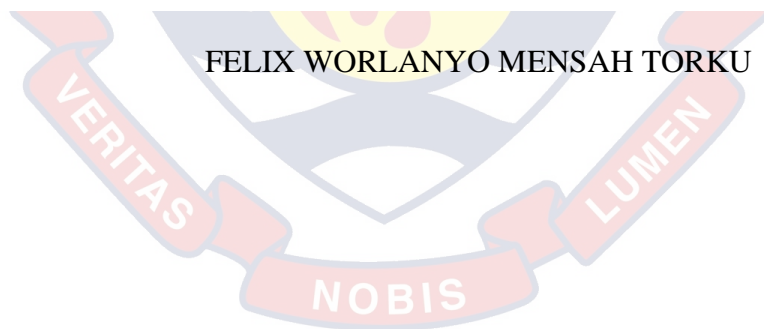


UNIVERSITY OF CAPE COAST

MOTIVATION AND EMPLOYEES PERFORMANCE AT THE  
UNIVERSITY OF HEALTH AND ALLIED SCIENCES, HO.



2020

UNIVERSITY OF CAPE COAST

MOTIVATION AND EMPLOYEES PERFORMANCE AT THE  
UNIVERSITY OF HEALTH AND ALLIED SCIENCES, HO.

BY

FELIX WORLANYO MENSAH TOR KU

Dissertation submitted to the Department of Management, School of Business,  
College of Humanities and Legal Studies, University of Cape Coast in partial  
fulfilment of the requirements for the award of Master of Business  
Administration degree in General Management.

NOVEMBER 2020

## DECLARATION

### Candidate's Declaration

I hereby declare that the preparation and presentation of the dissertation has been supervised in accordance with the guidelines set out by the University of Cape Coast for the supervision of the dissertation.

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

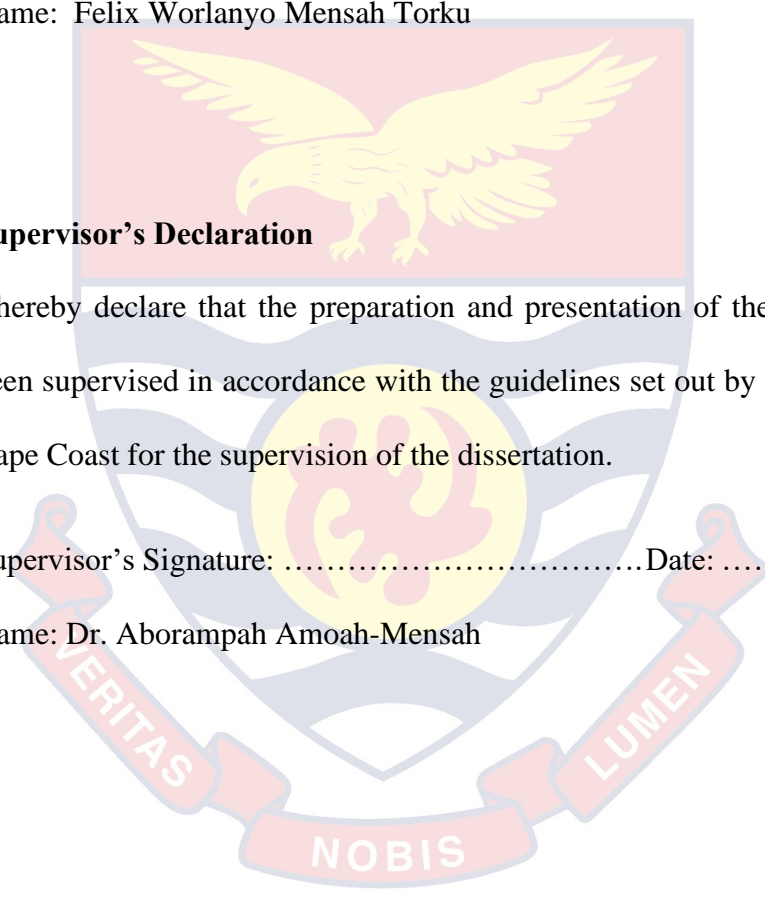
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### Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation has been supervised in accordance with the guidelines set out by the University of Cape Coast for the supervision of the dissertation.

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

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## ABSTRACT

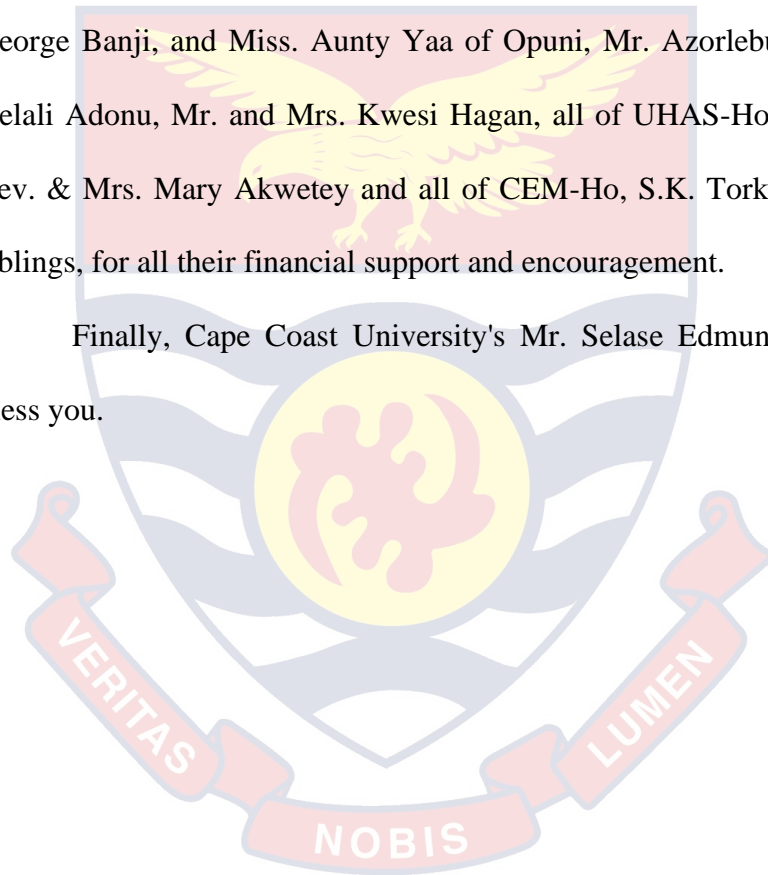
This research explored the University of Health and Allied Sciences-Ho 's connection between motivation and employee routine. The research also investigated the variables that inspire workers as well as the variables that demotivate workers. The investigator followed the design of correlational analysis and used a formal questionnaire to gather data from the university's 271 employees. The responses were analysed using version 22 of the IBM SPSS. A reasonable positive connection between stimulus and employee performance was found in the study. It was also revealed that at the University of Health and Allied Sciences-Ho, the ability to improve expertise, opportunities to achieve personal goals, a strong salary structure, a policy that promotes delegation and routine reviews were sources of stimulus. The researcher also found that factors that demotivate employees were low pay scales relative to employment, slight or no appreciation for noble work, unfair treatment by administration and unfriendly co-workers. The researcher proposed the implementation of non-monetary compensation programs, the establishment of specific job descriptions and the organisation of a yearly award procedure to improve employee motivation.

## ACKNOWLEDGMENTS

Without the distinct support of my boss, Amoah Mensah-Abrampah, PhD, this dissertation would have endured a stillbirth. Thank you for your constant support and motivation.

My heartfelt gratitude to my immediate superiors at my workplace, Dr. C.S. Kpeglo and Ms. Lily Adu-Aboagye, for their timely support. I would also like to express my appreciation to Dr. Nichodemus Osei Owusu, UCC, Dr. George Banji, and Miss. Aunty Yaa of Opuni, Mr. Azorlebu Johnson, Miss. Delali Adonu, Mr. and Mrs. Kwesi Hagan, all of UHAS-Ho, all of my laws, Rev. & Mrs. Mary Akwetey and all of CEM-Ho, S.K. Torku, my father and siblings, for all their financial support and encouragement.

Finally, Cape Coast University's Mr. Selase Edmund Gborson, God bless you.



## DEDICATION

To Mrs. Lucy Akos Wilhelmina Torku, my trusted wife, and to my two children: Eliakim K. Torku and Eliora A. Torku.



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## LIST OF ABBREVIATIONS

UHAS University of Health and Allied Sciences



## CHAPTER ONE

### INTRODUCTION

The introduction addressed the research context, problem statement, study intent, research goals, research questions, study significance, delimitation and limitations.

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

Organizations across the globe need various kinds of capital and in their correct scopes, according to Chhabra (2010), in order to have a decent chance of success in whatever they do. It has been internationally recognised that the human capital in this combination is the most important resource, and as such, the behavior, well-being and performance of the human resource in each company must be given considerable attention. The difficult task of hiring and retaining the right people is burdened by human resources administrators so that the company is not loaded with displeased or unreserved employees.

In the wake of this, the issue of disgruntled workers continues to grow to alarming levels, especially in developing countries such as Ghana, where working conditions leave much to be desired. This raises concerns about how workers in the mist of these obstacles will be inspired to offer their best. Motivation is an important weapon in the hands of managers to encourage and build trust in the work force. By inspiring the workforce, management creates a 'will to work,' which is vital for the achievement of organizational goals (Chhabra, 2010; Cole, 2004). It is known to be driven by workers who are always ready for work, take on more job responsibility, work regularly and participate effectively in organizational initiatives (Herzberg, et., al 1959).

Motivation is a powerful tool that influences behavior and pushes Lindner (2004) to satisfy an unmet need and achieve a goal. Although extrinsic motivation/stimulus refers to external variables, intrinsic motivation originates from within the individual (Mousa & Alas, 2016). Performance is also believed to be associated with an intrinsic or extrinsic motivation that requires output and presence at work in quantity, quality and timeliness. The success of each business enterprise determines its viability and continuity. This is satisfied by a combination of motivated skilled labour and materials in the standard of manpower it provides (Shields, 2007). Talented workers contribute little to the organisation's efficiency and overall results in the absence of encouragement (Surbhi, 2012). Among less motivated workers, non-work - related tasks that have personal incentives are favoured and work-related output is reduced (Leftheriotis & Giannakos 2014).

Bin (2011) contended that every worker has different reasons and that managers need to recognise those factors and exploit them strongly. Performance Yang (2008) has been shown to influence motivational strategies, including rewards and benefits, communication, preparation, team building and understanding individual differences that permeate through industry, business and academia. Bosman, Buttendach & Laba (2008), however, suggest that motivational technique and theory are challenging topics that have been poorly understood and applied in many disciplines.

### **Problem Statement**

Some university employees have recently been reported to have recorded their discontent with their respective union leaders with regard to certain bad practices relating to appointments and promotion of employees, lack

of respect for both faculty and staff by the university authorities, unilateral decision-making without the involvement of recognized university unions, among others. Staff members have started to show symptoms of job apathy, resulting in the inability of staff to engage in major university programs, such as newly admitted students, guest / special lectures, and graduate congregation enrollment.

Many researchers throughout the world have studied the issue of motivation and employee efficiency. However, most of these studies concentrated on the banking sector (Ogla & Marta 2011; Akhtar, Aziz, Hussain, Ali, & Salman 2011; Güngör 2011; Nadeem Bhatti, Anwar Ali Shah G. Syed and F. M. Shaikh 2012; Iqbal, Ijaz, Latif & Mushtaq 2015, Shafiq & Naseem, 2012; Uzonna, 2013; Araithi, (2015), child care (Plantinga, 2006), construction and building (waiyaki, 2017; Smitheq & Naseem, 2012).

In the educational field, research on motivation and employee success tend to be uncommon in literature. Also, no research seems to have been done on the subject in Ghana. This research therefore seeks to fill this gap by evaluating employee motivation and effectiveness among workers at the University of Health and Allied Sciences, Ho.

### **Purpose of the Study**

Motivation and employee success research in the field of education tend to be unusual in literature. Also, in Ghana, no research seems to have been done on the subject. Therefore, this research seeks to fill this void by analyzing the morale and efficacy of employees among employees at the University of Health and Allied Sciences, Ho.

## Research Objectives

The research was generally intended to examine the motivation and success of employees at the University of Health and Allied Sciences-Ho.

The research pursued, precisely, to:

1. The University of Health and Allied Sciences, Ho, describes reasons that inspire workers.
2. Identify variables that demotivate workers in the performance of their roles at the University, Ho.
3. Examine the relationship between motivation and success of employees at Ho University, Ho.

## Research Questions

The following research questions were formulated to guide the study

1. At the University of Health and Allied Sciences, Ho, what factors motivate employees?
2. What factors demotivate workers at the University of Health and Allied Sciences, Ho, in the performance of their duties?
3. What's the relationship at the University of Health and Allied Sciences, Ho, between motivation and employee performance?

## Significance of the Study

The findings of this study would enable the management of the University of Health and Allied Sciences to appreciate the best practices of encouragement that will translate into improvements in employee performance and institutional processes. The commendations of this study would also support the selection of training packages by the Human Resources Directorate, UHAS, that would serve as a source of encouragement for staff and enhance

their participation. In bargaining with employers (organizations), labor unions should also use the outcome of this research to understand motivation as a means of compensation.

Secondly, the analysis will support the formulation of labor policy in the public sector. In contrast to the private sector, productivity in the public sector is argued to be at negligible levels due to low employee motivation. The result of this study would include suggestions that would be applicable to certain public services when discussing low productivity issues. This research is also the basis for similar studies and offers secondary motivation and success data for students and academics.

### **Delimitation**

The research is limited to permanent employees at the University of Health and Allied Sciences on the Ho and Hohoe campuses. They do not include part-time, casual, visiting and associate professorships. The demographic objective, consisting of junior / senior employees and senior members, was 172.

### **Limitation**

Interviews and focus group discussions may not be allowed by the busy schedules of staff whose jobs require additional working hours. As a consequence, coded questionnaires were administered that do not have a robust detail that is not without biases. Also, due to time restrictions, a larger sample size was not considered.

### **Organization of the Study**

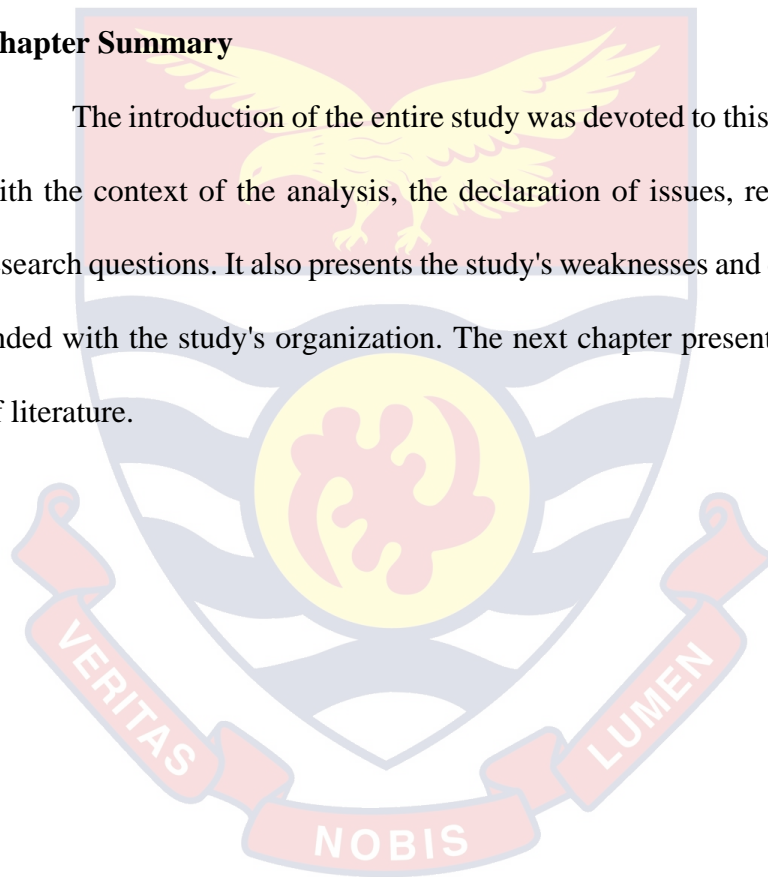
The introduction, which includes context, problem statement, intent of the study, research goals, study significance, delimitation and limitations, is provided in chapter one. Chapter two offers a literature review and appropriate



studies on topics related to motivation, employee performance, theoretical and conceptual frameworks. The study methodology, consisting of research design, population and sample size, sampling techniques, data collection tools, process validity and reliability, and data analysis methods, is included in chapter three. Chapter four covers data interpretation and the presentation of the findings. Chapter 5 summarizes the discussion of outcomes, practical consequences and suggestions for future study.

### **Chapter Summary**

The introduction of the entire study was devoted to this chapter. It began with the context of the analysis, the declaration of issues, research goals and research questions. It also presents the study's weaknesses and delimitations and ended with the study's organization. The next chapter presents the assessment of literature.



## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

This chapter presents the literature review. It contains analysis of previous studies on motivation, employee performance, influential factors and theoretical foundation of the subject.

#### Theoretical Perspective

##### Herzberg's two factor theory of motivation

The disparity between motivation and hygiene variables, or intrinsic and extrinsic factors, is at the core of the two-factor theory. Motivation factors were identified by Herzberg as intrinsic to the job and hygiene factors as extrinsic to the job. Therefore, motivation variables only increase and enhance job satisfaction, while hygiene variables function to minimize job dissatisfaction. According to Herzberg et al. (1959). Among the hygiene variables, when the variables deteriorate to a degree below that deemed appropriate by the employee, then work dissatisfaction ensues. The reverse does not hold true, however. We will not be disappointed when the work sense can be described as ideal, but we will not get much in the way of optimistic attitudes. It is mainly the 'motivators' that lead to that kind of achievement or work satisfaction.

The existence of motivational variables may yield job satisfaction, but there is no job satisfaction due to their absence. Bad hygiene variables can therefore cause work dissatisfaction, whereas better hygiene variables can decrease dissatisfaction, but cannot cause job satisfaction (Herzberg et al., 1959). The opposite of work dissatisfaction, Herzberg explained, is no job dissatisfaction. Similarly, no work satisfaction is the reverse of job satisfaction

(Herzberg, 1966; Herzberg, 2003). The theory of Herzberg is one of the most important theories of content in work satisfaction (Dion, 2006).

Herzberg argued that there are two separate human needs, namely physiological needs that can be met by money, such as buying food and shelter, and the psychological need to achieve and develop, and that this need is met by activities that cause one to develop (Abadi et al., 2011).

Hertzberg introduced a new dimension to the original theory by introducing a two-factor motivation model based on the view that the existence of a collection of job features or rewards contributes to job satisfaction, while another collection of jobs contributes to dissatisfaction. These two factors were listed as motivation factors and hygiene factors by Herzberg. According to him, success, the job itself, the potential for development, accountability, acknowledgement and achievement are the motivating variables.

On the other hand, the hygiene variables consist of interpersonal relationship, strategy and administration of the salary business. The theory indicates that managers ought to consider and take care of both sets of characteristics in order to improve work attitudes and efficiency, and not to presume that an improve in satisfaction contributes to a decrease in dissatisfaction.

## **Conceptual Review**

### **Motivation**

The motivation to mean "purpose for someone's action; to cause someone to behave in a specific way and to inspire someone's interest; to cause someone to want to do something" was clarified by the Oxford Advanced Learner's Dictionary. The word motivation is originally imitative of the Latin

word “movere,” meaning to move. Guay et al. (2010) address the function of motivation to drive critical behaviour. Motivation is the inner feeling that motivates a person to engage in particular ways. Motivation can also be seen as the forces within or outside an individual that induce excitement and persistence to follow a certain course of action. Motivation means the challenging services and conditions that offer an employee the incentive to complete a particular job (Shulze & Steyn, 2003).

Gouws (1995) conveyed that motivation is the inner feeling or desire that initiates the job excellently with an individual either deliberately or accidentally because it is pleasurable and not compulsory for what is expected to arrive. Motivation is categorized into two main types; intrinsic and extrinsic motivation. Intrinsic motivation is related to job material that happens when workers perform an activity from which they develop satisfaction for actually appealing to themselves in the effort. Intrinsic motivation is characterized by many researchers as the execution of an activity for its intrinsic happiness rather than for any distinguishable meaning. Intrinsic motivation refers to the intrinsic characteristics of jobs and the distinctive relation with the job itself, to demonstrate the desire to address interest, accomplishment, accomplishment and duty with workers and intelligence (Kumar, 2015) (Kumar, 2015).

Motivation is essentially intended to promote behavioral modification. It is a force which allows a person to behave in the direction of a specific goal. According to the Grant (2008) research carried out on employee motivation, motivation forced outcomes such as efficiency, success and persistence (Grant, 2008). According to the studies of (Ryan and Deci, 2000; Thomas, 2002, as cited in Grant, 2008); motivated workers are more self-driven and oriented

towards autonomy and independence compared to less motivated employees, contributing more correctly to the use of growth opportunities. Similarly, if they are driven relative to less motivated workers, employee involvement with their work and employment is greater (Guay et al., 2000; Vansteenkiste et al., 2007).

The definition of motivation in relation to employee performance can simply be described as the variables, components, or eagerness that motivate employees to follow and achieve job goals and tasks and are the reason why employees act and behave in a way that can be affected (Heathfield, 2015)

### **Employee performance**

An employee's performance is characterized by the output generated by the person in relation to the set standard or in the employee's or his supervisor's opinion (Jehanzeb, Rasheed & Rasheed, 2012). Using sample questionnaires or interviews, subjective productivity data that can be descriptive or qualitative is typically obtained. Employees, managers, customers, clients and suppliers collect subjective productivity data. Subjective efficiency evaluation process metrics are based on subjective workers evaluations and not on organizational quantitative knowledge). Job performance is defined as the value of the collection of behaviors of employees, according to Colquitt et al (2009), which contributes negatively or positively to the achievement of organizational goals. Motivation would enable the organization's personnel or workers to seriously do their jobs and duties (Azar & Shafiqhi, 2013).

Performance may be perceived as the outcome of work or the accomplishment of work. The experts have some opinions on the success concept. According to Mangkunagara, "Performance is work resulting in quality and quantity, accomplished according to the responsibilities provided by

an employee in their job”. Bernardin and Russel proposed that performance can be characterized as the record of results generated over a period of time on a given job function or operation. The performance appears to be seen as the outcome of a work process based on the view of Bernardin and Russel that the measurement is performed within a certain time period.

According to Armstrong, “Performance is always clearly described in terms of output-the achievement of quantified goals.” Success is not only a question of what people do, but how they do it.’ Success is not only about the end product, but also about the success process, as seen by how it is accomplished by individuals. “Success metrics fall into one of three essential categories, in Colquitt’s view: attributes, attitudes, and outcomes.” Based on the above definition, it can be inferred that competence and motivation affect individual performance and the performance of an organization can be defined by individual performance.

Employee output is known to be what an employee is doing and what he is not doing. Employee efficiency includes production quality and quantity, workplace appearance, accommodative and helpful disposition, and production timeliness.

According to the findings of the Yang (2008) analysis on individual success, it has been shown that the performance of individuals can not be confirmed.

Likewise, he argues that if employee performance is noticeable, companies can use direct incentives and promotions based on individual performance (Yang, 2008). Bishop (1987) investigated employee performance in line with Yang (2008) and revealed that appreciation and appreciation and



compensation of employee performance guide the discrimination between employee productivity. Employee morale and efficiency are strongly affected by the success of an organization's performance and its method of incentive management (Yazıcı, 2008). The output of employees depends on the willingness and also the openness of the employees themselves to do their jobs, according to Sinha (2001). He further claimed that by getting the employees' willingness and openness to do their job, it could boost the morale of the employees, which also contributes to success. The performance of an employee can also be defined as the capacity of a individual to perform, including the opportunity and desire to perform as well. The sense of desire to succeed suggests that workers want to put as much effort into their jobs as possible (Eysenck, 1998).

There is an improvement in performance in academic settings where there is less absenteeism, less employees leave early and less breaks translate into better delivery of student service; while in a factory environment, performance improvement can be calculated by the number of units produced per employee per hour (Vansteenkiste, Lens & Deci, 2006).

### **Empirical Review**

Soureshjani & Riahipour (2012) examined demotivating variables in the ability to speak English. It was discovered that students assume that the three most demotivating factors in terms of speech ability are factors related to teachers, equipment and class usefulness. In addition, the three most discouraging variables are related to teacher time and classroom, based on the perspective of students. The effect of the site setting on the motivation and demotivation of construction professionals was also evaluated by Smithers

(2000). Results show that professionals who are on site for five or more days a week have substantially higher levels of demotivation than professionals who are “part time” on site ( i.e. one to four days a week) and this finding was correlated with several factors found, such as the existence of “bad preparation as a finding of unequal distribution of resources,” “non-recognition of work completed,” “aggregation of colleagues,” It was also found that “full time” on-site individuals also have higher motivation levels than part time individuals on-site, although this finding was not important.

Unfavorable supervisory, corporate policy and administration and interpersonal relationships with managers cause 60% work dissatisfaction, according to Tyilana (2005). Low wage scale, according to Hossain and Hossain (2012). Lack of equal opportunities (ranked 3), “less appreciation of good work” and “less job protection” (ranked 4), “less marginal benefits” (ranked 5), “less preparation (ranked 6), less flexible working hours (ranked 7),” high work pressure “(ranked 8),” unequal management care “(ranked 9),” unconstructive workplace criticism “(ranked 10),” insufficient logistical support "and" unfriendly co-operation Lack of work-hour flexibility and unfriendly colleagues.

Araimi (2015) conducted a study entitled: Factors affecting the motivation of employees in the fast food sector: the case of kfc uk ltd. Six broad motivation categories were defined in this report. These are: (1) job itself and the environment, (2) relationships with managers, (3) business itself and matters, (4) appreciation, (5) growth and development, and finally (6) pay benefits. The study found that non-financial variables have a substantially greater effect on the motivation of the employee than financial variables. In



addition, similar sources of motivation and demotivation exist, but the degree of motivation given by a factor is not the same as the degree of demotivation given by a factor. In other words, the same variables influence employee motivation and demotivation to varying degrees and in different ways.

In their study of the effect of motivation on employee performance in the electronics industry in China, Bao and Nizam (2015) found that training and growth, reward and acknowledgement, and authority delegation have a major impact on employee performance. Tyilana (2005) indicates that 88 percent of work satisfaction was caused by three motivational variables such as accomplishment, appreciation, and the work itself. Security and protection criteria come after satisfying biological and physiological needs, according to Maslow's Hierarchy of Needs Theory.

Factors that trigger motivation are sufficient job security guarantee, demanding work, work that gives a feeling of personal achievement (Daschler and Ninemeier 1989, Petcharak, 2002). Despite this, good working conditions alone do not empower workers, but can decide the output of employees (Lin, 2007). Employees who receive feedback on results are more likely to make efforts at work because it has made them feel important and cared for (Lai, 2009). A further motivation aspect is recognized as "showing gratitude" to employees by the boss, according to Hossain and Hossain (2012). "Similarly, the variables that have an effect on employee engagement are known as" remembering something personal "about employees such as birthday," showing concern in their personal needs and issues "and" caring for them as individuals. Recognition was also established by the study as a motivation factor. Skills development, training, opportunities for growth and promotion are considered

to be important drivers of motivation for employees to fulfill their need for self-actualization and esteem (Lai, 2009).

The effect of employee motivation on employee performance was evaluated by Shahzadi, Javed, Pirzada, Nasreen and Khanam (2014). The findings indicate that there is a powerful and positive relationship between the motivation of employees and the performance of employees. Intrinsic incentives had a major positive relationship with employee success and employee motivation, it was concluded. “Mohamud, Ibrahim and Hussein (2017) also carried out a study entitled” The Influence of Motivation on Employee Performance: Case Study in Mogadishu Somalia Hormuud Business. The findings and results showed that monetary incentives, work enrichment, have major and positive effects on the performance of workers, while training has a positive and marginal impact on employee performance. The findings further suggested that there was a positive relationship between motivation and employee performance and that motivation of employees influences Hormuud Company's employee performance in Mogadishu Somalia.

In Ghana's education service, Osei (2011) studied the impact of motivation on employee efficiency: a case study of angel educational complex and found that motivation serves as a factor that influences efficiency and thus improves productivity. Olusadum and Anulika (2018) carried out a similar study when they assessed the effect of motivation on employee performance and found a significant association between employee motivation and employee performance. When Winarno and Perdana (2015) evaluated the impact of competence and motivation on the performance of employees at the

headquarters of Pt Pos Indonesia Bandung Cilaki, they concluded that job motivation had a positive and important effect on performance of 24.40%.

Barton (2002) claims that work incentives increase efficiency and the degree of productivity, whether for the first time or for repeated achievements. The efficiency of the workers improved as they engaged in the organization's decision-making (Salman, 2011). Rutherford (2005) acknowledges that various factors are very important for every company's best performance, but the motivation of the employees depends on an effective and productive organization. A number of studies have shown that there is some sort of relationship between motivation and subjective performance; motivation and performance are linked to the views of the employee or employers (Vansteenkiste, Lens, & Deci, 2006; Yasin & Khalid, 2015; Bin et al., 2011; Kumar, 2015, Khan et al. (2010), analyzed the role reward plays in motivating employees of commercial banks of Kohat, Pakistan. The variance explained by predictor variables was precisely analyzed; payment, promotion, rewards and appreciation in the criterion variable; motivation of employees. They remember that commercial banks play an important role in the global economy and that the best suppliers of good services for their customers are their workers. In the eyes of banks' customers, excellent services delivered and offered by employees will create a positive impression and an everlasting picture.

A commercial bank employee's individual motivation plays a major role in achieving high-level satisfaction among its clients (Penny, 2009). With the growth of the service sector growing, commercial banks are currently struggling to retain workers with quality-service capabilities. Bank customer satisfaction depends on the quality of services and the manner in which employees of

commercial banks provide their customers with these services (Ozler and Atalay, 2011).

In a study carried out in selected universities in Cameroon, it was found that employee job motivation in universities led to higher productivity in the form of payment, promotion, recognition and benefits and that promotion has a greater impact on productivity among the four independent variables (AL-Dossary, Vail, and Macfarlane, 2012). Khan et al. (2010) explored the role of incentives in motivating employees of selected private basic schools in South Sudan and discovered that teacher accomplishments and the goals of the schools are independent processes linked to employee job motivation (Guay et al., 2010). Employee motivation in the form of high efficiency provides long-term benefits.

In sustaining and improving its market and sales growth, a motivated employee is a valuable asset of tremendous value to the company. Although wages and general working conditions are negotiated in some way at the time of employment, the actual contribution of the employee remains largely unclear, in terms of volume and quality of production. A great deal depends on the ability of workers to invest their expertise and know-how in the manufacturing process. Such dedication, in turn, is focused on organizational structures, well-accepted working conditions and, more generally, cooperative ties.

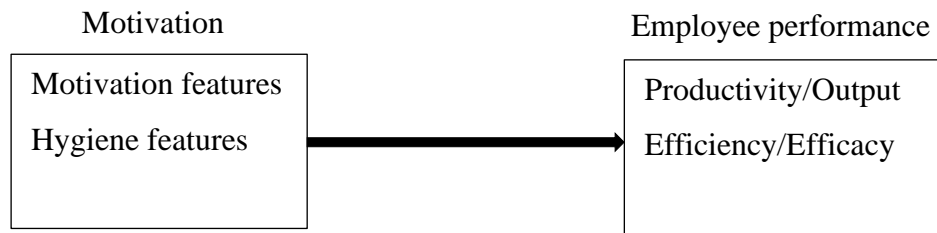
Similarly, in higher education, the motivation of workers has been argued as the primary success factor as factors such as promotion decide research drives. Individuals often encourage themselves to accomplish their personal goals, so they spend and focus their energies to reach corporate goals in order to meet their personal objectives as well. This suggests that

organizational goals are directly proportional to individuals' personal goals (Lindner, 2004). The role of the manager is to ensure that workers are more self-motivated to work. In all service organizations, the key problem is employee morale, whether they are trained, unqualified or professional, particularly in today's competitive world. In an organization's accomplishments, the degree of employee satisfaction, their excitement and enthusiastic conduct towards mission fulfillment play a key role (Surbhi, 2012).

Yasin and Khalid (2015) observed that workers who work longer hours have reported substantially higher job performance and employee participation. The negative side, however, is the sense of isolation from their families and a high degree of tension and exhaustion between work and family (Yang, 2008).

### **Conceptual Framework**

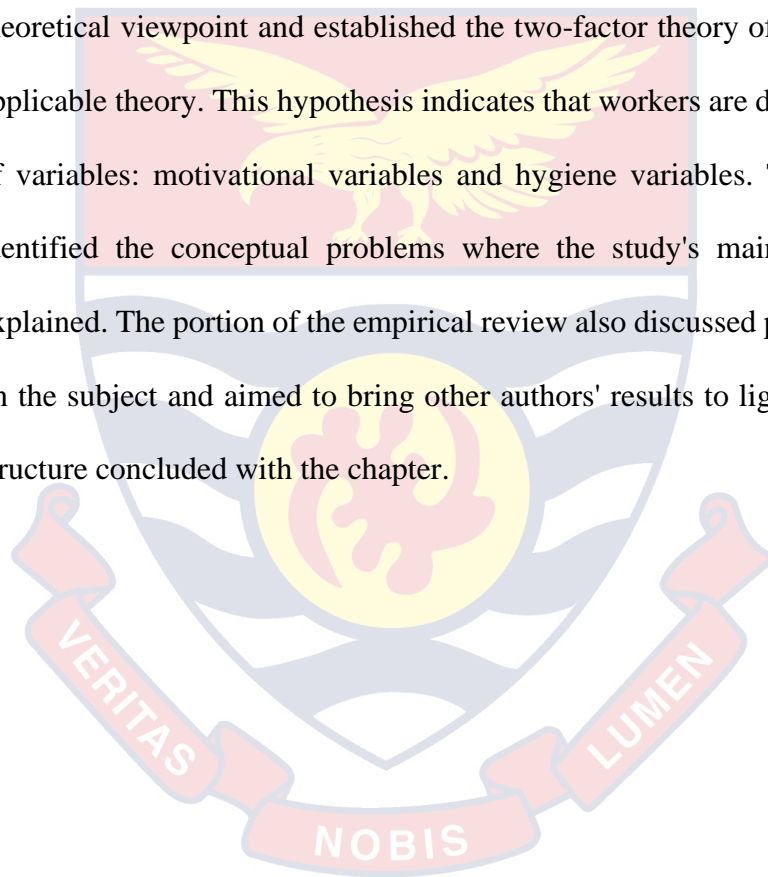
The conceptual structure demonstrated the idea of the researcher about the relationship between motivation and success of employees. As was previously addressed. The author embraced the Two Factor Theory of inspiration. The theory describes how it is estimated that these two variables (motivational factors and hygiene factors) influence employee efficiency. In line with the ideas of Arinanye (2015), the researcher conceptualizes results, positing that success metrics are based on productivity, production, efficiency, quality, and work participation. In the context of this analysis, however, the investigator restricts the output of employees to productivity and production. The figure below shows this.:



**Figure 1: Conceptual framework**

### **Chapter Summary**

The chapter addressed the study's literature analysis. It started with the theoretical viewpoint and established the two-factor theory of Herzberg as the applicable theory. This hypothesis indicates that workers are driven by two sets of variables: motivational variables and hygiene variables. The chapter also identified the conceptual problems where the study's main concepts were explained. The portion of the empirical review also discussed previous research on the subject and aimed to bring other authors' results to light. A conceptual structure concluded with the chapter.





## CHAPTER THREE

### RESEARCH METHODS

#### Introduction

The research aimed to investigate the connection between motivation and the success of employees. This chapter explains the mechanisms and processes by which the research goals have been achieved. The specifics are as follows: study architecture, population, sampling techniques, data collection methods, validity and reliability of data analysis tools and methods.

#### Research Approach

This study employed a quantitative approach because it generates data that can be subjected to rigorous analysis in a formal and rigid format, as described by Wambui, Cherotich, Tumwet and Dave (2017). In order to generalize the results, quantitative analysis aims to maximize objectivity and, as per Harwell (2011), the forecast is interesting. A quantitative method allows researchers to use statistical methods to arrive at objective and logical deductions, according to Creswell (2009). Creswell (2014) also argued that, through analyzing the relationship between variables, quantitative analysis is an approach to testing objective hypotheses. In turn, these variables should be calculated, usually on instruments, so that numerical data can be analyzed using statistical procedures.

#### Research Design

This study employed a quantitative approach because it generates data that can be subjected to rigorous analysis in a formal and rigid format, as described by Wambui, Cherotich, Tumwet and Dave (2017). In order to generalize the results, quantitative analysis aims to maximize objectivity and,

as per Harwell (2011), the forecast is interesting. A quantitative method allows researchers to use statistical methods to arrive at objective and logical deductions, according to Creswell (2009). Creswell (2014) also argued that, through analyzing the relationship between variables, quantitative analysis is an approach to testing objective hypotheses. In turn, these variables should be calculated, usually on instruments, so that numerical data can be analyzed using statistical procedures.

### **Study Area**

An Act of Parliament Act (828) of December 2011 created the University of Health and Allied Sciences with the vision of becoming a pre-eminent research and practically focused health education institution committed to community service. Its mission is to provide students and health care professionals with quality educational opportunities, to advance awareness through scholarships and research, and to provide patient care and services that enhance the quality of life. Sokode Lokoe near Ho is the main campus, which includes the School of Basic and Biomedical Sciences, the Institute of Health Research and the Central Administration. In the premises of the Volta Regional Hospital, Ho., there are the Schools of Medicine, Nursing and Midwifery and Allied Health Sciences and some lecture facilities.

In Dave, along the Ho to Aflao main road, the School of Pharmacy, Works and Physical Development Directorate, Procurement Unit, Main Library, and some laboratories are temporarily located. It has a second campus on the grounds of the Municipal Hospital, Hohoe, which is the School of Public Health. A third campus was built in the Oti Region as a Center for Continuing Education in Worawora.



UHAS has seen its student population rise from 154 to 3,727 since its establishment in September 2012. Eighteen undergraduate programs in total. At various locations within the municipalities of Ho, Hohoe and Worawora, there are lectures and accommodation facilities. With a total student population of sixty, the University has launched postgraduate programs in Public Health and Applied Epidemiology at the School of Public Health, Hohoe and Medical Imaging at the School of Allied Health Sciences, Ho, during the past two academic years. The Vice-Chancellor, Pro-Vice-Chancellor, Registrar, Deans and Directors make up the administrative structure of the University. The number of employees consists of 243 junior workers, 147 senior staff, 62 senior administrative / professional staff and 384 senior academic staff members.

### **Population**

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### Sample Size Determination

According to Ojo (2003), the sample size determination of a survey consists of selected elements from a population for study purposes, keeping in mind that the selected elements constitute the population. In line with this concept, the need to pick a sample that would represent the entire population was crucial because it was impractical to collect data on the entire population, given the size and the time available for the analysis. With the following DeVaus (2002) formula, the final sample size was calculated.

$$n = \frac{N}{1+N(e)^2}$$

n = Sample Size

N = Population Universe/space

e = the margin of error/inaccuracy

A confidence level of 95% was adopted by the formula and the margin of error is therefore 5%, which is appropriate for social science study.

$$n = \frac{836}{1+836(0.05)^2}$$

N = 271

### Sampling Technique

In the collection of sample elements, the stratified sampling system was used: senior members, senior staff and junior staff. The population is divided into a number of mutually exclusive sub-populations or strata in stratified sampling, the mechanism by which the sample is limited to include elements from each group of employees (Lance & Hattori,2016). The advantages of this method of sampling are increased statistical performance and data adequacy for the study of all the different sub-populations (Ariyaratne & Buddhika, 2017).

On the basis of roles and different divisions within UHAS workers, the study population was classified. Schools, departments and divisions whose programs are comprehensive and important have been chosen, such as Finance, Human Resources, ICT, Job and Physical Development, Main Officers' Offices, Academic Affairs and all graduate schools. This selection ensures that all functional areas of the university are significantly represented.

**Table 1: Summary of population and sample**

Category	Population	Percentage of Population	Sample
Junior Staff/workforce	243	29	79
Senior Staff/workforce	147	18	49
Senior Member	62	7	19
Administrative/Professional Staff			
Senior Member Academic/educational Staff	384	46	124
Total	836	100	271

Source: Directorate of Human Resource (UHAS, Ho)

### Data Collection Instruments

Using a standardized questionnaire, data was gathered. According to Saunders (2003), designing and developing a new questionnaire will make it easier for respondents to understand and understand, so the words in the questionnaire should be familiar and easy to use, and then the responses would boost the validity of the instrument for data collection. Siniscalco and Auriat (2005) have argued that the use of the questionnaire means that data can be gathered at a reduced rate, means standardization and simple responses to the questions such that there is no uncertainty.

The questionnaires were made up of four segments. Section A tried to gather information on the respondents' demographic characteristics, such as their gender, age and length of service. The second section (section B) aimed to request information on the factors that motivate UHAS personnel. Section C devoted itself to causes that demotivate jobs. The fourth and final section (section D) was devoted to the compilation of employee performance details. On a five-point Likert scale ranging from 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree, the independent variable (motivation) was evaluated. Moreover, on a five point Likert scale ranging from 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree, the dependent variable (employee performance) was also calculated. The Likert scale renders objects or factors measurable, according to Hasson and Arnetz (2005). They also argue that when the Likert scale is used, both investigators and respondents understand and are more sensitive. In addition, Hasson and Arnetz (2005) concluded that the Likert scale promotes coding and understanding.

### **Data Analysis**

With the support of the Statistical Kit for Service Solutions (SPSS), the study is aimed at reducing the raw data into manageable types, generating summaries and trends. To search for missing parts, the data was first edited and unnecessary elements were removed. It was then transcribed into parts that were necessary. In data presentation and analysis, descriptive and inferential statistics were introduced. The coding of questionnaires, arranged in accordance with the study goals, was the preliminary stage of this exercise. Results in descriptive terms were presented; frequencies and percentages. The analysis of outcomes

was accompanied by some inferences from data patterns. In order to evaluate the relationship between the study variables, Pearson's correlation was used.

### Validity and Reliability

As a measure of the questionnaires fulfilling its intended intent, validity will be checked as a large area is captured in the instrument in order to ensure that the subject under review is covered thoroughly. The research questions are designed to capture all main areas of the University of Health and Allied Sciences on variables affecting employee motivation. To ensure consistency of material, uniformity and relevance, the questions were carefully checked.

The research guarantees reliability, which defines the accuracy and regularity of the findings given by questionnaires in comparison with other studies on the same phenomenon studied in the past. Using the pre-test process, the instrument's reliability was calculated. The investigator used the alpha of the Cronbach to assess the instruments' reliability. A Cronbach of 0.7 was indicated to be an acceptable reliability coefficient by Nunnaly (1978).

**Table 2: Reliability coefficients**

Construct	No. of items	Cronbach's Alpha
Motivation	13	0.903
Demotivation	12	0.809
Employee performance	8	0.771

Source: Field survey, (2020).

### Ethical Considerations

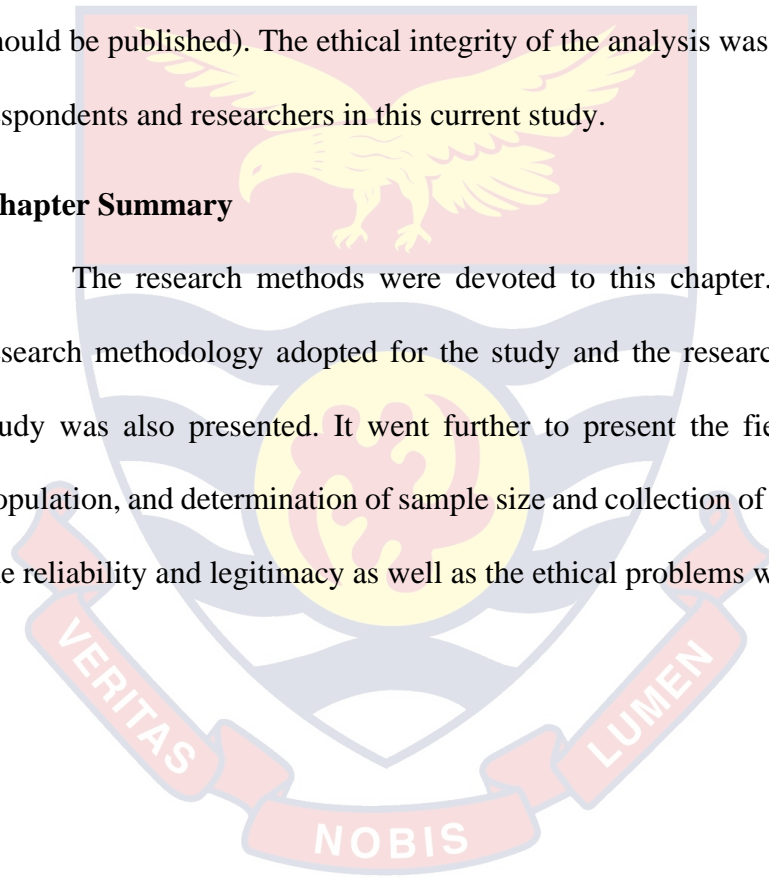
Neuman (2000) argues that research ethics range from the whole research process, the subjects of the research, the essence of the issue being studied, the theoretical background / framework reporting, the context in which the research is performed, the methods of data collection and analysis used, and

data reporting. This means that, within the theoretical context, the research questions and interview schedule should be critically framed to ensure confidence in the research process (Neuman, 2000).

The following are particularly relevant, according to Neuman: the research aims should be conveyed to the research subjects, participation in the research should be voluntary, information provided by the participants should be regarded as confidential at all times (i.e. no information on any specific topic should be published). The ethical integrity of the analysis was preserved by the respondents and researchers in this current study.

### **Chapter Summary**

The research methods were devoted to this chapter. It provided the research methodology adopted for the study and the research design for the study was also presented. It went further to present the field of study, the population, and determination of sample size and collection of samples. Finally, the reliability and legitimacy as well as the ethical problems were concluded.





## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### Introduction

The findings and discussion of the relationship between motivation and employee performance at the University of Health and Allied Sciences, Ho, are discussed in this segment. This chapter focuses on the analysis and discussion of the study's results.

The findings are driven by information obtained from questionnaires administered to some workers at the University of Health and Allied Sciences, Ho. Specifically, this chapter discusses the demographic characteristics of the respondents, including the sex of the respondents, the age range of respondents and the level of education of the respondents. Frequency and percentages were used to evaluate demographic characteristics.

In addition, to achieve objective one and two, statistical predictive methods (mean, standard deviation, minimum value, and maximum value) were used to identify the factors that motivate university employees as well as to identify factors that demotivate them. Inferential statistics, particularly the correlation coefficient of Pearson, were also used to evaluate the relationship between motivation and employee efficiency.

#### Response rate

For the analysis, the sample size was 271. 271 questionnaires were provided by the researchers to respondents. The investigator was, however, able

to retrieve 267 relevant questionnaires, which represented a response rate of 98.52. This thus became the basis for the study of the outcomes.

**Table 3: Demographic features/characteristics of respondents**

Variable		Frequency	Percentage
Sex	Male	151	56.6
	Female	116	43.4
Education	JHS/middle school	7	2.6
	SHS/O-level/A-level	13	4.9
	Diploma	6	2.2
	First degree	114	42.7
	Master's degree	105	39.3
Age range	PhD	22	8.2
	Less than 20	10	3.7
	20-29 years	39	14.6
	30-39 years	131	49.1
	40-49 years	83	31.1
	50 years or more	4	1.5
Length of Service	1 year	2	0.7
	2 years	6	2.2
	3 years	27	10.1
	4 years	45	16.9
	5 years	37	13.9
	6 years	69	25.8
	7 years	41	15.4
	8 years	40	15.0

Source: Field data (2020)

Table 3 illustrates the demographic profiles of the respondents. As seen from the table, most of the respondents (56.4%) were male, while 116 of the respondents were female, representing 43.3%. A look at the age distribution of university workers shows a fairly young workforce. Just 4 (1.5 percent) of the 267 respondents were aged 50 years or older. 131 of the respondents were



between 30 and 39 years of age. 83 of the total number of respondents falls inside the 40-49 age range. Interestingly, the university had 3.7% of respondents less than 20 years of age. A major consequence of the age distribution of university employees is that a whopping 98 percent of employees are compensated for at least 10 years before reaching the compulsory retirement age of 60 (keeping all other factors constant) to continue offering their services to the university.

The findings also show that about 90 percent of respondents have at least a certificate of first degree. 22 of the 267 participants were PhD holders, while 105 of the participants were Master's degree holders. There were 114 holders of the first degree and 6 holders of a certificate. All the participants had a degree of formal education. The Health and Allied Sciences University has only been in operation for 8 years. The findings as shown in Table 3 suggest that from its start until now, 40 out of the 267 respondents have been university personnel. For one year or less, only 2 of the respondents were university staff members. Most respondents (25.8 percent) spent exactly 6 years with the university, while 16.9 percent spent 4 years offering their services to the university.

**Table 4: Department/section of respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Academic Affair	2	0.7	0.7	0.7
	Accounts	4	1.5	1.5	2.2
	Audit	10	3.7	3.7	6.0
	Basic Science	1	0.4	0.4	6.4
	Biomedical Lab	2	0.7	0.7	7.1
	Chemistry	3	1.1	1.1	8.2
	Cleaning	7	2.6	2.6	10.9
	Dietetics	7	2.6	2.6	13.5

E-Library	1	0.4	0.4	13.9
Finance	18	6.7	6.7	20.6
Food and Nutrition	3	1.1	1.1	21.7
General Office	3	1.1	1.1	22.8
Human Resource	5	1.9	1.9	24.7
I.C.T	13	4.9	4.9	29.6
Institute	2	0.7	0.7	30.3
Legal Unit	8	3.0	3.0	33.3
Library	11	4.1	4.1	37.5
Mathematics	7	2.6	2.6	40.1
Medical Imaging	3	1.1	1.1	41.2
Medical Lab	3	1.1	1.1	42.3
Medicine	3	1.1	1.1	43.4
Midwifery	4	1.5	1.5	44.9
Nursing	10	3.7	3.7	48.7
Nutrition	2	0.7	0.7	49.4
Pharmacology	11	4.1	4.1	53.6
Pharmacy	3	1.1	1.1	54.7
Physics	7	2.6	2.6	57.3
Physio Therapy	6	2.2	2.2	59.6
Pro V.C's Office	6	2.2	2.2	61.8
Procurement Unit	9	3.4	3.4	65.2
Public Affairs	5	1.9	1.9	67.0
Quality Assurance	2	0.7	0.7	67.8
Registrar's Office	8	3.0	3.0	70.8
S.A.H.S	7	2.6	2.6	73.4
S.B.B.S	3	1.1	1.1	74.5
S.P.H	9	3.4	3.4	77.9
Sch of Medicine	2	0.7	0.7	78.7
Sch of Pharmacy	4	1.5	1.5	80.1
SONAM	2	0.7	0.7	80.9
Sports	2	0.7	0.7	81.6
Student Accounts	3	1.1	1.1	82.8

Student Affairs	2	0.7	0.7	83.5
Student Hostel	3	1.1	1.1	84.6
Traditional Medicine	2	0.7	0.7	85.4
Transport	8	3.0	3.0	88.4
V.C's Office	7	2.6	2.6	91.0
W.P.D.D	7	2.6	2.6	93.6
Works & Physical	17	6.4	6.4	100.0
Total	267	100.0	100.0	

Source: Directorate of Human Resource, (UHAS, Ho)

In table 4, the departments from which the respondents are drawn are presented. The findings indicate that in sampling the respondents, the investigator was fastidious. There were as many as 48 departments included in the research. With one respondent each, the E-Library and the Basic Science departments had the least representation. Like the sports department, the Traditional Medicine department had 2 respondents. There were as many as 17 participants in the job and physical group, while 9 participants in the School of Public Health (S.P.H).

#### **Objective One: Factors That Motivate Employees in the University of Health and Allied Sciences.**

Objective One of the research aimed to define the factors driving the university employees. The respondents were suggested some variables and their responses were calculated on the scale of a Likert, where 1= strong disagreement with the suggested response and 5= strong agreement with the suggested response. The outcomes are presented in table 5.

**Table 5: Descriptive Statistics (factors of motivation)**

	N	Minimum	Maximum	Mean	Std. Deviation
Opportunities are provided for respondent to achieve personal goals	267	1.00	5.00	3.1610	1.33219
The nature of tasks motivate me	267	1.00	5.00	1.1423	1.30728
There are opportunities to advance in the university through internal promotions	267	1.00	5.00	4.1461	0.73399
I receive feedback on my work	267	1.00	5.00	4.0150	0.87989
There are opportunities for respondents to develop their skills	267	1.00	4.00	4.9888	1.00281
There are opportunities for respondent to learn new skills.	267	1.00	5.00	4.0225	0.86682
respondents have the freedom to make decisions concerning their job	267	1.00	5.00	3.2772	1.20383
I have enough authority to back my decisions concerning my job	267	1.00	5.00	2.1798	1.24359
My supervisor praises me when I attain my goals	267	1.00	5.00	3.8427	0.93268
My supervisor shows gratitude when I meet my targets	267	1.00	5.00	3.9139	0.98297
My supervisor relates well with me	267	1.00	5.00	3.9513	0.76671
There exists positive social discussions at the workplace	267	1.00	5.00	3.9213	0.80727
There is a good salary structure at the workplace	266	1.00	5.00	4.0075	0.79143
There is a clear policy on salary increases	267	1.00	5.00	4.1011	0.86769
I receive bonuses in accordance with company policies	267	1.00	5.00	3.7903	1.15077
The university policies support delegation of responsibilities	267	1.00	5.00	4.0674	0.88170
There exists a medium to channel grievances	267	1.00	5.00	2.2959	0.77950
Valid N (listwise)	266				

Source: Field data, (2020)

The study findings as presented in table 5 indicate that the ability to improve their skills is the greatest motivator of the University of Health and Allied Sciences staff. This is apparent from the 4.988 very high mean and a 1.002 standard deviation. The research also found that a factor that motivates workers (mean= 3,1610 and a standard deviation of 1,33219) was an ability to achieve personal goals. This finding is corroborated by Araithi (2015), who described growth and development opportunities as motivators for employees. A good pay arrangement was also revealed to be a primary motivator of workers at the University of Health and Allied Sciences, Ho. This is clear from the 4.0078 mean and 0.79143 standard deviation. This finding gives credence to the work of Araithi (2015), who also described pay as a motivator.

The researcher also found that delegation is sponsored by university policy and this structure was found to be a key employee motivator, as evident from the mean of 4.0674 and a standard deviation of 0.88170.0. The Bao & Nizam (2015) report, which also established delegation as an significant element of motivation that has a positive effect on employee efficiency, supports this finding. In addition, performance feedback at the University of Health and Allied Sciences (mean of 4,0150 and a standard deviation of 0.87989) was found to be a motivation factor. This result is confirmed by Lai's (2009) report, which claimed that employees receiving performance reviews are more likely to make work effort because it made them feel valuable and cared for.

The investigator did not, however, find sufficient evidence to support “the presence of a medium to channel grievances” as a motivational factor. This factor registered an average of 2.2959 and a standard deviation of 0.77950, as

seen from table 5. In order to further this, the researcher also found that "authority to help work decisions" was not a key factor in motivating workers. This was clear from the 2.1798 average and a 1.24359 standard deviation. The study also found insufficient evidence to support "the essence of assignments" in the University of Health and Allied Sciences as a primary motivating factor. The lowest ranking of respondents was reported with an average of 1.1423 and a standard deviation of 1.30728 for this factor. This result, however, is in contrast to that of Araiimi (2015), who described "the job itself" as a key motivational factor.

#### **Objective Two: Factors That Demotivate Employees in The Performance of their Duties in the University**

The second aim of the research was to examine causes that demotivate workers at the University of Health and Allied Sciences, Ho. Therefore, the researcher introduced to the respondents a few possible "demotivators" and asked that their degree of agreement on those statements be suggested as factors that demotivate them. The findings are shown in Table 6.

**Table 6: Descriptive Statistics (factors of demotivation)**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Low scale of salary compared to work	267	1.00	5.00	3.9288	0.72973
Less challenging tasks	267	1.00	5.00	3.0225	1.14028
Little or no recognition for good work	267	1.00	5.00	3.7416	0.92413
Unequal treatment by management	267	1.00	5.00	3.7228	1.04322
Unconstructive criticism	267	1.00	5.00	3.6030	1.06184
Absence of fringe benefits	267	1.00	5.00	3.5655	1.03981
Flexible work hours	267	1.00	5.00	1.5543	1.01855
Insufficient logistic support	267	1.00	5.00	3.3708	1.19883
Unfriendly colleagues (co-workers)	267	1.00	5.00	4.1610	1.20474
Unfavourable working conditions	267	1.00	5.00	3.0300	1.21048
Lack of trust among employees.	267	1.00	5.00	3.2809	1.18881
Non-Involvement in Decisions	267	1.00	5.00	1.8914	0.91325
Valid N (listwise)	267				



The findings, as shown in Table 6, show that the low wage scale compared to work is the highest among the factors that demotivate employees. From the mean of 3.9288 and a standard deviation of 0.72973, this was clear. Little or no appreciation for successful work has also been found to be a factor that demotivates workers. A mean of 3.7416 and a standard deviation of 0.92413 were reported by this factor. The Smithers (2000) study, which discovered "non-recognition for work completed" as a factor that demotivates workers, supports this finding.

The study further defined 'Unfair management care' as a demotivating factor (mean of 3,7228 and a standard deviation of 1,04322) for employees. This finding is in line with that of Hossain and Hossain (2012), who described management's unfair treatment as a demotivating factor for workers. The investigator also discovered that an unfriendly colleague is a demotivating factor for workers. From the mean of 4.1610 and the standard deviation of 1.20474, this is clear. This result gives credence to the work of Hossain and Hossain (2012), who concluded that unfriendly colleagues were a demotivating factor.

The investigator did not, however, find sufficient evidence to endorse "flexible working hours" as a demotivating factor for workers. A mean of 1.5543 and a standard deviation of 1.01855 were recorded for the factor. There was also no proof to support: "non-involvement in decisions" as a factor causing employee demotivation.

**Objective Three: The Relationship between Motivation and Employee Performance in The University.**

The third and final objective of the study at the University of Health and Allied Sciences, Ho, was to investigate the connection between motivation and employee performance. In order to analyze this relationship, the investigator followed inferential statistical technique. The results are shown in table 7.

**Table 7: Correlations**

		Motivation	Employee performance
Motivation	Pearson Correlation	1	0.576
	Sig. (2-tailed)		0.014
	N	267	267
Employee performance	Pearson Correlation	0.576	1
	Sig. (2-tailed)	0.014	
	N	267	267

Table 8 presents the correlation findings for the relationship between motivation and employee success. The correlation coefficient of 0.576 reveals, as shown from the table, a moderate positive link between motivation and employee efficiency. This suggests that a rise in the degree of morale of workers would be followed by an improvement in employee efficiency. A decrease in the rate of morale of workers would also be followed by a decrease in employee performance levels. At alpha = 0.014, this result was statistically significant.

Shahzadi, Javed, Pirzada, Nasreen & Khanam (2014) corroborated this finding, which showed that there is a significant and positive connection between employee motivation and employee performance. Mohamud, Ibrahim & Hussein (2017) who concluded that there was a positive relationship between motivation and employee performance and that motivation for employees

affects Hormuud Company's employee performance in Mogadishu Somalia is further endorsed. An important relationship between employee motivation and employee performance was also discovered by Olusadum & Anulika (2018).

### **Chapter Summary**

The outcomes and discussion of the findings were discussed in this section. A sample size of 271 was calculated by the researchers, but only 267 valid questionnaires were returned, which provided the basis for the study.

56.6% of the participants were male, while 43.4% were female. All the respondents had advanced training and were drawn from 48 university departments. The study found that the ability to improve their expertise, opportunities for personal goals to be accomplished, a good pay structure, a delegation policy and input on results. Compared to jobs, the study also found unfair treatment by leadership, unfriendly colleagues (co-workers) and low pay scale as some of the factors that demotivate employees. The chapter also found that an important positive relationship exists between motivation and employee performance.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Introduction

This chapter provides a review of the study's main results, key findings and recommendations, including proposals for future studies. A brief overview of the research issue, goals, approach, background information and findings is provided in the review. The conclusions cover the cumulative outcomes relating to the study's findings with respect to the research objectives. Finally, this chapter provides policy makers with guidelines and guidance for future research.

#### Summary

The general aim of the study at the University of Health and Allied Sciences, Ho, was to investigate the relationship between motivation and employee performance. The research pursued, precisely, to:

1. Identify variables that inspire the success of workers at the University of Health and Allied Sciences
2. Define variables that demotivate workers in the performance of their university duties.
3. Examine the relationship between university motivation and employee performance.

The study relied on the two-factor principle of Herzberg to perform the study. A quantitative correlational research design was used as it allowed the economic collection of quantitative data from a large population and enabled the researcher to use different data types. The key study method was a self-administered questionnaire and information was obtained from 271

respondents. The internal consistency of the constructs was investigated using the alpha of the Cronbach.

For the tests of value, an alpha level of 0.05 was used. The results of the study indicate that the ability to improve their expertise is the greatest motivator of the University of Health and Allied Sciences staff. This is apparent from the very high 4.988 mean and a standard 1.002 deviation. The study also found that a factor that motivates workers (mean = 3,1610 and a standard deviation of 1,33219) was an ability to achieve personal goals. A decent pay arrangement was also revealed to be a primary motivator for workers at the University of Health and Allied Sciences. The investigator also found that the delegation is sponsored by university policy and this agreement has been found to be a key employee motivator. In addition, at the University of Health and Allied Sciences, performance feedback was found to be a motivating factor.

The study further revealed that "the low pay scale relative to jobs" is the highest among the factors that demotivate employees. From the mean of 3.9288 and a standard deviation of 0.72973, this was clear. Little or no appreciation for successful work has also been found to be a factor that demotivates workers. A mean of 3.7416 and a standard deviation of 0.92413 were reported by this factor. The researcher also defined "Unfair management care" as a demotivating factor (mean of 3,7228 and a standard deviation of 1,04322) for employees. An unfriendly colleague (co-workers) has also been found to be a factor that demotivates staff.

A moderate positive association between motivation and employee performance was also found by the researchers. This suggests that a rise in the degree of morale of workers would be followed by an improvement in employee

efficiency. A drop in employee morale levels would also be followed by a drop in employee performance levels.

### **Conclusion**

The study aimed to analyze the motivation and performance of employees with the following goals; identify factors that motivate UHAS employees, evaluate factors that demotivate employees in the performance of their duties at the University and assess the relationship between motivation and performance of employees at the University. Based on the findings the following conclusions were drawn:

1. The University of Health and Allied Sciences workers are highly inspired by personal ambitions. Career development, transparency, and reviews on results rather than wages and allowances. Since the university pay structure is not work-rated, but is determined by one's rank, pay and allowance do not trigger long-term motivation among workers. Monetary shifts have a temporary or no effect on the motivation of employees.
2. Demotivation among staff is induced, among other things, by no appreciation of good work performed, unfair management care, and unfriendly co-workers. Employees, particularly support workers, do not feel control or accountability for decisions they make to enforce.
3. Based on variables evaluated, there is a moderate positive association between employee motivation and performance. Personal interests have the greatest relationship, suggesting that workers implicitly achieve corporate goals in their effort to reach their individual goals of making



money, advancing education and career, popularity, social status, among others.

## Recommendations

The researcher makes the following suggestions based on the observations made and the conclusions thereof:

### 1. Introduction of Non-Monetary Rewards Schemes

It was obvious from the study that almost all workers were inspired by the prospect of personal promotion rather than just wages and allowances. As a work-rated pay system is not run by the university, monetary rewards have little to no impact on results. The University should recognize non-monetary incentives, taking into consideration the short and long-term interests of individual workers, such as full scholarships to enroll in higher education such as PhD programs, technical courses and international seminars for top performing participants. This would lead to employees' personal growth and therefore their encouragement.

### 2. Provision of Clear Job Descriptions

One main factor in the university's motivation was accountability. As workers understand their work responsibilities, they are driven to complete their job in order to prevent non-completion consequences. Employees have trouble defining their work tasks, though, and are left to be accountable for nothing. To keep each employee accountable and empowered, management needs to give all workers a specific job description.



3. The Institution of an annual award ceremony

In addition to the lack of interest in decision-making, workers were demotivated by little or no recognition of successful performance. Indeed, when the shocked achievements go unnoticed, what is the incentive to bring in more effort? The university should arrange an annual award ceremony in order to honor and reward hard-working workers for their accomplishments. The criteria for selecting these award winners should be made clear and the mechanism for selecting winners should be open, free, equitable and bias-free. This will stimulate healthy competitiveness and also lead to employee motivation levels.

**Suggestions for future studies**

This research looked at the relationship between motivation and employee efficiency using Herzberg's two-factor theory at the University of Health and Allied Sciences. Other motivation theories such as the Maslow's Needs Principle may be used to perform a similar analysis. This research also only assessed the frequency and direction of the motivation-employee success relationship. The influence of motivation on employee performance may be assessed by future studies. Further research into the appropriate pay structure that motivates workers should also be performed.

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**APPENDIX**  
**UNIVERSITY OF CAPE COAST**  
**SCHOOL OF BUSINESS**  
**DEPARTMENT OF MANAGEMENT**  
**RESEARCH QUESTIONNAIRE**

**INTRODUCTION**

The researcher is Master's student at the University of Cape Coast offering Master of Business Administration (General Management) programme. The researcher is conducting a study on the topic "Motivation and Employee Performance at the University of Health and Allied Sciences, Ho." This is in partial fulfillment of the requirements for the award of a Master of Business Administration (Gen. Mgt) degree.

Please your responses provided for this academic purpose will be treated with high confidentiality.

**SECTION A: DEMOGRAPHIC CHARACTERISTICS**

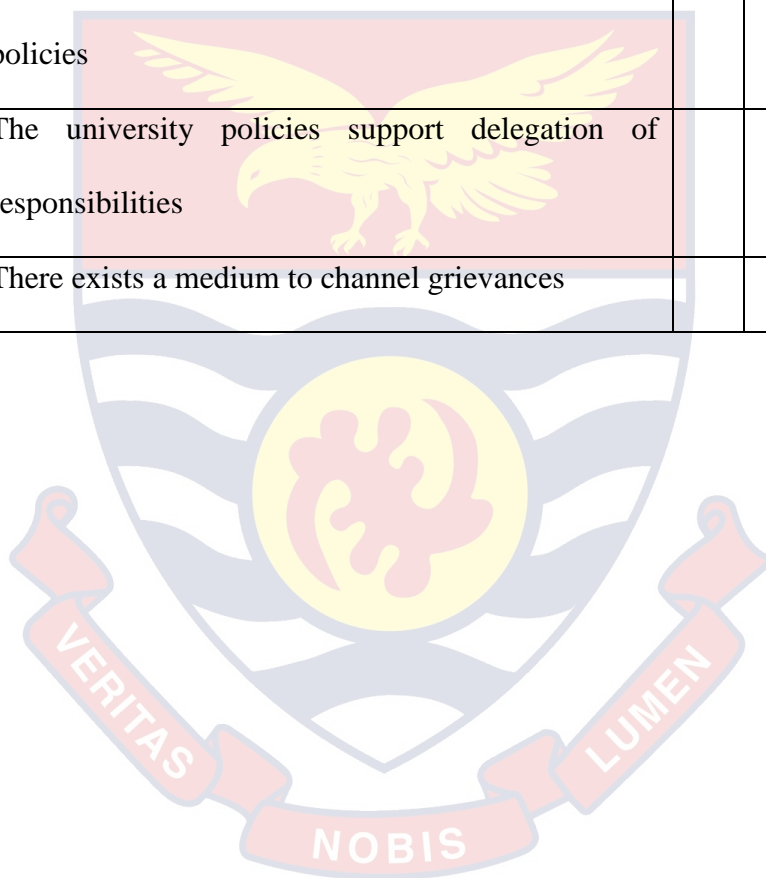
- 1) Gender of respondent: Male [ ] Female [ ]
- 2) Age range of respondent: Less than 20years [ ] 20-29 years [ ]  
30-39yrs [ ] 40-49years [ ] 50years or more [ ]
- 3) Educational level of Respondent: JHS/Middle school [ ]  
SHS/O-Level/A-Level [ ] Diploma [ ] Degree [ ] Masters [ ]  
PhD [ ] other [ ]
- 4) Department: .....
- 5) Length of service in years: .....

**SECTION B: FACTORS OF MOTIVATION**

Below are statements about the factors that motivate employees. Please indicate your level of agreement to the suggested motivation factors by ticking the number that most reflects your answer on a scale of 1 to 5 (where 1= strongly disagree (SD), 2= disagree (D), 3= neutral (N), 4= agree (A), 5= strongly agree (A)).

STATEMENT	SD	D	N	A	SA
<b>MOTIVATORS</b>					
opportunities are provided for me to achieve my personal goals					
The nature of my tasks motivate me					
There are opportunities to advance in the university through internal promotions.					
I receive feedback on my work					
There are opportunities for me develop my skills					
There are opportunities for me to learn new skills.					
I have the freedom to make decisions concerning my job					
I have enough authority to back my decisions concerning my job					
My supervisor praises me when I attain my goals					
My supervisor shows gratitude when I meet my targets					

<b>HYGEINE FACTORS</b>					
My supervisor relates well with me					
There exists positive social discussions at the workplace					
There is a good salary structure at the workplace					
There is a clear policy on salary increases					
I receive bonuses in accordance with company policies					
The university policies support delegation of responsibilities					
There exists a medium to channel grievances					



**SECTION C: FACTORS THAT DEMOTIVATE EMPLOYEES**

Below are statements about the factors that demotivate employees. Please indicate your level of agreement to the suggested factors by ticking the number that most reflects your answer on a scale of 1 to 5 (where 1= strongly disagree (SD), 2= disagree (D), 3= neutral (N), 4= agree (A), 5= strongly agree (A)).

STATEMENTS	SD	D	N	A	SA
Low scale of salary compared to work					
Less challenging tasks					
Little or no recognition for good work					
Unequal treatment by management					
Unconstructive criticism					
Absence of fringe benefits					
Flexible work hours					
Insufficient logistic support					
Unfriendly colleagues (co-workers)					
Unfavourable working conditions					
Lack of trust among employees.					
Non-Involvement in Decisions					

**SECTION D: EMPLOYEE PERFORMANCE.**

Below are statements about your performance. Please indicate your level of agreement to the statements by ticking the number that most reflects your answer on a scale of 1 to 5 (where 1= strongly disagree (SD), 2= disagree (D), 3= neutral (N), 4= agree (A), 5= strongly agree (A)).

STATEMENTS	SD	D	N	A	SA
I complete my job accurately to achieve the work objective.					
I complete my job at the appropriate time to achieve the work objective.					
I meet work hours schedule expectations.					
I meet work attendance expectations.					
I complete duties according to procedures					
I demonstrate necessary knowledge and skills to perform the job effectively					
I produce high quality work					
I am able to identify, analyse problems and find solution for them.					
I commit a lot of errors on my job.					