplace as supervisors report to managers in the organisation hierarchy. Effective supervision is a foundation of a successful organisation (Stone, 2010).

Beyond simply overseeing employees' responsibilities and tasks, (Marshall & Fehringer, 2014) explain that supervisors can play a key role in making their employees feel supported and motivated and, as a result, more productive. Connelly (2011) argues further that particularly in challenging environments where resources are scarce and the needs of the university are vast, making employees feel valued and supported is essential. Supportive supervision is a key way to achieve this. By employing supportive supervision, managers can not only create a healthy work environment, but can improve and sustain the performance and satisfaction of their most valuable asset: the people in their organisation. Using a few key skills and tools and with a little practice; managers can create a dynamic relationship with staff to help them grow as individuals and organizations.

Staff efficacy and work performance are often at the centre of attention in educational institutions. Institutions, which have the effort to achieve better performance and greater competitiveness through their employees, should focus mainly on the effectiveness of its motivational systems and working conditions, (Poláčková, 2016). The challenges experienced by universities currently, such as large student enrolments, globalisation of education with inherent competition for

staff and students have called for more attention from the managers of such institutions in terms of supervision of the workforce to improve on staff performance.

The universities are currently experiencing challenges such as large student enrolments, globalisation of education with inherent competition for staff and students which have called for more attention from the managers of such institutions in terms of supervision of the workforce to improve on staff performance,

Taking University of Cape Coast (UCC) into consideration, there are many different departments in the university, and while all departments have their own environmental idiosyncrasy; the role of leaders in ensuring excellent organisational performance through supervision cannot be over emphasized.

The increase in student enrolment in public universities in Ghana has called for the need to improve on supervision to improve on the performance of the workers. For instance, as a publicly funded university, University of Cape Coast as at the 2015/2016 academic year had student enrolment of 16,758 which shows a vast improvement on the initial student enrolment of 155 in the 1962/1963 academic year. (UCC, 2016). The above scenario means that there is the need for good supervision so as to bring out the best performance in the workers. The use of performance appraisal by the University of Cape Coast requires that non-academic and academic staff productivity is assessed annually on general performance such as knowledge of the job, potential and development needs.

## **Problem Statement**

Every organisation would not last without their employees. Employees are the main reason an organisation would exist for a long time. Some major problems most employers face these days are how to get their employees to work hard to achieve set targets or expected outcomes (Connelly (2011). This, they have done by employing people with very high academic qualifications to supervise their staff, especially, those in the junior category in the organisation hoping it would result in higher productivity but this has not always been the case. There are still complaints of work not being done as expected as there are errors in the work done, documents getting lost or documents being misfiled. There have also been instances where employers have engaged the services of experienced personnel and have been promoted to higher positions to supervise staff, especially, the junior ones but the problems still persists. This has left employers wondering why in spite of paying the salaries of their employees and motivating them with incentives like paid annual leave and free medical care for employees and their family members, there are still problems with the work done by employees despite being supervised.

Due to these shortfalls in the workplace in spite of all the measures those employers have put in place to ensure that work goes on well in order for the mission of the organisation to be achieved workers still perform below expectation.

Although organisations provide a kind of supervision which enhances job performance among junior staff, there is a gap. Thus, this study tries to determine the relationship between supervision and job performance among junior staff (clerical and non-clerical).



### **Purpose of Study**

This research is undertaken in order to determine the relationship between staff supervision and job performance among the junior staff of the University of Cape Coast and to identify which components of supervision (reward and incentives, workplace, conditions, personality, salary packages and, promotional opportunities) are the most important components that relate to job performance.

### **Research Objectives**

The main objective of the study is to examine the relationship between staff supervision and job performance among the junior staff of the University of Cape Coast. Specifically the study seeks to:

1. examine the relationship between supervision and job performance among junior staff.
2. determine the effect of supervision on job performance among junior staff of University of Cape Coast.
3. examine factors that influence employee job performance.

### **Research Questions**

More specifically, the following research questions will be addressed:

1. what is the relationship between supervision and job performance?
2. what is the effect of supervision on job performance among employees in University of Cape Coast?
3. what are the factors that influence employee job performance?

### **Significance of the Study**

The findings of the study will benefit the University of Cape Coast as it will serve as capacity building for its administrators in terms of attracting and retaining dedicated and qualified staff. It will also bring to the fore, the University administrators' expectations when they supervise their subordinates and the results they should expect to achieve and also subordinates' expectation on how they should be supervised and the outcome of the supervision. The findings will also benefit Ghana as a nation as the research will give insight into why workers still perform below expectation but also possible solutions that will ensure that staff perform their work as is expected of them. It will also contribute to the existing depth of knowledge in academia and provide grounds for further research.

### **Delimitation of the Study**

The sample consists of junior staff (clerical and non-clerical) employed within the University of Cape Coast in the Central Region of Ghana who have worked in the University for at least five years. The delimitation of a study "clarifies the boundaries ... to indicate to the reader how you narrowed your study's scope" (Roberts, 2004, p. 128). Generalisability of the results of the study will be problematic as the study was conducted in only one public university in Ghana. Another contributory factor impacting on generalisability is the fact that although there are other categories of workers in the university, only junior staff (clerical and non-clerical) were targeted in the study and therefore, the result of the study cannot be inferred to other similar occupational classes in other public institutions.

## **Organisation of the Study**

The dissertation was organised into five different but interrelated chapters. Chapter One is the introduction. The introductory chapter placed the study into context by giving the background of the study, statement of the problem, objectives of the study, research questions and significance of the study. Chapter Two focused on the literature review existing on supervision and job performance. Founding theories, models and studies were explored and evaluated against recent studies in supervision and job performance. Chapter Three discussed the research methodology. This was divided into research design, population, sample and sampling procedure, data collection, instrument design, pre-testing of the instrument, ethical considerations, field work, field challenges and data analysis.

Chapter Four presented the findings of the study. The empirical evidence on the role that supervision plays in enhancing the performance of the junior workers in University of Cape Coast was analysed and presented in both quantitative and qualitative forms that are acceptable by research standards. Chapter Five was based on summary of major findings, implications on staff supervision, conclusion and recommendations.

## CHAPTER TWO

### LITERATURE REVIEW

#### **Introduction**

This chapter presents the review of related literature of the study. The review of literature involves the use of ideas propounded by other researchers in the literature to justify the approach to the topic, the selection of methods to be used, and demonstration that the research contributes something new (Hart, 1998). Thus, the review of related literature would help the researcher focus on ideas published in the literature on supervision and its relation to job performance; its conceptualizations, developments and definitions.

#### **Theoretical Review**

According to Bradley (2014), there are three models and theories on supervision that have become widely popular: theory X, theory Y and theory Z. Although these three models take different approaches to supervision, skilled and experienced supervisors or managers can combine elements of each and ‘apply the different models to varying workplace situations’ (Bradley, 2014). The frontline supervisors have a key responsibility in supervising and managing supervisees to bring about employee performance. To that effect, McGregor (1960) proposed the two different sets of assumptions about how work attitudes and behaviours dominate the way supervisors or managers think and affect how they behave in organisations.

## **Theory X**

Theory X as proposed by Douglas McGregor (1960), cited in (Chapman, 2004) states that most people innately dislike working; they do it because they need the money, which provides some security or because it helps them feel safe. As a supervision model, theory X advocates the close monitoring of employees, saying managers constantly should be encouraging their employees to do more. The theory holds that employees will do as little as possible whenever possible; therefore, managers have to keep employees as motivated and productive as possible; as the main premise of management's role is to assemble the factors of production, including people, for the economic benefit of the firm.

In support of this view, Mohamed and Nor (2013), explain that McGregor's X-Y theory is a natural rule for managing people; as the theory suggests two fundamental approaches to managing people. Mohamed and Nor (2013), argue further that for an institution to excel, interaction between the management of an organisation and the subordinate employees is very important and so before considering distribution of work, an organization must decide from the outset how to deal with employees.

It is worth noting that Theory X management style generally get poor results as according to Arab British Academy for Higher Education (ABAHE) (2015), the hard approach relies on coercion, implicit threats, close supervision, and tight controls, essentially an environment of command and control. The hard approach results in hostility, purposely low-output, and hard-line union demands. Management that supports such view believe that authority must keep a careful eye

out for sabotaging effects by self-interested employees and find the cause of disruptions, handing out penalties in the belief that a sincere wish to avoid responsibility is the root cause for the majority of trouble Mohamed and Nor (2013).

### **Theory Y**

Theory Y proposed by McGregor, is a participative style of management which “assumes that people will exercise self-direction and self-control in the achievement of organisational objectives to the degree that they are committed to those objectives” (Mohamed and Nor, 2013). This means that some employees like working and even enjoy it. These workers may be ambitious, self-motivated and exercise self-control. They find satisfaction in a job well done, and they may have personal or professional goals that serve as innate sources of encouragement and motivation. As a supervision model, theory Y advocates that managers spend less time looking after their employees and more time providing a comfortable and friendly work environment. The idea is that employees who are happy at work will do a better job and will strive to be the best they can be as they enjoy their mental and physical work duties. Stewart (2010) contends that Theory Y is a good thing, and that McGregor did an even better thing in bringing it to the attention of managers as the huge and impersonal bureaucratic machines of the modern economy are often very hard on the soul, as was apparent even in McGregor’s day. In support of McGregor’s view on this theory, Carson, (2005) said that McGregor’s theory Y stands in a unique place in management history and advocated a

heightened awareness of management's responsibility for the human side of employer-employee relations.

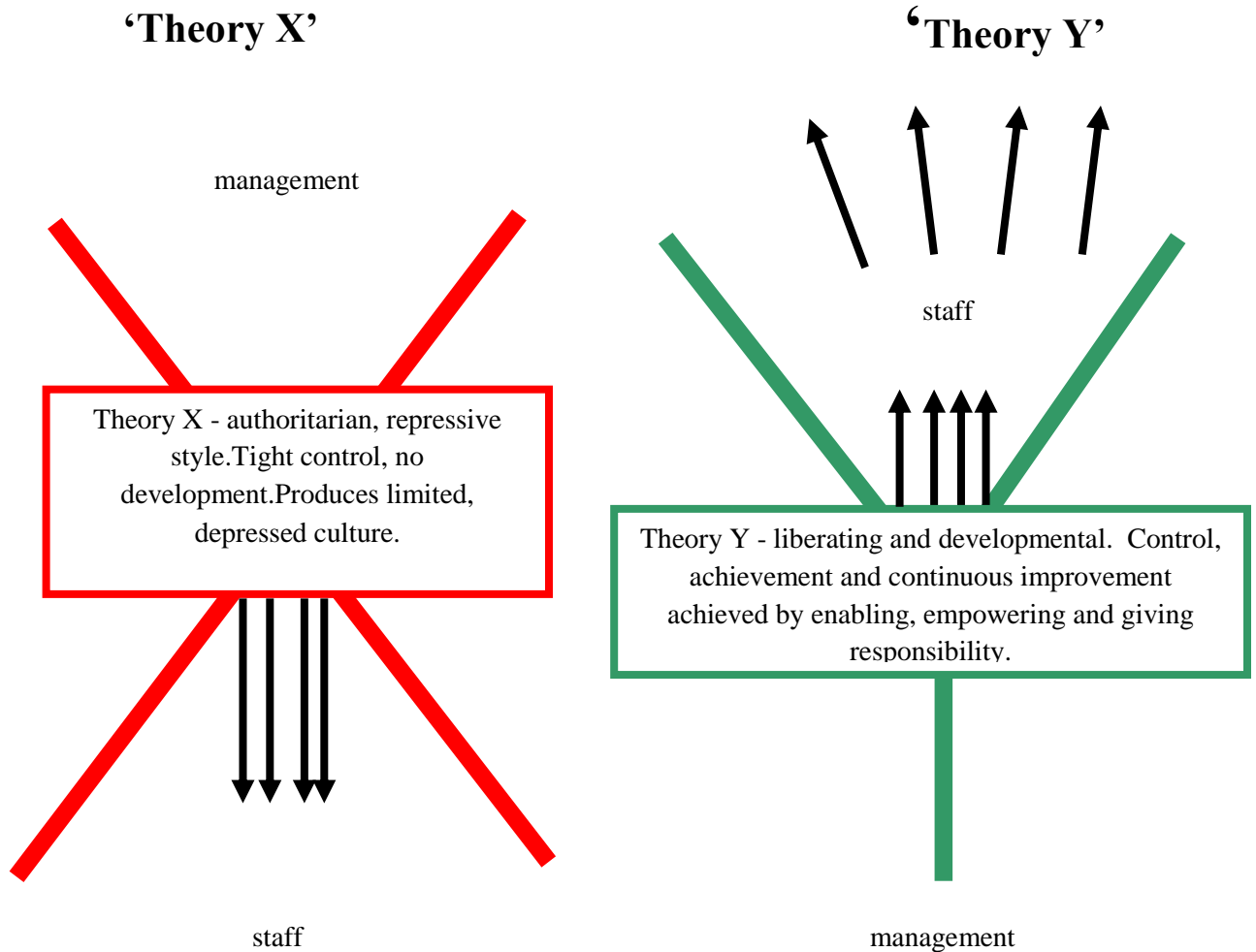


Figure 1: Chapman 2004 based on Douglas McGregor's X-Y Theory

## Theory Z

Bradley (2014) explains further that, Theory Z is a relatively new supervision model that grew from perceived inadequacies with theories X and Y. This model takes its cues from Japan's focus on employee loyalty. The idea behind theory Z is that by providing a career to employees as they are guaranteed long-term (but not lifetime) employment, their fears of layoffs or unemployment are reduced (Jones, George & Hill, 2000). Theory Z involves employee input in the supervision process. The implementation of the theory begins at the top and works its way down through the organisation as the focus is on the well-being of the employee, both on and off the job. This theory advocates that managers and business owners share responsibility with employees and that the company shows a concern for all of the needs identified by Maslow which 'tends to promote stable employment, high productivity, and high employee morale and satisfaction'. When it comes to power and authority in such an organisation, Braden (2010) argues that the manager's ability to exercise power and authority comes from the workers trusting management to take care of them, and allow them to do their jobs. The workers have a great deal of input and weight in the decision making process.

In support of the above view, **the Ministry of Business, Innovation and Employment's (MBIE) (2013) report on the Role of Skills in Supporting Firm Growth Ambition, the report indicates that** ambition of the employees is a key component for a firm's growth – without it; there is no impetus to grow the customer base or improve the performance of the firm.



## Concept of Supervision

A widely accepted statement is that good supervision of workers at the workplace is associated with commitment to the organisation and retention. Carpenter, Webb, Bostock & Coomber (2012) which in turn produces better job performance. The performance of an employee is measured essentially by the output that the individual produces and it is related to productivity. At the university level, efficiency is affected by employees and objectives of the university.

Supervision has been defined in a number of ways. These have included definitions from the fields of counselling, nursing and social work. 'It has been described as a process where someone co-ordinates and takes responsibility for the work of others including *planning, scheduling, allocating, instructing and monitoring* actions', that developed in response to perceived needs, which allows for the supportive learning of the individual worker while ensuring accountability for practice (O'Neill, 2004; Ward, Brazier & Lancaster, 2004). For the purpose of this research, the definition by Bernard and Goodyear (2004) will be used as a working definition:

'Supervision is formally defined as a relationship between senior and junior member(s) of a profession that (a) is evaluative, (b) extends over time, (c) serves to enhance the skills of the junior person, (d) monitors the quality of the services offered by the junior person, and (e) acts as 'gate keeping' to the profession' in order to meet certain organisational, professional, and personal objectives (Morrison, 2001)'.

Taken together, the definitions advocate that supervision involves; directing the work of others, allocating workload, planning and scheduling, instructing and monitoring actions, maintaining discipline, taking responsibility and ultimately being held accountable for the work done.

### **Concept of Professional Staff Supervision**

The literature offers a plethora of definitions of supervision. Rich (1993; p. 137) points out that ‘no single definition or theory exists by which to describe its meaning, methods or purpose uniformly’. That said, within the literature, Kadushin cited in (O’Connell, 2005) definition is often projected as the most comprehensive, and is used by a number of authors as the preparatory point for their own attempts at offering a definition (Brown & Bourne 1996; Bennie, 1995; Shulman, 1995). Kadushin (1992a) defines social work supervision in the following terms:

‘The supervisor is an agency administrative-staff member to whom authority is delegated to direct, coordinate, enhance the on-the-job performance of the supervisees for whose work he is held accountable. In implementing this responsibility, the supervisor performs administrative, educational and supportive functions in interaction with the supervisee in the context of a positive relationship. The supervisor’s ultimate objective is to deliver to agency clients the best possible service, both quantitatively and qualitatively, in accordance with agency policies and procedures’.

This definition emphasises that supervision occurs within an agency context, and it recognises that supervision has a place in both organisation

management and structure. Essentially, the three functions of supervision described - namely administration, education and support - reinforce that the supervisor is the bridge between management and the front-line professional. The objective of the best possible service to workers emphasises that supervision is a quality control process and the indirect service element highlights that the supervisor's role is akin to that of a coach who prepares, observes, shares in, guides and assists (from the metaphorical side-lines) the supervisees in their work. Shulman (1995) adds to Kadushin's definition through reference to the supervisor's role as a mediator between the management and professionals.

There are different supervision models and theories that managers employ to maximise the productivity and efficiency of their work teams. Ingram (2014) explains that no single theory or model is inherently better than another.

### **Models of Supervision**

According to Shulman (1993), one descriptive model of supervision provides a dynamic system of conceptualisation in which staff members constantly interact with a number of systems that are directly related to their work. A senior staff member who is an administrator in a university, for example, must deal with management, students, professional colleagues, subordinates (clerical and non-clerical staff) and visitors, and other agencies or institutions, such as the other departments. At any moment in the supervisor's work day, the supervisor could be called on to negotiate one or more of these systems. The relationship with each system places unique demands on the supervisor and requires specific knowledge and skills if he or she is to negotiate it effectively. This model describes the

supervisor's role as in the middle between the management and these important systems.

### **History of Supervision**

According to Carroll (2007), the concept of supervision has gone through three stages. Carroll explains further that supervision has been in existence for a very long time. 'In the early days of Freud, supervision was informal at this stage as there is some evidence that small groups gathered to discuss and review each others' client work.'

Although supervision was used in psychoanalytic circles, supervision was introduced as a supportive and reflective space for social workers in the late 19<sup>th</sup> Century in USA. The practice was slowly introduced and adopted by other helping professions - probation, advice and welfare programmes, employee assistance programmes and teaching (Carroll, 1996). For instance, (Kadushin, 1992a; Munson, 1993; Tsui, 1997b) all explained that the early history of supervision can be traced back to the Charity Organisation Societies Movement, which began in Buffalo, New York, USA in 1878. The supervision itself involved the paid agents of this movement being supervised as part of their apprenticeship (Munson, 1993). The extent to which this supervision included both administrative and professional aspects are debated (Munson, 1993).

The second phase of supervision emerged in the 1950s with the introduction of other counselling and psychotherapy orientations in addition to the traditional psychodynamic approach. The type of supervision that emanated from these new developments has been called 'counselling-bound or psychotherapy-bound' models

of supervision in that their theory and interventions in supervision were allied to the counselling and psychotherapy orientation they espoused. This integration resulted in practice theory having a significant influence in supervision, and led to the rise of the notion that supervision was a ‘parallel process’ of casework (Tsui, 1997b; Munson, 1993; Kadushin, 1992a).

The third stage of supervision was in the 1970s when it began to move away from counselling and made a bid for being a more educational process than a counselling one (Carroll, 2007). The focus moved from the person doing the work to the work itself. As a result social role/developmental frameworks for supervision became popular. Supervision now became centered on practice, the actual work done with a view to using that work to improve future work. This was a major shift in supervision theory and practice and established firms divided between counselling and supervision. Supervision was centred on practice (e.g., the person of the practitioner, the impact of organisations involved, etc).

### **The Role of the Supervisor**

*According to McQuerrey (2014) and Western University (2013), a supervisor is a person who has the responsibility of overseeing employees in the workplace and so serves as an advocate for employees and helps them navigate daily issues regarding work responsibilities and colleague relations. This implies that supervisors have a general legal duty to take every precaution reasonable in the circumstances to protect workers. In the university, the supervisor has certain roles to play and few are listed below:*

Supervisors have human resources (HR) duties in job hiring functions, such as identifying the need for additional workers or specific skills to improve departmental performance. Companies using peer-based interviews may use a supervisor in the interview group. Though more typically a management function, one-on-one interviews and hiring decisions are delegated to supervisors. Hiring intake and paperwork is often assigned to supervisors, particularly in multi-shift environments, when HR staff may not be on duty.

### **Orientation and Training**

The immediate supervisors most often assist the human resources (HR) functions of orientation and training of the new employee. The handoff of a new recruit from HR to a supervisor usually happens during or prior to orientation. The supervisor may be responsible for following an orientation checklist, later filed with HR. Typically, this includes practical safety training as well as a tour of the workplace and introductions with other staff. Supervisors may perform job training with the new hire, or assign him/her to another worker in the department.

### **Development and Retention**

Supervisors complete performance evaluations (appraisal) on existing employees, or simply provide data to HR for evaluation purposes. As the first level of management, supervisors are usually the contact person for employees with vacation requests or other HR-related communications. Job coaching, while typically a departmental task may be requested by human resources in cases of poor job performance, and supervisors may be responsible for implementing disciplinary steps in the absence of HR staff.

## **The Human Resource Supervisor**

A supervisor in the HR department performs functions similar to supervisors in other departments, though the work of the department is focused on human resources. This alignment means the HR supervisor may have duties that are more of planning and strategy-based around the human resources discipline than the floor supervisor. The HR supervisor may oversee the work of HR clerks, if the department is structured in that way. A supervisor in the human resources department is likely to have input into HR policies and procedures (Shpak, 2014).

In a study on *Managing*, Salaman (1995) argues that managers/supervisors must have a concern for both performance and learning. Salaman argues further that managerial aspects of the managers/supervisors' work is their responsibility and ability to monitor and improve on the work of others; and their managerial effectiveness is determined by their capacity to improve the work of others. If managers are not able to make this contribution, then they are not adding value to the work at the institution (University of Cape Coast). The only ultimate justification for managers' existence is the improvement of the work of their subordinates. If managers fail in this way they fail as managers.

The above statement implies that supervisors are expected to develop relationships and environments that enable people (junior workers) to work together and respond to change as both parties have common goals, common values, the right structures, and continuing training and development (Drucker 1988; p. 75) to improve on the service delivery of the University of Cape Coast.

To that end, the University of Missouri (Division of Finance & Administration), 2008 explains that effective supervision of staff in a university will help to achieve organisational performance through the setting up of organisational goals and principles of a university by:

‘Improving on staff performance in meeting department, division and university goals and objectives through staff support development and continuous learning. Aligning compensation with desired organisation outcomes to strengthen management accountability’.

In furtherance to the explanation given above, the University of Missouri (Division of Finance & Administration), 2008 says that it is important to use performance management tool to improve on university success through:

An effective performance management system that helps organisations, managers, and employees succeed.

Performance management is a shared commitment to high performance. It balances autonomy and accountability at the individual and organisational levels.

Effective performance and continuous learning should be encouraged and supported. Effective performance management should be in alignment with university values throughout the division. It should also be based on clearly identified core competencies for support staff and supervisors.

The hypothesis is that good staff supervision and organisational performance are related and the implementation and correct usage of the management tools used by a university will help to better understand the junior staff



of University of Cape Coast. Also, the combination of the tools used by the University (annual staff performance assessment and the difference in service training offered) and the human resources department are integral in determining staff satisfaction than previously considered.

### **Concept of Performance**

The job performance and output of employees in a university has a significant effect on the institution's bottom line. Performance is an important criterion for organisational outcomes and success that is studied in industrial and organisational psychology, the branch of psychology that deals with the workplace and human resources management.

Job performance as a central construct in organisational psychology, (Anderson, Ones, Sinangil & Viswesvaran, 2001) is seen as multidimensional in that it defiles a single construct. There are vastly many jobs each with different performance standards. Therefore, job performance is conceptualized as a multidimensional construct consisting of more than one kind of behaviour. In fact, most of what industrial or organizational psychologists do is geared towards having a positive impact on job performance. Campbell (1990) and Campbell, McCloy, Oppler & Sager (1993) describe job performance as an individual level variable, or something a single person does. This differentiates it from more encompassing constructs such as organisational performance or national performance which are higher level variables.

Another key feature of job performance is that it has to be goal relevant. Performance must be directed toward organisational goals that are relevant to the

job or role. This means performance does not include activities where effort is expended toward achieving peripheral goals Farh and Seo (2014).

In the area of personnel and human resource management, Arvey and Murphy (1998) asserted that utility analysis has been used to (a) forecast the effect of some intervention (e.g. a test, a training programme) on the performance of employees, and (b) attach a value, often framed in a 'dollar metric', to enhance that performance, but the use of effective supervision was not used in assessing the performance of workers.

Although Campbell (1990) and Campbell, McCloy, Oppler, & Sager (1993) argued that performance is 'something that a single person does, in this study it will be used as work done by a group of people to achieve organisational goal. Abdel-Razek (2011) indicated that different organisations aim to achieve high level of job performance, "where efficiency and effectiveness of the organisation's performance depends on the human element effectiveness which requires its development, maintaining, achieving the integration and balance with the organisation" where they work to achieve satisfaction and commitment" on permanent basis.

The concepts of supervision and job performance provide a theoretical framework for understanding employees' behaviour and have been widely accepted by researchers and HRD professionals (Atwater, Ostroff, Yammarino, & Fleenor, 1998; Borman & Motowidlo, 1993; Crino, 1994; Rothwell & Sredl, 1992; Rotundo 2000). In today's organisational reality, it can be frequently observed that subordinates are given a kind of supervision so as to improve on job performance at the workplace.

## **Definition of Employee Job Performance**

Job performance is arguably one of the more important dependent variables of interest to educators, businesses, the government, and society. Job Performance theory definitions in the literature encompass similar important themes and embody issues such as behaviour, action and productivity of employee, which have a positive impact on the organisation or education. As indicated by Rotundo (2002), although researchers provide their own conceptualization of job performance, a typical definition focuses on behaviours or actions of individuals, not results or outcomes of these actions and behaviours.

Smith (1976); Murphy (1989) cited in Rotundo (2002) separately discuss some of the problems with various definitions of job performance and stresses that an accurate measure of job performance includes the direct observation of behaviour as job performance is defined in terms of behaviours rather than results. Rotundo explains that results-based measures are not always functional to the organization, as employees may try to maximize results at the expense of other things. In the job of a retail sales clerk, examples of behaviours include greeting customers, answering questions about store products, demonstrating knowledge of store policy and procedures, where an example of a results measure includes total sales per week or month. In a situation where employees are evaluated on sales only, employees may compromise certain behaviours (being polite to customers) in order to try to maximize sales (e.g., forcing products on customers). To explain Performance further, Swanson, (1999; cited in Monil & Tahir, 2011) said it is an accomplishment or output in a productivity of system in the form of service or

goods. This provides the employee with specific expectations for each major duty performed. Monil and Tahir (2011) explain further that the observable behaviours and actions of employee explain in a job needed and results that are expected for satisfactory job performance. A continuing emphasis on organisational effectiveness, productivity, and increasing community pressures for quality of service, will focus attention on the link between individual and corporate performance. These pressures will require a much more coherent and strategic approach to performance management. Murphy (1989) also defines performance as behaviours that are related to the goals of the organisation. Campbell (1990) defines performance as those actions or behaviours under the control of the individual, that contribute to the organization's goals, and that can be measured according to the individual's level of proficiency, a definition that is consistent with the others.

The definitions of job performance reviewed here have some common features. These features include a focus on behaviours that are under the control of individuals not results and on behaviours that contribute to the goals of the organisation.

64From the above discourse, Murphy (1989), defined job performance as “the set of behaviours that are relevant to the goals of the organisation or the organisational unit in which a person works”. Therefore, the job performance of an individual plays a vital role in an organisation's growth. This is because it highly influences the overall firm's performance and also functions as the key variable in work and organisational psychology (Sonnetag & Frese, 2002; Zacher, 2009 cited by Boon, Fern, Szeand & Yean, 2012).

## **Models of Job Performance**

Job performance is defined as actions that contribute to organisational goals and that are under the individual's control. Rotundo (2000) argues that this definition includes a wide range of job behaviours and that some behaviours contribute to the employee's duties and responsibilities, while other behaviours still affect the goals of the organisation but do not fall under duties and responsibilities. Therefore, job performance is conceptualized as a multidimensional construct consisting of more than one kind of behaviour. This section will present highlights of the different models of job performance. Researchers have attempted to classify the behaviours into different components of job performance (e.g., Campbell, McCloy, Oppler, & Sager, 1993; Campbell, McHenry, & Wise, 1990; Katz & Kahn, 1978).

Campbell, McHenry, and Wise (1990); cited in Rotundo, (2002) modelled job performance in a set of 19 entry-level Army jobs (i.e., Military Occupational Specialties) and found support for five performance factors. These factors include actions and behaviours that relate to completing tasks, working with others, and maintaining personal discipline. Together, these factors represent a broad range of behaviours that contribute to the goals of the military. Although these components were derived from entry-level Army jobs, they are likely to generalise to jobs in other fields as well.

In an effort to model job performance for all jobs in the Dictionary of Occupational Titles, Campbell (1990) proposes an eight-factor model of performance. Rotundo and Sackett (2002) summarized this information in tables

(See Table 1 adapted from Rotundo and Sackett, 2002). Unlike the model proposed by Campbell, McHenry & Wise (1990), which was intended to model the performance of entry-level Army jobs, this model is intended to be more comprehensive and inclusive of all jobs. Rotundo (2000) notes that five of these factors overlap with the ones proposed by Campbell et al. (1990). The areas of overlap include core task proficiency, non-job specific task proficiency, maintaining personal discipline, demonstrated effort, and facilitating peer and team performance.

**Table 1: A Summary of Various Efforts to Describe the Domain of Job Performance**

Author	Components	Description
Murphy (1989)	Task performance.  Interpersonal relations.  Destructive or hazardous behaviours.  Down-time behaviours.	Accomplishment of duties and responsibilities.  Cooperating; communicating; exchanging job-related information.  Violating security and safety; destroying equipment, accidents.  Substance abuse; illegal activities.
Campbell (1990)	Job-specific task proficiency.  Non-job-specific task proficiency.	Core technical tasks.  Tasks not specific to a given job.

	<p>Written and oral communication proficiency.</p> <p>Demonstrating effort.</p> <p>Maintaining personal discipline.</p> <p>Facilitating peer and team performance.</p> <p>Supervision and leadership.</p> <p>Management and administration.</p>	<p>Preparing written materials or giving oral presentations.</p> <p>Exerting extra effort; willing to work under adverse conditions.</p> <p>Avoid negative or adverse behaviours (e.g., substance abuse).</p> <p>Support and assist peers; reinforce participation.</p> <p>Influence; setting goals; rewarding and punishing.</p> <p>Organize people and resources; monitor progress; problem-solving..</p>
Borman & Brush (1993)	<p>Technical activities.</p> <p>Leadership and supervision.</p> <p>Interpersonal dealings.</p> <p>Useful personal behaviour.</p>	<p>Planning; demonstrating technical proficiency; administration.</p> <p>Guiding; directing; motivating; coordinating.</p> <p>Communicating; maintaining a good organizational image and working relationships.</p> <p>Working within the guidelines and boundaries of the organization.</p>
Hunt (1996)	<p>Generic Work Behaviours</p>	<p>Adherence to confrontational rules</p> <p>Industriousness</p> <p>Thoroughness</p> <p>Schedule flexibility</p>

		Attendance Off-task behaviour Unruliness Theft Drug misuse
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Source: Adapted from Rotundo & Sackett (2002).

### **Differences and Similarities among Various Models**

Murphy (1989) proposed a four-category scheme to model a large group of jobs in the Navy (See Table 1). These categories were derived from a set of organisational goals in the Navy. Rotundo (2000) explains that task performance as defined by Murphy is similar to Campbell's Core technical proficiency and Job-specific task proficiency in that all three incorporate task behaviours. Similarly, Destructive/hazardous behaviours and Down-time behaviours reflect the negative pole of Campbell's Personal discipline. These two components of Murphy represent behaviours that deter the individual from accomplishing tasks or prevent the organization from achieving its goals. Murphy's Leadership and Facilitating peer and team performance include positive interpersonal behaviours.

Although the taxonomies reviewed so far propose different models of job performance, there are groups of behaviours that are common to all models. These behaviours include task or the accomplishment of duties and responsibilities, cooperation or interpersonal behaviours, and deviant acts (Rotundo, 2000).

On the other hand, Borman and Brush (1993) modelled the job performance of managers. More specifically, they proposed taxonomy of 18 managerial



performance requirements, which they further grouped into four categories (See Table 1). These four categories also represent task, interpersonal, and deviant behaviours.

Hunt (1996) analysed supervisory ratings of non-task elements in a variety of hourly, entry-level jobs. He chose to focus on non-task elements because of the perception that hourly, entry-level jobs require a low level of job-specific knowledge, skills, and abilities. Hunt defines generic work behaviours as “behaviours that influence the performance of virtually any job” (Hunt, p. Exploratory and confirmatory factor analyses of supervisory ratings revealed nine categories (See Table 1). Although these dimensions do not include task behaviours, they do represent the interpersonal and deviant behaviours, which are consistent with the other models of job performance.

The first step in understanding the performance measurement process is to define job performance; the second step is to determine the structure underlying job performance. This section reviews five different taxonomies of job performance. A clear picture emerges from this review. Job performance can be described by three broad categories of behaviours, which are subsequently labelled task, organisational citizenship, and counterproductive performance (Rotundo, 2000). The first category reflects behaviours that are consistent with performing duties and responsibilities. The second domain, organizational citizenship, includes behaviours that are clearly related to organizational goals in a positive way but do not necessarily contribute to the core functioning of the organization (e.g., exerting effort, maintaining professional relationships, and supporting and helping others).

The third category or domain is counterproductive behaviour. It represents negative behaviours that can harm the well-being of the organization or co-workers (e.g., substance abuse, absenteeism, tardiness, theft). The next section reviews research that delves more deeply into each of these components in an attempt to provide a more refined definition of each component and to devise a list of behaviours that comprise each performance component.

### **Empirical Review**

Good supervision is a key factor in an organisation's effort to develop a highly skilled workforce that enhances job performance. Rotundo & Sackett (2002), explain that junior staff derive tremendous personal benefits from their role in today's business culture and these include promotional possibilities, providing a great training ground and preparation for supervisors' positions, offering an opportunity to engage in meaningful and challenging work that will enhance one's self-respect and the respect, from others, junior staff will receive more immediate positive reinforcement of their contribution to organisational success as a result of working with supervisors through collaborative and team-based approaches than was possible through former top-down management methods and they will have greater opportunities to engage in continuous learning, which is a top motivator.

To fully understand the import of the relationship between supervision and job performance among junior staff there is the need to examine the various processes that influence the junior staff, namely, strategies used by institutions to improve on their image and related literature on supervision and job performance will be discussed.

### **Factors that Affect Job Performance**

It has become increasingly important that institutions such as the university should supervise its workers so that they improve on their job performance. In a study conducted by Mawoli and Babandako (2011) on ‘An Evaluation of Staff Motivation, Dissatisfaction and Job Performance in an Academic Setting’, it revealed that the respondents considered multiple factors which motivate them to perform on the job. These factors included relationship with supervisor, salary, reward and incentives, workplace conditions, personality and work-family related factors were some of the things which motivate the workers to perform on the job. Conversely, the study of Boon, Fern, Sze & Yean (2012) explains that individual job performance is not stable and can fluctuate over time and as such, it is in the interest of the organisation for the supervisor to supervise the junior staff. In furtherance to this view, Adeniji (2011), stated that the supervisors in a university control work in their various departments, sections and units as the junior staff is encouraged to participate regarding activities designed to meet the goal of University of Cape Coast as a university of “choice.” Boon et al. (2012) further said that studies have shown that the performance of an individual changes by changing the time spent on a specific job. At the same time, individual performance changes as a result of learning and “high performance is always the result of greater understanding towards the specific job instead of greater effort to the job” (Frese and Zapf; cited in Boon, Fern, Sze & Yean, 2012). The findings from the study done by Adeniji (2011) however, shows that there was general dissatisfaction among the junior staff of the selected private universities studied southwest of

Nigeria. Although the study was on Relationship between Organisational Climate and Job Satisfaction among Academics, in the selected private universities the findings tend to support the view of (Boon, Fern, Sze & Yean, 2012) that the change in one may be in concomitance with the change in another, which is denoted as positive co-variation or positive correlation.

### **Relationship Between Supervision and Job Performance**

According to Carpenter, Webb, Bostock & Coomber, (2012), the quality of supervision is consistently associated with positive worker outcomes. It is worth noting that supervision is at its best when the attention is on task assistance, social and emotional support and that workers have a positive relationship with supervisors. All these have impact on job performance. The issue of supervision is very crucial to the achievement of organisational goals and in support of this view, (Hussin, 2011) posits that supervision is effective when the supervisor must treat the junior staff well, in terms of praise of the employee's good work, seeks advice from the employee on the work, understanding the nature of the employee's work, as well as giving the employee supervision and at the same time portraying good example to the workers. In the study conducted by O'Connell (2005), the findings indicated that in terms of the provision of supervision there was no consistency or standard method of providing supervision. O'Connell explained further that the majority of respondents felt that supervision was of benefit to them. However, Morrison (2001:18) points out that 'supervision only improves outcomes for/and adds value for staff.' From Morrison's (2001) assertion, (O'Connell 2005) argued that the statement raises the question of the quality of supervision rather than simply

whether or not supervision actually takes place. An effective supervisor recognizes his employees' needs for responsibility, recognition and growth. A good supervisor supplies information and advice to employees when necessary and also emphasizes personal responsibility and accountability while providing a climate of freedom for work accomplishment. The above discourse shows that an effective supervisor recognises his employees' needs for responsibility, recognition and growth.

### **Relationship Between Salary and Job Performance**

From the point of view of Adeniji (2011) low salaries among employees promote dissatisfaction and frustration. Salaries are the actual money employees receive from their employers for the job done or for the services rendered to the employers. It is important, therefore, that employees are informed on how they will be compensated for good work as (Luthans 1998; cited in Ismail, 2012) states that salaries not only assist people to attain their basic needs, but are also instrumental in satisfying the higher level need of people. Adeniji (2011) indicated further that employees might perceive the amount of pay received by them as unfair or fair. According to Ismail (2012), the actual pay level and pay satisfaction of an employee is probably a function of the discrepancy of perceived pay level and the amount that employee believes the salary should be. Meanwhile, Lawler (1991) (cited from Ismail), presented a perspective that views salary satisfaction as a discrepancy between how much salary one feels one should receive and how much one feels is actually received. Employees normally expect equity among the salaries that are received by them and their colleagues who hold the same position in similar organisations. For instance, an employee in a public university in Ghana will expect

to receive the same salary as their contemporary in other universities in the country, Ghana Labour Act 651 (2003) sections 67 and 68.

Greenberg and Baron (1993) argue that employees often view their salaries as a reflection of how management views their contribution to the organisation. Managers of organisations should communicate to employees how good performance is rewarded. Greenberg and Baron (1993) argue that organisations' reward systems are highly related to job satisfaction, which means it is important for the organisation to make employees aware of these rewards so as to eliminate misunderstanding among the employer and employees as stipulated in (Ghana Labour Act 651, 2003), sections 67 and 68. Unclear reward systems lead to conflict and unfair practices within the workplace. According to Adeniji (2011), uncompetitive poor salaries would lead to unhappiness and discontent. Organisations should try as much as possible to make salaries competitive because salary does not motivate employees to work hard and to experience job satisfaction. Uncompetitive salaries demotivate employees and lead to job dissatisfaction (Banjoko, 2006). When organisations provide uncompetitive salaries to employees, they tend to leave their organisations and move out to other organisations that provide competitive salaries.

### **Relationship Between Workplace Conditions and Job Performance**

According to Gerber, Nel and Van Dyk (1998), working conditions are created by the interaction of employees with their organizational environment. Working conditions include psychological work conditions and the physical layout of the job. The physical working conditions include the availability of facilities like

protective clothing, equipment and appliances. Failure to provide these facilities makes it impossible for employees to carry out their jobs and thus promote job dissatisfaction because employees cannot perform their jobs in an easy non-obstructive way. Boon, Fern, Sze and Yean, (2012) posited further that the furniture size and arrangement, spatial layout, noise level, temperature, the total amount and accessibility of files and work storage, and the height and density of workplace partitions have a great impact on job performance, for both the individual and the team in support of this view, (Adeniji, 2011) said that poor work environment causes dissatisfaction because employees find it difficult to carry out their work under dirty, noisy and unsafe surroundings. To this effect, an effective work environment which is positive and supportive allows employees to work comfortably and are willing to give their full commitment and contribution in performing the tasks given them. The difference between a supportive and an unsupportive environment determines the satisfaction and performance level of employees when they believe that the organisation cares for them and appreciates their commitment and contribution towards the organisation. “Environment comfort” is the supportive environment that employees require to perform their job and activities well once health and security are guaranteed in the workplace (Boon et al, 2012).

## **Relationship Between Reward and Incentives Related Factors and Job Performance**

According to Boon et al. (2012), empirical evidence has shown that rewards for performance is a strong management tool that can be used to create a high-performing organisation as it motivates individuals to perform better as their contribution and efforts are being recognised, valued and appreciated. Research has shown that financial rewards and incentives play an important role in attracting and retaining top-performing employees.

To that effect, Armstrong and Murlis cited in Tinofirei (2011), advocate a total or holistic reward approach by using multiple reward strategies such as “self management, self-awareness, social awareness and relationship management within an organisation in the pursuit of significantly raised performance”. This suggests that employees do not solely rely on only financial incentives to perform and to that effect the findings of a study conducted by Aacha (2010) indicates that 42.0 percent of the respondents got free meals from the schools where they taught as a form of motivation to perform. A further 30.0% said free accommodation for their families while 9.0 percent said transport allowance. However, 18.0 percent of the respondents indicated that they got none of these motivators; indicating that their morale to perform may have been affected. This means that although the workers are paid their salaries at the end of the month, there are other fringe benefits that motivate them to work.



### **Relationship Between Personality Factors and Job Performance**

In addition to the discussions on factors that affect employees' performance, Boon et al. (2012) explain that there was significant relationship between personalities with job performance based on the results of the survey. Current research has proved that individual personality traits influence the attitude, behaviour, and personal values of an individual (Olver and Mooradian, cited in Boon et al., 2012). This directly influences the job performance of an employee whereby the attitude, behaviour and personal values are displayed at the workplace while performing a task. According to Barrick et al. (cited in Boon et al., 2012), personality characteristics can be used to predict the job performance and achievement of career success or others which are related to occupations. To that end, Tinofirei, (2011), says that only 10.0 percent of respondents acknowledge that personal adjustments can be made to one's attitude towards a short-term contract. The small percentage of the respondent group see the short-term contracts as an opportunity to keep their performance at a consistently high level due to the uncertainty that they have channeled into a positive attitude rather a long-term contract.

### **Relationship Between Work-Family Related Factors and Job Performance**

In organisations, the ability to influence others is critical to each members overall effectiveness. To that effect, Morrison (1993) says that work should be a challenging experience that encourages creativity and self-expression. Luthans, cited by Adeniji (2011) advocated that work itself could be a source of satisfaction. It is essential that managers create organisational climates that facilitate satisfaction

in the execution of jobs. Boon et al, (2012), opined that the relationship between work itself and job performance is more apparent and can be strongly related and associated with organisational goals. Boon et al. (2012) explain that “Organisational Citizenship Behaviours” (OCBs) helps the organisation to improve its effectiveness, efficiency and the overall organisational performance.

In support of the above statement, Gibson, Ivancevich and Donnelly (1997) indicated that managers must give employees opportunities to advance in their field of work so that they could accept responsibilities entrusted to them by their superiors. For instance, study leave can be provided for those employees with the desired skills and willingness to perform the job to improve on their skills and knowledge. Adeniji (2011) noted that the result of a study Organizational Climate and Job Satisfaction among Academic Staff in Some Selected Private Universities in Southwest Nigeria, 62.5percent indicated positive responses about whether their university is doing enough to promote professional career development. They indicated their answers as ok, yes, not bad and trying. It is imperative that work allocated to employees should be such that it encourages creativity and self-expression because in such an environment, employees are able to use their creativity as they discharge their assigned duties.

### **Relationship Between Promotional Opportunities and Job Performance**

A number of researchers are of the view that job performance is strongly related to opportunities for promotion (Peterson, Puia & Suess, 2003) and in support of this view, (Landy, 1989; Larwood, 1984, Moorhead and Griffen, 1992;

Kinicki and Vecchio, 1994; cited in Ismail, 2012) posit that ‘an employee’s opportunities for promotions are also likely to exert an influence on job performance. This view is supported in the study conducted by Ellickson and Logsdon (2002) where satisfaction with promotional opportunities was found to be positively and significantly related to the job performance of employees because promotions provide opportunities for personal growth, increased responsibility and increased social status of the employee. Ismail (2012) postulates further that many people experience satisfaction when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment. Conversely, if people feel that they have limited opportunities for career advancement, their job satisfaction may decrease. The study of David and Wesson (2001), suggested that limited opportunities for promotion discouraged the qualified employees from remaining in the job. According to MaComick and Ilgen, 1985; ( cited in Ismail, 2012), employees’ performance with promotional opportunities will depend on a number of factors, including the probability that employees will be promoted, as well as the basis and the fairness of such promotions. Moreover, not all employees wish to be promoted. The reason therefore is related to the fact that promotion entails greater responsibility and tasks of a more complex nature, for which the individuals may consider themselves unprepared. If employees perceive the promotion policy as unfair, but do desire to be promoted, they may still be satisfied (Ismail, 2012). Nonetheless, opportunities for promotion appear to have a significant positive correlation with job satisfaction

(Staudt, 1997, cited in Ismail, 2012) report on a study that indicates ‘the opportunity for promotion was found to be the best as it is good, fixed, frequent and the promotion is depending on the length of service of the employee.’ Promotional opportunities therefore have differential effects on employee job performance,

### **Relationship Between Co-workers Support and Job Performance**

Supervisory and co-worker support is an essential element for any worker’s performance as you are supported to a greater extent by your peers and superiors which enhance the performance of work has a tendency to raise. Research by Mowday and Sutton (1993), suggests that the satisfaction one gets in performing a job is related to employees’ opportunities for interaction with others on the job. Studies have shown that the better the relationship, the greater the level of job performance (Wharton & Baron, 1991). According to Staudt (1997), such social relations constitute an important part of the ‘social climate’ within the workplace and provide a setting within which employees can experience meaning and identity.

In the research conducted by Schneider and Bowen (1985), it was recommended that the supervisory and coworker support create a very positive environment which lessens the desire to connect in displaying of positive emotions which actually means that if an employee has a good mood to work since better environmental factors are involved then there will be a less emotional push required to depict the optimistic emotions of an employee. The supervisory and co-worker support acts as pillar for job performance which means that as the employee gets a full support from its peers and superiors, a healthier environment is created which

directly affects the employee's performance which in turn is beneficial for any organization's development.

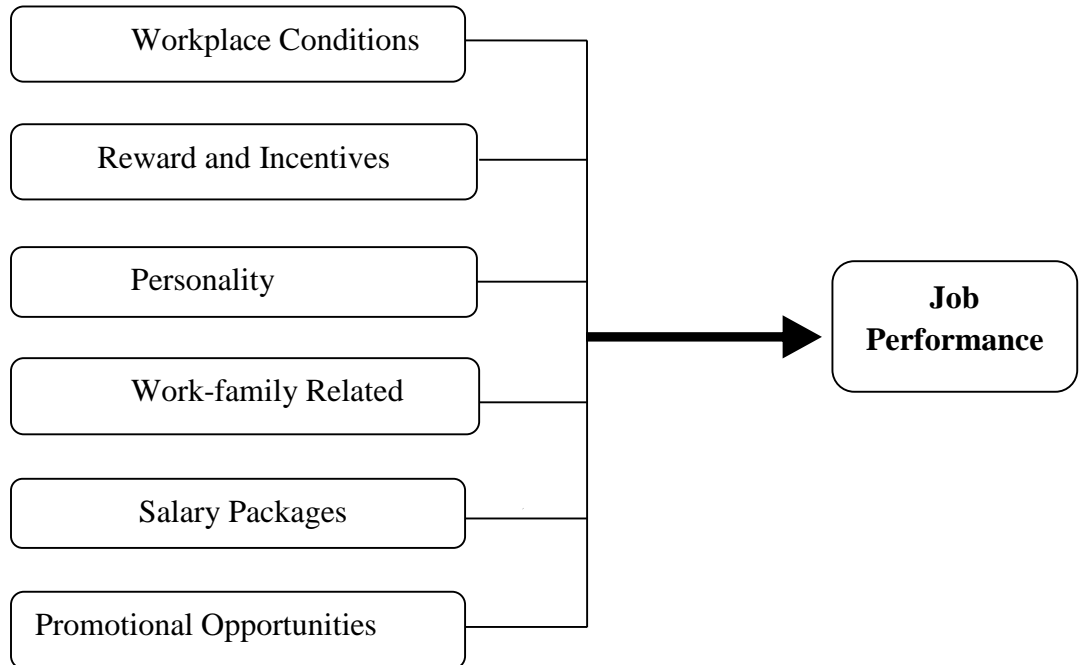
Thus, in another research work conducted by Beehr (1995) cited in Iqba (2013) clearly states the reverse buffering effect in which the researcher has enlightened the fact that the greater level of social support from the peers and others in the environment contributes to the betterment of employee to perform resulting in a positive relation between any job stressors and the individual damage a person may bare alone. The effects of job stress on individuals can't be buffered through a social support criteria. Schneider, and Bowen (1985) - Employee and customer perceptions of service in banks – The theory of Replication and extension.

When cohesion is evident it usually leads to effectiveness within a group and the job becoming more enjoyable. However, if the opposite situation exists and colleagues are difficult to work with, this may have a negative impact on job performance. The impact of friendship on workplace outcomes is shown by results that indicate that friendship opportunities were associated with increases in job satisfaction, job involvement and organizational commitment, and with a significant decrease in intention to turnover (Luddy, 2005).

### **Conceptual Framework of the Study**

Based upon the literature review, there is a need to study the relationship between supervision and job performance among junior staff of University of Cape Coast. The conceptual framework below offers the conceptual foundation to examine and explore more to the study in verifying the relationship between

supervision and job performance. The relationship between the various factors is displayed in Figure 3 are posited (Ismail, 2012) as bases for the formation of job performance.



**Figure 2: Conceptual Framework of the Study**

Pierce and Rowell (2005) on the other hand recommended 10 keys to effective supervision that can improve job performance in an organisation:

Support Growth provides support for employees’ professional development through professional development plans and strength based performance appraisal systems. The supervisor should be accessible to employees by maintaining open door policy and regular one-on-one supervisory meetings. Again, employees should be praised and encouraged by their supervisors through formal recognition

systems and informal compliments - catching them doing things right. Set high expectations for employees through clear position descriptions and regular feedback sessions with staff to achieve excellence. To require accountability from employees, supervisors must uphold individual responsibility by creating a culture where staff hold each other accountable and creating a culture where staff hold themselves accountable.

Pierce and Rowell (2005) posit further that the supervisor should verify potentials of employees by developing an atmosphere of hope and confidence by and providing staff with opportunities to succeed and have high expectations for employees. To instill independence in the employees, supervisors must give room for some level autonomy to employee through appropriate delegation of work and encouraging risk taking. Furthermore, supervisors must establish two-way communication through active listening and being transparent to the employees.

Optimize ownership by creating opportunities for employees to contribute to work through participatory strategic planning sessions and finally, the supervisor should reinforce relationships through share with and caring for employees by getting to know what motivates individual employees and creating opportunities for staff to share personal/family accomplishments.

The study will adopt the framework because the concepts have been individually discussed in the literature. This study proceeds to link supervision to job performance in an organisation like the university.

## Chapter Summary

Progress has been made at understanding the domain of job performance. However, the field has further to go before the measurement of individual level job performance is fully understood. The different conceptualizations of job performance that were reviewed incorporate a variety of behaviours that can be grouped into three broad categories of behaviours: task, organizational citizenship, and counterproductive performance. Task performance was defined as behaviour that relates to the production of a good or the provision of a service.

The organizational citizenship domain was defined to include behaviour that contributes to the goals of the organization in a positive way by contributing to its social and psychological environment. Behaviours include helping others, keeping others informed, promoting the image of the organization, volunteering, and making suggestions for improvement. The domain of counterproductive behaviour was defined to include those behaviours that are voluntary, violate organizational norms, and harm the well-being of the organization. Some examples of these behaviours include misuse of time and resources, inappropriate verbal actions, or poor quality work. Although these three categories describe the structure underlying job performance, it is equally important to consider measurement issues related to individual level job performance.



## CHAPTER THREE

### RESEARCH METHODS

#### **Introduction**

The main rationale for this chapter is to explain the choice of research methodology, the systematic procedures and techniques that were used to gather data and how data collected was analysed. This section focuses on the research design that was used, population, sample size and the sampling procedure, instruments used in collecting the data, data collection procedure, pilot study and data analysis. The description begins with a review of approaches to research.

#### **Research Design**

In this study, a cross-sectional study design with mixed method and descriptive design were used. Cross-sectional design is used when information is to be collected only once (Malhotra, Jackofsky, & Indik, 1996; Babbie, 2004).

Cross-sectional survey design is justified on the ground that it should adopt one time observation, involving proximate and ultimate variables necessary for the study. However, exploratory and descriptive designs focus on the phenomenon of interest, which according to this study, is to find out whether there is a relationship between supervision and job performance and to identify the factors that affect job performance among junior staff of University of Cape Coast.

#### **Target Population of the Study**

Population of the study comprise all staff from the senior clerk and analogous grades and below. As at March 2017, the number of junior staff in the university was 3,070 (UCC, Division of Human Resource, 2017) of which 217 were

clerical staff and 2,853 were non clerical staff. The justification for selecting these participants was largely due to the role they play in helping in the running of the various faculties/schools/administration by the university management team.

### **Sample Size and Sampling Procedure**

The targeted sample for this study was clerical and non-clerical staff in the University. The sampling procedure that was used was stratified random sampling technique. Stratified sampling procedure was used because the study is about junior staff of the university, which is made up of 217 clerical staff and 2,853 non clerical staff. Selection was done in proportion to the number of staff in the various colleges and administration in the university. Patton (2001) explains that stratification is selecting particular units that vary according to a key dimension. A stratified sampling approach can lend credibility to a research study, so the junior staff of the university were selected for the study based on their number in the colleges and administration. The junior staff are in different units, so to get the correct sample size, it was important to allocate the staff by using proportionate stratification. The table for determining sample size from a given population by Krejcie and Morgan (1970) was used.

With proportionate stratification, the sample size of each stratum is proportionate to the population size of the stratum. To get the total number of students, these steps were used.

*Step 1:* Junior staff were grouped by using the distribution table of workers based on workers' data collected from (UCC, Division of Human Resource, 2017)

*Step 2:* To arrive at the sample size, the total population of junior staff was grouped under clerical and non-clerical in the colleges and administration of the university. The junior staff were grouped under the colleges and administration levels because the workers are homogenous which made it easier to arrive at the sample size.

The total number of junior staff in the various colleges and administration were represented in Table 2.

According to the table, when the population is 2,800, the minimum sample size is 338; the population for this study is 3,078 which is closer to 3,000. However in order to have a fair representation, a sample size of 400 was used for the study.

**Table 2: Distribution of Workers by Colleges and Administration**

<b>Colleges and Administration</b>	<b>Clerical</b>	<b>Non-Clerical</b>	<b>Total</b>
Administration	70	2,195	2,265
College of Agriculture & Natural Sciences	30	228	258
College of Humanities & Legal Studies	54	145	199
College of Education Studies	31	143	174
College of Health & Allied Sciences	7	20	27
College of Distance Education	25	122	147
<b>Total</b>	<b>217</b>	<b>2,853</b>	<b>3,070</b>

Source: UCC (2017)

In selecting the total sample size from each stratum, proportional stratification sampling was used. The proportionate stratification was used in selecting the units because it reduced standard error for survey estimates and it also ensured that sample sizes for strata were of their expected size. Each stratum

multiplied by each group size by the sample size and divided by the total population size (size of entire junior staff) in the Colleges and Administration of University of Cape Coast:

To get the proportional number of non-clerical from the total number of the sample size from the Colleges and Administration, similar approach was adopted.

**Table 3: Stratified Sample Size of Junior Staff by Colleges and Administration in University of Cape Coast**

Colleges and Administration	Sample Size By Stratum	Clerical	Non-Clerical	Total
Administration	284	9	275	284
College of Agriculture & Natural Sciences	33	4	29	33
College of Humanities & Legal Studies	26	5	21	26
College of Health & Allied Sciences	4	1	3	4
College of Education Studies	23	4	19	23
College of Distance Education	30	4	26	30
<b>Total</b>	<b>400</b>	<b>27</b>	<b>373</b>	<b>400</b>

Source: UCC (2017)

### **Research Instrument**

To answer this study's research questions, a questionnaire-based approach was utilised to obtain data from junior staff of University of Cape Coast on the relationship between supervision and job performance. According to Okobia (1998), questionnaire is a set of questions that relate to the aim of the study and the

hypotheses to be tested to which the respondent is expected to answer in writing. A questionnaire-based approach allows for information to be obtained from a large number of respondents on their feelings, beliefs, experiences or attitudes on an issue. The questionnaire was adapted and variables that have been identified in the literature as factors which workers performance in relationship to supervision were used. The questionnaire contained both open-ended and closed-ended questions which served the purpose of providing answers quantitatively and qualitatively based on the research questions. The open-ended questions were selected to allow respondents to feel free in determining the level of detail and content of response and the closed-ended used to restrict respondents in answering certain questions. These open-ended items allowed junior staff the opportunity to describe their answers in detail.

The second part of the instrument, contained information related to the demographic characteristics of respondents such as gender, age, and length of work in the university and also few open-ended items which enabled the researcher to solicit responses to be able to support the closed ended items.

### **Pre-Testing of Instrument**

The main aim of pilot testing is to help the researcher to formulate a good questionnaire. The piloting helped with the wording of the questions and the procedural matters, and to that effect, Al-Fattal (2012) and Crawford, (1997) said that it will serve the purpose of developing a design that has targeted the aimed points and prevent later problems by checking whether the questions worded will achieve the desired results, have been placed in the best order or whether additional

or specifying questions will be needed or whether some questions should be eliminated.

OLA College of Education, Cape Coast, was chosen because it is a tertiary institution with junior workers who help in the running of the college. Choosing to conduct the pilot questionnaire at this particular College of Education was a convenience matter, as it is closest to the university where the data collection was done compared to other tertiary institutions.

Data was collected using closed-ended and open-ended questionnaire and analysed using regression analysis, frequency and percentage. Participants were asked if they wished to participate in the pilot questionnaire. A procedure similar to the original questionnaire conduction plan was carried out and some of the issues that arose from the questionnaire were that, the questionnaire was too long which made it difficult for them to follow and complete; also, they preferred the closed-ended questionnaire because the level of education of most of the respondents was quite low. Suggestions made by my supervisor and the respondents informed in the final version of the questionnaire. The data emerging from the piloted questionnaire was excluded from the survey result.

### **Data Collection Procedure**

The questionnaire was administered to selected junior staff in the university. In this study, all the variables were measured by six to eight variables with the use of Likert scale of one to five, where five indicated the highest degree of agreement. The questionnaire for this study consisted of 40 questions. It was designed to be completed within 20 - 35 minutes.

In order to ensure reliability, the administration of the questionnaire followed a standardised, consistent format and procedure. The return rate was 100 percent.

### **Data Analysis Procedure**

This section presents the analysis procedures used in ordering and organising raw data collected into useful information. Standard deviation and percentages and frequencies were used in analysing the data as the study sought to find the relationship between supervision and job performance. Specifically, research question one was answered using correlation analysis. Research question two combined both descriptive and inferential statistics, thus, means and standard deviation as well as simple regression analysis was carried out. Research question three employed frequencies and percentages in its analysis.

### **Ethical Consideration**

An introductory letter was obtained from the Department of Accounting and Finance of the University of Cape Coast, to introduce the researcher to the various Colleges and Administration in the university. To gather data from the sampled individuals, permission was sought from the heads of department.

Participants were informed about the purpose of the research and what objective was sought to be achieved. The instructions were read to them and further clarification made where needed. After the researcher was sure that the respondents understood the content very well, the questionnaires were administered. The respondents were encouraged to feel free to express their views as objectively as possible. Also, a respondent had the right to choose whether to participate or not.

A respondent had the option to withdraw his or her consent at any time without any form of adverse consequence.

Anonymity and confidentiality of respondents were guaranteed and the research would not cause any harm or mental stress to participants. This was achieved by assuring respondents that their identity will not be disclosed in this study. This research and its associated methodology adhered to all these ethical considerations.



## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### **Introduction**

The study sought to examine the relationship between staff supervision and job performance among the junior staff of the University of Cape Coast. To answer the specific research questions posed, the questionnaire was used to solicit information from the respondents. This chapter deals with the presentation of results and further discusses the results that have been presented. The chapter is divided into sub-topics with each sub-topic dealing with a specific theme from the objectives of the study.

#### **Background Characteristics of Respondents**

The background information of the 400 junior staff used for the study are presented under this sub-topic. Background information such as gender, age, educational qualification and years of work experience were considered. Tables 4 to 6 present a summary of the responses.

From Table 4, it can be observed that out of the 400 junior staff used for the study, 268 (67%) were males while 132 (33%) were females. It can again be observed that the male respondents exceeded the number of females who took part in the study.

**Table 4: Distribution of Respondents by Age**

<b>Age (in years)</b>	<b>F</b>	<b>%</b>
Below 30	98	24.5
30 – 39	151	37.8
40 – 49	107	26.7
50 years and above	44	11
<b>Total</b>	<b>400</b>	<b>100</b>

Source: Wilson (2017)

From Table 4, it can be seen that, out of the 400 respondents, 151 (37.8%) indicated that they were between 30 to 39 years, 107 (26.7%) mentioned that they were between 40 to 49 years and 98 (24.5%) were below 30 years. However, 44 (11%) stated that they were 50 years and above. This shows that, the age distribution of the respondents cut across from the youthful to the aged. This gives the researcher an opportunity to solicit responses from staff of varied age groups. Workers within the age 39 and below are 63.3 percent more than those in the other age brackets. This implies that more attention should be focused on them because they have more years to work in the university.

**Table 5: Years of Working as a Junior Staff**

Years	F	%
Under 3	69	17.3
3 – 5	125	31.3
6 – 8	109	27.3
Above 8	97	24.2
<b>Total</b>	<b>400</b>	<b>100</b>

Source: Wilson (2017)

From Table 5, it can be observed that most of the 125 (31.3%) respondents have been working as junior staff for between 3 – 5 years, 109 (27.3%) have been with the university for above 6 – 8 years while 97 (24.2%) have been employees of the university for above 8 years. Also, it can be seen that 69 (17.3%) mentioned that they have been with the university for under 3 years. It must be stated that, the respondents have been with the University for all range of years and can therefore provide the needed information for the study especially pertaining to the supervision and their performance in the university since they got employed.

### **Relationship Between Supervision and Job Performance**

Research question one sought to find out if there is any kind of association between supervision and job performance. Supervision has been defined as a process where someone co-ordinates and takes responsibility for the work of others including *planning, scheduling, allocating, instructing and monitoring actions*, that developed in response to perceived needs, which allows for the supportive learning of the individual worker while ensuring accountability for practice

(O'Neill, 2004; Ward, Brazier & Lancaster, 2004). Literature suggests a possible relationship between supervision carried out in the work place and the efficiency of labour. To ascertain this, a correlation analysis was carried out and the results are presented in Table 6.

**Table 6: Association between Supervision and Job Performance of Junior Staff**

			Supervision	Job Performance
Pearson	Supervision	Correlation coefficient	1.000	.039
		Sig. (2-tailed)		.004*
		N	400	400
	Job Performance	Correlation coefficient	.039	1.000
		Sig. (2-tailed)	.004*	
		N	400	400

Correlation is significant at the .05 level (2-tailed)

From Table 6, a Pearson correlation coefficient of .039 indicates a weak positive association between employee supervision and employee job performance. This implies that an improvement in supervision will lead to an improvement in job performance. Alternatively, a reduction in the level of supervision that is carried out in the work place can lead to a reduction in the performance of employees. The association is significant at the .05 alpha level ( $.000 < .05$ ).

The import of this association stems from the fact that, employees tend to concentrate more on their core duties when there is stringent supervision. This means that, managers must take key interest in the working life of the employees.

Managers insist that the right things are done; employees are charged to report on time and make sure they meet deadlines for tasks that have been given them. Such conscious focus on each employee tends to make him/her more engrossed in his/her responsibilities at the work place which intend to translate to high productivity on the part of the employee.

In linking this finding to literature, Arvey and Murphy (1998) asserted that utility analysis has been used to (a) forecast the effect of some intervention (e.g. a test, a training programme) on the performance of employees, and (b) attach a value, often framed in a 'dollar metric', to enhance that performance, but the use of effective supervision was not used in assessing the performance of workers. Although Campbell (1990) and Campbell, McCloy, Oppler and Sager (1993) argued that performance is 'something that a single person does, in this study it was used as work done by a group of people to achieve organisational goal. Abdel-Razek (2011) indicated that different organisations aim to achieve high level of job performance, "where efficiency and effectiveness of the organisation's performance depends on the human element effectiveness which requires its development, maintaining, achieving the integration and balance with the organisation" where they work to achieve satisfaction and commitment" on permanent basis.

### **Effect of Supervision on Job Performance**

Supervision is a key variable in ensuring increase in employee productivity and work output. However, the level at which supervision affects employee performance is still inconclusive in the available literature. An attempt was made

to measure the key variables of supervision and job performance of the junior staff in the University of Cape Coast through the use of a questionnaire. Tables 5 to 8 present a summary of the responses from the junior staff as to the level of supervision and job performance. The researcher after presenting the descriptive of these two variables, employed the use of regression to determine the effect of supervision on job performance among employees in University of Cape Coast.

The mean ranges of the responds from the respondents are Strongly Agree – (5.0 – 4.01), Agree (A) - (4.00 – 3.01), Disagree - (3.00 – 2.01) and Strongly Disagree (D) - (2.00 – 1.00).

Mean of Means = 3.49

Mean of Standard Deviation = .22

From respondents' responses on the 23 supervision items that were listed, it is observed that respondents' rating on the nature, form, style and how supervision is carried out in the work place came out with results which recorded mean values of 3.50 and beyond. This illustrates that the respondents agree generally about these items as the nature, form, style and how supervision is carried out in their respective workplace.

A further analysis was carried out to find the extent to which the respondents largely rate the level of supervision in their various places of work. An overall mean (M = 3.49, SD = .22) indicates that, the respondents mostly agree to the fact that, supervision is carried out in the nature and manner presented by the 23 items. A standard deviation of .22 indicates the nature of closeness of the various responses

around the mean. In other words, the respondents' responses are grouped around the mean of 3.49 ~ 3.5 (Agree).

The respondents were again asked to rate the level of supervision on a scale of 1 to 3, with 1 being low level of supervision and 3 indicating a high level of supervision. Table 7 presents a summary of the responses.

**Table 7: Level of Employee Supervision**

<b>Level</b>	<b>Frequency (F)</b>	<b>Percent (%)</b>
High	93	23.2
Average	211	52.8
Low	96	24
<b>Total</b>	<b>400</b>	<b>100</b>

Source: Wilson (2017)

From Table 7, it is obvious that, majority of the respondents, 211 (52.8%) believe that the level of supervision at the work place is average. However, those who rated the level of supervision as low [96 (24%)] exceeded those who indicated that the level of supervision is high [93 (23.2%)] by .8%. Invariably, the level of supervision at the work place is average signaling the fact that there is room for improvement.

Table 8 looks at the second variable, Job Performance. A 13 item questionnaire was given to the respondents for them to either agree or disagree to specific statements pertaining to their job performance. A summary of the responses are presented in Table 11.

**Table 8: Employee Job Performance**

S/N	Statement	Mean	Std Dev
1	I complete my work within the time allocated.	3.78	0.42
2	I work overtime to complete my tasks.	2.67	0.28
3	The degree to which I do my work meets our customers' requirements.	2.81	0.22
4	My performance is measured against the productivity.	3.08	0.33
5	I attend to my work with speed and accuracy.	3.39	0.24
6	My performance has continually improved.	3.29	0.32
7	I take time to listen to my clients to ensure I attend to them effectively.	3.11	0.42
8	I do my work effectively without complaining..	3.50	0.28
9	I combine the available resources very well to provide quality services.	2.61	0.22
10	I usually take time to follow up with clients to ensure that they are satisfied with my services.	3.31	0.16
11	Employees report on duty early and leave very late.	2.10	0.04
12	I record down a number of activities in my to do list before starting on the day's work.	3.12	0.17
13	My job is in line with my interests, skills and attitudes.	3.74	0.22

Source: Wilson (2017)

*The mean ranges are Strongly Agree – (5.0 – 4.01), Agree (A) - (4.00 – 3.01),*

*Disagree - (3.00 – 2.01) and Strongly Disagree (D) - (2.00 – 1.00).*



Mean of Means = 3.12

Mean of Standard Deviation = .26

From Table 8, it can be observed that, only three items recorded mean values of 3.50 or more. These items were;

1. I complete my work within the time allocated.
2. I do my work effectively without complaining.
3. My job is in line with my interests, skills and attitudes.

Again, the statement “Employees report on duty early and leave very late” (M = 2.10, SD = 0.04) recorded the least mean value. This implies that, the issue of lateness is a very critical factor that needs to be addressed in the respondents’ workplace. In the view of the respondents, an overall mean (M = 3.12, SD = .26) signals that, there is a general consensus in terms of the level of agreement to the nature of the job performance of the employees. The overall mean indicates that the respondents generally agree that, the items identified are indeed related to their performance in the workplace. However, the respondents were further asked to rate their level of performance which is presented in Table 9.

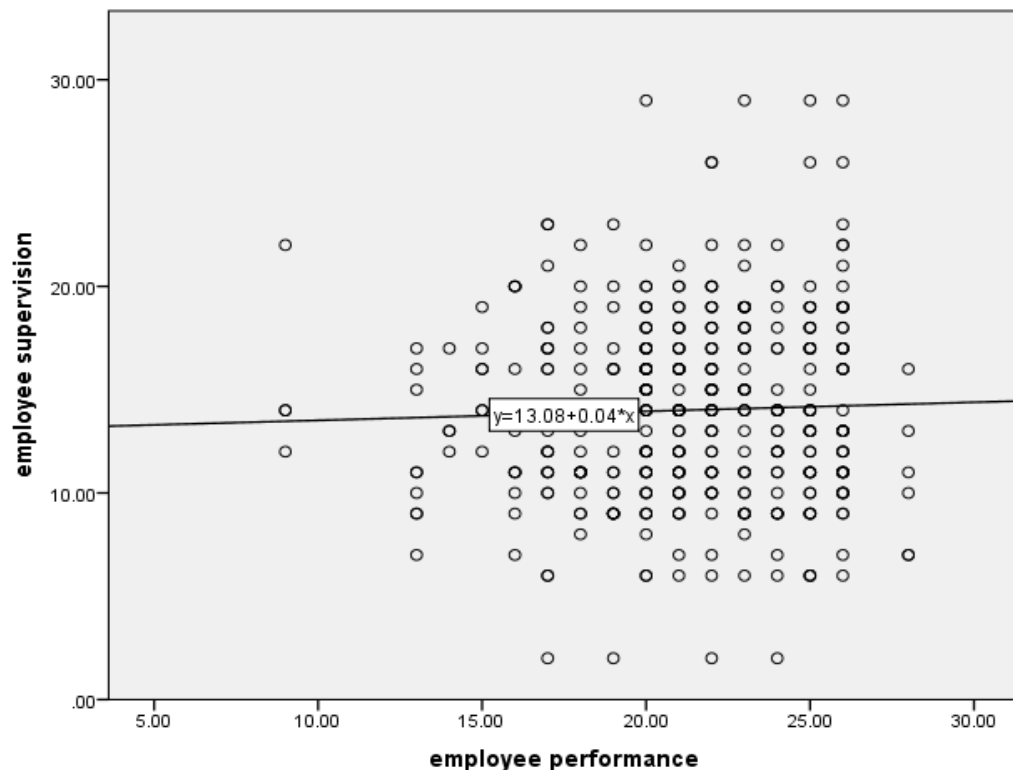
**Table 9: Level of Employee Job Performance**

Level	Frequency (F)	Percent (%)
High	102	25.5
Average	225	56.3
Low	73	18.2
<b>Total</b>	<b>400</b>	<b>100</b>

Source: Wilson (2017)

From Table 9, it can be seen that, majority of the respondents rated their job performance as average, 225 (56.3%). This is followed by 102 (25.5% who indicated that, their job performance is high while 73 (18.2%) were of the opinion that their job performance is low. This implies that, the job performance of the junior staff of the University of Cape Coast can be classified as being an average performance.

A critical analysis of the preceding results points to the fact that, supervision of employees can influence their job performance. To be able to analyse this possible effect, a simple regression analysis was carried out. Figure 1 presents the scatter plot of the possible relationship between employee supervision and employee job performance.



**Figure 3: Scatter plot for supervision and job performance**

**Table 10: Regression Results of the Effect of Supervision on Job Performance**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.826	.584		35.673	.000
	Employee Supervision	.037	.040	.039	.770	.042*

- a. Dependent Variable: employee performance  
b. Significant at 5%

The regression model recorded an R square of .21 which implies that, supervision can be used to explain 21 percent of the variation in employee job performance. This implies that, there are other factors accounting for 79 percent which also explains the job performance. These other factors are looked at in research question 3. Again, an F statistic of .593 ( $p < 0.05$ ) implies that, there is indeed a linear relationship between the dependent variable (Employee Performance) and the independent variable (Supervision).

A simple regression model can be derived from Table 13, thus, it can be stated that there is a positive relationship between employee performance and supervision. Therefore;

$$EP = 20.826 + 0.04Sup$$

Where EP denotes Employee Performance and Sup means Supervision.

The simple regression equation derived implies that, a 1 percent change in Supervision will improve Employee Performance by .04. That is, any improvement

in the way and manner in which employees are supervised will automatically translate into an improved job performance by the value of the coefficient of *Sup*. This simple regression analysis in Table 13 is significant at 5 percent.

These findings are in sync with the views of Sonnentag and Frese (2002), Zacher (2009) cited by Boon et al, (2012). These authors noted in their various write ups that, good supervision is a key factor in an organisation's effort to develop a highly skilled workforce that enhances job performance. Junior staff derive tremendous personal benefits from their role in today's business culture and these include promotional possibilities, providing a great training ground and preparation for supervisors' positions, offering an opportunity to engage in meaningful and challenging work that will enhance one's self-respect and the respect, from others, junior staff will receive more immediate positive reinforcement of their contribution to organisational success as a result of working with supervisors through collaborative and team-based approaches than was possible through former top-down management methods and they will have greater opportunities to engage in continuous learning, which is a top motivator.

### **Factors Influencing Employee Job Performance**

Research questions one and two focused on the variable supervision as a factor that affects employee job performance. In running the regression between the dependent and the independent variables, it was observed that, supervision explains only 21 percent of the variation in employee performance at the work place. Hence, the focus of research question three is to bring to the fore the other general factors that possibly influence the performance of the junior staff. An open

ended item was employed here to enable the respondents to list factors that they consider as having a bearing on their performance as employees. Table 11 presents a summary of the responses.

**Table 11: General Factors That Influence Employee Job Performance**

S/N	Statement	F	%
1	Wages and Salary	354	88.5
2	Employee skills	212	53
3	Motivation	321	80.3
4	Working Conditions	303	75.6
5	Resource availability to work	279	69.8
6	On the job training	218	54.5
7	Leadership styles employed by superiors	311	77.8
8	Working ethics	189	47.3
9	Workload and stress	172	43
10	Work Experience	285	71.3
11	Educational qualification	239	59.8

Source: Wilson (2017)

From Table 11, it can be observed that, respondents were allowed to give multiple responses. Out of the 400 respondents, 354 (88.5%) indicated that the main factor that influences their performance as employees was wages and salaries. This is followed by 321 (80.3%) who indicated that, motivation is a key factor in determining their performance at the work place. Again, leadership styles of managers, work experience, and work conditions all recorded over 70 percent of the respondents citing them.

Linking this finding to literature, Adeniji (2011) indicated that low salaries among employees promote dissatisfaction and frustration. Salaries are the actual money employees receive from their employers for the job done or for the services rendered to the employers. It is important, therefore, that employees are informed on how they will be compensated for good work as Luthans (1998); cited in Ismail (2012) states that salaries not only assist people to attain their basic needs, but are also instrumental in satisfying the higher level need of people.

Greenberg and Baron (1993) argue that organisations' reward systems are highly related to job satisfaction, which means it is important for the organisation to make employees aware of these rewards so as to eliminate misunderstanding among the employer and employees as stipulated in Ghana Labour Act 651, 2003; sections 67 and 68. Uncompetitive salaries demotivate employees and lead to job dissatisfaction (Banjoko, 2006). When organisations provide uncompetitive salaries to employees, they tend to leave their organisations and move out to other organisations that provide competitive salaries.

Again, according to Gerber, Nel and Van Dyk (1998), working conditions are created by the interaction of employees with their organisational environment. Working conditions include psychological work conditions and the physical layout of the job. The physical working conditions include the availability of facilities like protective clothing, equipment and appliances. Failure to provide these facilities makes it impossible for employees to carry out their jobs and thus promote job dissatisfaction because employees cannot perform their jobs in an easy non-obstructive way. Boon et al. (2012) posited further that the furniture size and arrangement, spatial layout, noise level, temperature, the total amount and accessibility of files and work storage, and the height and density of workplace partitions have a great impact on job performance, for both the individual and the team. (Adeniji, 2011) said that poor work environment causes dissatisfaction because employees find it difficult to carry out their work under dirty, noisy and unsafe surroundings.

According to Boon et al. (2012), empirical evidence has shown that rewards for performance is a strong management tool that can be used to create a high-performing organisation as it motivates individuals to perform better as their contribution and efforts are being recognised, valued and appreciated. Research has shown that financial rewards and incentives play an important role in attracting and retaining top-performing employees.

In addition to the discussions on factors that affect employees' performance, Boon et al, (2012) explain that there was significant relationship between personalities with job performance based on the results of the survey. Current

research has proved that individual personality traits influence the attitude, behaviour, and personal values of an individual (Olver & Mooradian, cited in Boon et al, 2012). This directly influences the job performance of an employee whereby the attitude, behaviour and personal values are displayed at the workplace while performing a task. According to Barrick et al, personality characteristics can be used to predict the job performance and achievement of career success or others which are related to occupations.

In organisations, the ability to influence others is critical to each member's overall effectiveness. To that effect, Morrison (1993) says that work should be a challenging experience that encourages creativity and self-expression. Luthans, cited by Adeniji (2011) advocated that work itself could be a source of satisfaction. It is essential that managers create organisational climates that facilitate satisfaction in the execution of jobs. Boon et al, (2012), opined that the relationship between work itself and job performance is more apparent and can be strongly related and associated with organisational goals. Boon et al. (2012) explain that "Organisational Citizenship Behaviours" (OCBs) helps the organisation to improve its effectiveness, efficiency and the overall organisational performance.

Gibson, Ivancevich & Donnelly (1997) indicated that managers must give employees opportunities to advance in their field of work so that they could accept responsibilities entrusted to them by their superiors. For instance, study leave can be provided for those employees with the desired skills and willingness to perform the job to improve on their skills and knowledge.



A number of researchers are of the view that job performance is strongly related to opportunities for promotion (Peterson, Puia & Suess, 2003) and in support of this view, (Landy, 1989; Larwood, 1984, Moorhead and Griffen, 1992; Kinicki and Vecchio, 1994; cited in Ismail, 2012) posit that ‘an employee’s opportunities for promotions are also likely to exert an influence on job performance.’ This view is supported in the study conducted by Ellickson and Logsdon (2002) where satisfaction with promotional opportunities was found to be positively and significantly related to the performance of employees because promotions provide opportunities for personal growth, increased responsibility and increased social status of the employee. Ismail (2012) postulates further that many people experience satisfaction when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment. Conversely, if people feel that they have limited opportunities for career advancement, their job satisfaction may decrease. The study of David and Wesson (2001), suggested that limited opportunities for promotion discouraged the qualified employees from remaining in the job. According to MaComick and Ilgen, 1985;( cited in Ismail, 2012), employees’ performance with promotional opportunities will depend on a number of factors, including the probability that employees will be promoted, as well as the basis and the fairness of such promotions. Moreover, not all employees wish to be promoted. The reason therefore is related to the fact that promotion entails greater responsibility and tasks of a more complex nature, for which the individuals may consider themselves

unprepared. If employees perceive the promotion policy as unfair, but do desire to be promoted, they may still be satisfied (Ismail, 2012). Nonetheless, opportunities for promotion appear to have a significant positive correlation with job satisfaction (Staudt, 1997, cited in Ismail, 2012) report on a study that indicates ‘the opportunity for promotion was found to be the best as it is good, fixed, frequent and the promotion is depending on the length of service of the employee.’ Promotional opportunities therefore have differential effects on employee job performance,

According to Staudt (1997), such social relations constitute an important part of the ‘social climate’ within the workplace and provide a setting within which employees can experience meaning and identity. `

In the research conducted by Schneider and Bowen (1985), it was recommended that the supervisory and coworker support create a very positive environment which lessens the desire to connect in displaying of positive emotions which actually means that if an employee has a good mood to work since better environmental factors are involved then there will be a less emotional push required to depict the optimistic emotions of an employee.

Thus, in another research work conducted by Beehr (1995) cited in Iqba (2013) clearly states the reverse buffering effect in which the researcher has enlightened the fact that the greater level of social support from the peers and others in the environment contributes to the betterment of employee to perform resulting in a positive relation between any job stressors and the individual damage a person may bare alone. The effects of job stress on individuals can’t be buffered through a

social support criteria. Schneider, and Bowen (1985) - Employee and customer perceptions of service in banks – The theory of Replication and extension.

The impact of friendship on workplace outcomes is shown by results that indicate that friendship opportunities were associated with increases in job satisfaction, job involvement and organizational commitment, and with a significant decrease in intention to turnover (Luddy, 2005).

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study, draw conclusions and make recommendations based on the findings and the conclusions drawn.

#### **Summary**

The main objective of the study was to examine the relationship between staff supervision and job performance among the junior staff of the University of Cape Coast. Specifically the study sought to examine the relationship between supervision and job performance among junior staff, determine the effect of supervision on job performance among junior staff of University of Cape Coast and assess factors that influence supervisory roles on job performance.

The descriptive survey method was adopted to collect relevant data from the respondents in the study area. Population of the study comprises all staff from the senior clerk and analogous grades and below. Proportional stratified sampling technique was used in selecting the sample size of (400). Questionnaire was the primary data collecting tool for the study. SPSS software version was used to analyse the data by employing descriptive statistics and correlation and regression analysis to answer the research questions for the study.

#### **Key Findings**

The Key findings of the study were:

- The study revealed that there is weak positive association between employee supervision and employee job performance.

- The study brought to light that, a 1percent change in Supervision will improve Employee Performance by .04. That is, any improvement in the way and manner in which employees are supervised will automatically translate into an improved job performance by the value of the coefficient of employee performance.
- The main factor that influences their performance as employees was wages and salaries. This is followed by 321 (80.3%) respondents who indicated that, motivation is a key factor in determining their performance at the work place. Again, leadership styles of managers, work experience, and work conditions all recorded over 70 percent of the respondents citing them.

### **Conclusions**

The findings of this study have provided a good picture regarding possible reasons for the relationship between supervision and job performance among junior staff of University of Cape Coast. More specifically, it is important to note that although employee supervision plays a major role in job performance at the workplace, there are other factors which help the junior workers at University of Cape Coast to improve on their assigned work. The main factors that influence their performance as employees are motivation (the opportunity to further their education, end of year benefits), conducive working atmosphere, resource availability to work, good leadership style by supervisors, wages and salaries.

## Recommendations

The following recommendations are made based on the findings:

1. The supervisors of the junior staff of the University of Cape Coast should improve upon their supervision processes to enhance job performance. This could be done by the university management providing the required resources to the supervisors to enable them carry out their work effectively.
2. The Training and Development Section of the University of Cape Coast should organise continuous training for supervisors on various supervision strategies. This will enable the supervisors to improve on their supervisory skills and help them function effectively.
3. On the main factor that influences employee performance, the following recommendations are made:
  - (i) University of Cape Coast management should engage government to increase appreciably the wages and salaries of workers, especially junior staff and also negotiate for prompt payment of salaries and wages. This will serve as a boost for junior staff in discharging their duties.
  - (ii) The University management should institute motivational mechanism such as prompt refund of medical bills incurred by staff of the University, attractive end of year package for staff and improved working conditions of staff, especially junior staff.

These will motivate the junior staff both intrinsically and extrinsically while they go about doing their daily activities.

### **Suggested Areas for Further Research**

As indicated in the study, only junior workers of the university were studied. For further research it is suggested that studies can be carried out to include other stakeholders, like the senior staff and the university management in other public universities.

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**APPENDIX A**  
**QUESTIONNAIRE FOR PILOT TESTING**

Dear Respondent,

I am an MBA degree student of University of Cape Coast conducting a research in General Management titled: “Examining the Relationship between Supervision and Job Performance among Junior Staff of University of Cape Coast”. To assist me in this regard, I would appreciate your efforts in completing the attached questionnaire. I assure you that all information received in this connection shall be treated and held in strict confidence.

Thank you.

Yours faithfully,

James Victor Wilson.

**SECTION A: Profile of Respondent**

Please tick (/) for the most appropriate responses or answers in respect of the following items:

**1. Gender**       Male             Female

**2. Age**    20 – 29 years old    30 – 39 years old  
              40 – 49 years old    50 – 59 years old    60+

**3. Educational Level**

MSLC    BECE    NACVET    GCE O’LEVEL  
 Diploma in Business Studies    HND       Degree  
 Other, (please specify).....

**4. Rank of respondent** .....

**5. Number of years spent in the university.**

Less than 1 year                       7 years – 9 years  
 1 year – 3 years                         10 years – 12 years  
 4 years – 6 years                         More than 12 years

**Questions directed to Staff.**

Sn	STATEMENTS	OPTIONS				
		(SD) 1	(D) 2	(U) 3	(A) 4	(SA) 5
1.	<b>Workplace Conditions</b>					
	The materials are available when needed.					
	Workers co-operate well with each other in the University while working.					
	My senior colleagues create a difficult environment for me.					
	The University provides the equipment and resources necessary for me to execute my responsibilities					
	My work place is a noise-free environment.					
	I feel that my work place is a safe environment					
2.	<b>Challenging job</b>					
	I believe that the University sets high standards for performance.					
	Delegated responsibilities are difficult to me.					
	Delegated responsibilities allow me to overcome limitations in my work place.					
	I find delegated responsibilities interesting.					
	My job is difficult.					
3	<b>Reward and Incentives</b>					
	I am satisfied with the benefits that I receive in the University.					
	The benefits I receive are adequate to fulfill my basic needs.					
	My benefits I receive equal my contributions to the University's goals.					

	The benefits in the University are equal with the external labour market					
4.	<b>Salary Package</b>					
	University remuneration package is competitive.					
	I am satisfied with the totality of my salary package.					
	If I get a better option I am willing to leave this university immediately.					
5.	<b>Promotional Opportunities</b>					
	I am given the opportunity to attend workshops, seminars and conferences to expand my knowledge.					
	Appropriate in-service education programmes leading to promotions are available.					
	I am given opportunities to express my professional developmental needs.					
	Promotion criteria are well defined.					
	I am in a dead- end job.					
	There are opportunities for career advancement in my Department.					
6.	<b>Feedback on Performance</b>					
	My bosses explain reasons for their criticism.					
	I am promoted based on my performance					
	My performance appraisal is fair.					

Please indicate on a scale of 1 to 5; If you Strongly Agree (SA), for instance, tick 5, or if you Strongly Disagree (SD), please tick 1. I am interested in the number that best shows your views on the expectation of the study.

**SECTION B: Supervision and Job Performance**

**SECTION C:**

*This section asks you to answer questions in relation to your own experience of supervision.*

1. Are you supervised by a superior officer in the course of your work?

- (a) Yes  (b) No

2. How often do you receive supervision?

- (a) not at all  (b) once a week  (c) once a fortnight   
(d) every three weeks  (e) once a month   
(f) other  Please specify \_\_\_\_\_

3. Are there written guidelines on the use of supervision in UCC?

- (a) Yes  (b) No  (c) Don't know

4. What is the nature of supervision carried out in your Department?

.....  
.....  
.....

5. What type of supervision do you know of?

Supervision where officers come from outside your Department

Supervision performed by head of Department  Both

6. Which type is mostly used at your work place?

- Formal  One to One  Group  All

7. Which one do you perceive to be the most effective?

- Formal  One to One  Group  All

8. Give reasons for your Answers

.....



.....  
9. How is supervision carried out at your work place or Department?

My supervisor sets clear targets and standard for work. Yes [ ] No [ ]

I follow up to see that I actually try to meet them. Yes [ ] No [ ]

My supervisor encourages me when I do well. Yes [ ] No [ ]

Supervisor demands feedback for work assigned. Yes [ ] No [ ]

10. In what way do you see your head of Department contributing to staff performance?  
.....  
.....

11. Do you think supervision contributes in any way to job performance? Give reasons  
.....  
.....  
.....

12. To what extent does supervision have effect on job performance?  
.....  
.....

13. Do you perceive supervision to be of any importance in your work life

Yes [ ] No [ ]

b. If yes, what are your reasons?  
.....  
.....

c. If no, what is your reason?  
.....  
.....  
.....

14. What supervisory roles do you see your head of Department often play?

Mention them

.....  
.....  
.....  
15. How often are the listed supervisory roles performed?

.....  
16. For what reason do you think your head of Department carries out those roles?  
.....  
.....

17. Are you able to meet deadlines? Yes  No

18. Do you perceive your unit to be doing well? Yes  No

19. Staff in your unit have good attendance record. Yes  No

20. Are you punctual to work? Yes  No

21. Do you feel that supervision is beneficial to you as a supervisee?

(a) Yes  (b) No  (c) Don't Know

22. Please state reasons for your answer to Q 21.  
.....  
.....  
.....  
.....

## APPENDIX B

### QUESTIONNAIRE FOR RESPONDENTS

The purpose of this questionnaire is to provide opportunity to collect information on the relationship between employee supervision and job performance of junior staff in the University of Cape Coast. This study is an academic exercise and therefore, your confidentiality and anonymity is highly assured. Counting on your time and cooperation. Thank you.

#### SECTION A:BACKGROUND INFORMATION OF RESPONDENTS

1. Gender            Male [  ]                      Female [  ]
  
2. Age of Respondents
  - Below 30                      [  ]
  - 30 – 39                      [  ]
  - 40 – 49                      [  ]
  - 50 years and above      [  ]
  
3. Educational Level
  - Basic/Secondary            [  ]

Tertiary [ ]

Post Tertiary [ ]

4. Years of working in current position

Under 3 [ ]

3 – 5 [ ]

6 – 8 [ ]

Above 8 [ ]

**SECTION B: EMPLOYEE SUPERVISION**

The following statements talks about the kind of supervision you receive as an employee. Please select appropriately by ticking [] where applicable.

*Strongly disagree (SD)*

*Disagree (D)*

*Agree (A)*

*Strongly agree (SA)*

S/N	Statement	SA	A	D	SD
1	My supervisor is open and approachable				
2	My supervisor asks for my input on decisions that affect my work assignments and/or my department				
3	My supervisor listens to my concerns				
4	My supervisor provides me adequate direction in order for me to know what is expected of me.				
5	My supervisor provides me with adequate feedback on my job performance				
6	My supervisor ensures I receive the training I need to do my job				
7	My supervisor treats me with respect				

8	My supervisor keeps me informed of what is occurring throughout the organization				
9	My supervisor meets regularly with me				
10	Because of my supervisor, I have a clear understanding of the role and mission of the organization				
11	Because of my supervisor, I understand the importance of my position in achieving the organization's goals				
12	My supervisor has a vision for the organization and has effectively communicated that vision in a manner that is understandable to me				
13	My supervisor demonstrates integrity and sets the example for others to follow				
14	My supervisor is clear about his/her expectations about accepted behavior within the work environment.				
15	My supervisor is a professional who strives to raise the level of professionalism throughout the organization				
16	My supervisor holds me accountable for my performance				
17	My supervisor treats me and other employees fairly				
18	My supervisor considers the impact of decisions on employees when considering courses of action				
19	I have confidence in my supervisor				
20	I am able to participate in setting the goals for my department.				

21	My supervisor establishes an environment where every employee can contribute in discussions about setting goals for the organization				
22	I feel my opinion is considered prior to decisions being made that affect me				
23	I feel that I am valued by the organization and my supervisor				

### SECTION C: EMPLOYEE JOB PERFORMANCE

The following statements talks about your performance as an employee. Please select appropriately by ticking [] where applicable.

*Strongly disagree (SD)*

*Disagree (D)*

*Agree (A)*

*Strongly agree (SA)*

S/N	Statement	SA	A	D	SD
1	I complete my work within the time allocated.				
2	I work overtime to complete my tasks				
3	The degree to which I do my work meets our customers' requirements				
4	My performance is measured against the productivity.				
5	I attend to my work with speed and accuracy.				
6	My performance has continually improved				
7	I take time to listen to my clients to ensure I attend to them effectively				
8	I do my work effectively without complaining				

9	I combine the available resources very well to provide quality services				
10	I usually take time to follow up with clients to ensure that they are satisfied with my services.				
11	Employees report on duty early and leave very late.				
12	I record down a number of activities in my to do list before starting on the day's work				
13	My job is in line with my interests, skills and attitudes				

**1. Rate the level of supervision you receive at your work place**

High [ ]

Average [ ]

Low [ ]

**2. Rate the level of employee performance at your work place**

High [ ]

Average [ ]

Low [ ]

**3. What are the other general factors that can influence your performance at the work place?**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



APPENDIX C

UNIVERSITY OF CAPE COAST  
SCHOOL OF BUSINESS  
**DEPARTMENT OF ACCOUNTING & FINANCE**

Telephone: 03321-32440-4, 32480-3 Direct: 03321-37871  
Fax: 233-3321-32847  
Telex: 2552, UCC, GH.  
Telegrams & Cables: University, Cape Coast



UNIVERSITY POST OFFICE  
CAPE COAST, GHANA

Our Ref: **SB/SB/DAF/ IL V.1/**

Your Ref:

6<sup>th</sup> April, 2016

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

**INTRODUCTORY LETTER: MR. JAMES V. WILSON**

The bearer of this letter, Mr. James V. Wilson is a Master of Business Administration (General Management) student at the Department of Accounting and Finance of the School of Business, University of Cape Coast. He is writing his dissertation on the topic '**Examining the Relationship between supervision and job performance among junior staff of the University of Cape Coast**'.

We would be grateful if you could permit him to administer his questionnaire in your institution and also offer him the necessary support him might need.

Thank you in anticipation of your co-operation.

Yours faithfully,

DPT. OF ACCOUNTING & FINANCE  
SCHOOL OF BUSINESS  
UNIVERSITY OF CAPE COAST  
*Siaw Frimpong*  
Siaw Frimpong (PhD)  
HEAD

**THANK YOU**