

Effects Of Motivation On Employee Performance At Tamale College Of Education

Eunice Ayeremusah

Bagabaga College of Education, Tamale, Northern Region
Ghana

Priscilla Chapirah

Tamale Polytechnic, Tamale, Northern Region, Ghana

Abstract: Against the preponderance of strikes by tutors over poor conditions of service, this study seeks to unravel the effects of motivation on employee performance at Tamale College of Education. The specific objectives of the study were to examine the factors that motivate employees, examine the determinants of employee performance, and assess the effects of motivation on employee's performance. The research design was a survey with a sample size of fifty staff. A simple random sampling technique was used to select the respondents. A questionnaire was administered to the sampled respondents. The SPSS software programme was used to enter and analyze data, while data presentation was in frequency distribution table, percent and correlation. The results indicate that employee experience (.819, $p < .05$) has a significant and very strong positive relationship with job performance, while salary has a high effect (98 percent) on employee performance. It is therefore recommended that the government and the fair wages and salaries commission should expedite action on salaries of employees in order to avoid unnecessary strikes

Keywords: Abraham Maslow factors, College of Education, Herzberg factors, Motivational factors and Performance.

I. INTRODUCTION

Employees are indispensable assets of organizations who are instrumental in the achievements of organizational goals and objectives. According to Shahzadi et al. (2014) employee motivation is considered as a force that drives the employees toward attaining specific goals and objectives of the organization. Employee motivation is one of the most important issues that organisations are battling because every organisation wants to make good use of their financial and human resources. Lipsey et al. (2015) opines that performance of staff is influenced by motivation, and the more an employee attains higher education, the more it influences motivation and performance. Gorderdzi (2016) discovered that motivation been used at the universities are career advancement, promotion and interpersonal relationship. Also, Akinfolarin and Ehinola (2014) reveal that lecturers perform well due to appreciation on genuine effort. According to Atogiyire (2001) some of the things which motivate employees to work effectively include a good reward system, training and

development, leadership style, promotion and work environment.

Shahzadi et al. (2014) also stated that intrinsic rewards have a significant positive relationship with employee performance and employee motivation. According to Shahzadi et al. (2014) intrinsic reward motivates workers to increase their performance. The key motivator for teachers is compensation and benefit packages, but there are some non-monetary issues that also affect teachers, which are job design, work environment, career development, recognition and rewards, feedback, training, participation in decision making and empowerment. Muhammad et al. (2014) indicate that the role of a supervisor is very significant in the retention of teachers because if there is no communication between the chairmen and faculty teachers, this can cause teachers turnover.

According to Donkoh (2016) teachers in Ghana are not happy about the unavailability of human resource development, poor working conditions, poor compensation and poor human relations in schools. This has resulted in unrest and teacher turnover. There have been numerous

industrial unrest among public sector workers in Ghana. They include Health workers, Medical Practitioners, National Association of Graduate Teachers, Ghana National Association of Teachers, University Teachers Association of Ghana and Polytechnic Teachers Association of Ghana (Nchorbuno, 2011).

Recently, tutors of the Colleges of Education have been involved in numerous strikes demanding the Government of Ghana to migrate them from the Ghana Education Service (GES) to Tertiary. This migration issue has adversely affected the performance of teaching and non-teaching staff. One would demand to know what the tutors wish to benefit if they were migrated to tertiary status. Based on the argument from most of the tutors, there would be salary increment, book and research allowance, staff development fund from GETfund, professional allowance, among others. Several empirical studies on motivation and employee performance exist among higher institutions in Ghana (Afful-Broni, 2012; Lipsey et al., 2015; Nchorbuno, 2011), yet, no studies have been done particularly in the Colleges of Education in Ghana. The research questions that demands empirical investigations are; (1) *what are the factors that motivate employees in Tamale College of Education?*, (2) *What determines the employees' performance in Tamale College of Education?*, and (3) *What are the effects of motivation on employee's performance in Tamale College of Education?*

II. LITERATURE REVIEW

THEORETICAL PERSPECTIVES

There are a lot of theories on motivation used by managers to motivate their employees but for the sake of this study, it will be limited to Maslow's Hierarchy of needs and Herzberg's theory. In 1954, Abraham Maslow came out with a theory that emphasizes the things that motivates workers. Maslow theory postulates that every human being wants to satisfy their basic needs first before seeking for higher needs and when one need is fulfilled others follows in sequence (Seniwoliba & Nchorbuno, 2013). Maslow explains that human beings have a hierarchy of five types of needs including *Physiological needs* - these are the basic needs to sustain one's life. e.g. food, drink, shelter etc.; *Safety needs* - these are the need to protect one from physical danger and the fear of losing a job, property, food etc.; *Social needs* - every human being wants to belong and be accepted by others as people want to keep friends and family; *Esteem needs* - these needs are recognition, self-respect, autonomy, achievements status and attention; *Self-actualization needs* - this is where one's potential is achieved, self-fulfilment and to become what you want to be. The need for self-fulfilment can never be satisfied because 'man is a wanting animal'.

Maslow's theory relates to teachers because teachers have to understand their physiological needs which include pay, accommodation, health and medical facility, benefits, transportation, and comfortable working environment. The security needs to any employee is the same to a teacher because teachers are always concern with protection against threats, fair treatment, job security, protection against threats

etc. Teachers also need recognition from their superior, colleagues and subordinate.

Another related theory to Maslow's theory is Frederick Herzberg's theory of motivation (Kuchava & Buchashvili, 2016). According to Herzberg, motivation is made up of two set of factors which are the motivators and hygiene factors. Hygiene factors includes adequate wages, comfortable and safe working conditions, fair company policies and security, which relates to the work itself and not the content of the work (Van Herpen et al., 2003). These factors do not actually motivate employees to work successfully but they affect employee's performance and when they are absence will cause employee dissatisfaction (Tyner, 2007). Most employees believe that they are okay when they are paid well and they see that to be more important than job security (Mahmood & Mahmood, 2010). Salary and security, which are two of the hygiene factors in Herzberg theory enables employees to satisfy their physiological needs and security needs as indicated in Abraham Maslow theory of needs (Tyner, 2007).

Herzberg motivational factors relate to the content of the work - involvement, responsibility, achievement, recognition and advancement. The absence of these motivational factors may not dissatisfy employees, but when they are present will motivate them to excel well. Again, Herzberg believes that the attitude that one portray in his or her work will ascertain whether his other work will be a success or failure. According to Michael and Chipunza (2009) Herzberg's hygiene factors does not actually motivates employees but it must be present to make employees enjoy their work. Good interpersonal relationships, job security, competitive salary, friendly working environment were the only extrinsic motivational packages that influenced the retention of employees in an organisation.

ROLE OF MOTIVATION IN PERFORMANCE OF EMPLOYEES IN HIGHER EDUCATION

According to Aguinis (2009) performance is about behaviour or what employees do, and not what employees produce or the outcomes of their work. Performance is an effort along with the ability to put efforts supported with the organisational policies in order to achieve certain objectives. Campbell (1990) defines performance as behaviour and differentiated performance from outcomes. According to Campbell (1990), outcomes are what an individual is expected to get after performance or doing a task. The determinants of performance include qualification, experience, quality and style of supervision, the working environment and compensation package available to the individual. Also, Hafiza et al. (2011) spelt out the factors that can affect an employee's performance to include training and development opportunities, working conditions, worker-employer relationship, job security and company overall policies and procedures for rewarding employees. Caraher et al. (2006) indicates that motivation is the most important factor that influences employees among the factors of performance.

Motivation is a general term for factors that make one's intent on a particular behaviour. According to Michaelowa (2003) motivation is the willingness, drive or desire to engage in good teaching. According to Muhammad (2014) the

primary motivation of lecturers for mentoring their students in higher institutions is for their students to achieve academic excellence. There are two types of motivation- intrinsic and extrinsic. Extrinsic motivation are rewards that are tangible in nature such as salary and fringe benefits, security, promotion, contract of service, the work environment and conditions of work and the determination of these tangible rewards are at the organisational level and its control may be outside of individual managers (Mullins, 2005). Extrinsic motivators can have an immediate and powerful effect, but it will not necessarily last long (Armstrong, 2014).

Intrinsic motivations are rewards that are psychological in nature such as receiving appreciation, positive recognition and being treated fairly. The intrinsic motivators, which are concerned with the quality of working life are likely to have a deeper and longer-term effect because they are inherent in individuals and the work and are not imposed from outside in such forms as incentive pay (Armstrong, 2014).

According to Mullins (1999), a person's motivation, job satisfaction and work performance is determined by how his/her needs and expectations are met. For example, some workers would want to interchange intrinsic satisfaction and social relationship for high economic rewards and some people would prefer jobs that have a lower economic reward to a job with high intrinsic satisfaction or social relationship.

III. METHODOLOGY

The research design was a survey (Bryman, 2004). The sample size of fifty (50) was selected for the study. The study used both primary and secondary data sources. The primary source of data was obtained from questionnaires that were administered to teaching and non-teaching staff. The secondary data was gathered from journals and books. Closed-ended questionnaires were administered to management members and tutors of the college for information on motivational factors and staff performance. Data was collected on personal information of respondents such as gender, age, highest educational qualification, years of teaching, current rank. Also, data collection centered on motivational factors including nature of work, training and development, promotion in the organization, working conditions, relationships with superior, peers, salary. Other areas of data collection included determinants of employee's performance - retirement and other benefits, support from other colleagues, age and health condition of employee, job security, compensation package (i.e. financial and non-financial), working environment, experience of employee and qualification of employee. Finally, data were obtained on the effects of motivation on employee's performance. The data was entered into the SPSS software and analyzed into frequency, chi square and correlation.

IV. RESULTS AND DISCUSSION

BIO SOCIO-DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Result in Table 1 shows the distribution in terms of frequency and percent of male and female respondents in the study. The study was dominated by male respondents (72%), which suggests that there more male tutors in the Colleges of Education than female. The findings of the study also indicate that majority of the respondents are in the youthful age brackets. This means that the Colleges of Education has strong and robust working population capable of imparting knowledge and skills to students in the next two to three decades before they retire from active service as defined by the Constitution of Ghana. The findings of the study indicate that only 6 percent of the respondents would not be able to teach more than a decade.

The results further indicate that 48 percent of the respondents are first degree holders. This is not adequate considering that Colleges of Education are degree awarding institution. It is practically impossible for the first degree tutors to have the necessary skills and knowledge to be able to deliver lessons to the satisfactory of stakeholders in the educational sector.

The study found that 62 percent of the respondents are Assistant Tutors in the Colleges of Education. This is a worrying situation by virtue of the fact that as a tertiary institution striving to grow to become one of the best institutions in Ghana it would have been good to notice high proportion of the tutors in senior positions to be able to support the College to grow. The result indicates that 36 percent of the respondents have working experience between 4 and 6 years in Colleges of Education while 18 percent have more than 10 years working experience at the Colleges in Ghana.

Variables	Description	Freq.	%
Gender	Male	36	72.0
	Female	14	28.0
Age	18-30 years	11	22.0
	31-40 years	19	38.0
	41-50 years	14	28.0
	51-60 years	6	12.0
Highest educational qualification	Diploma	3	6.0
	High National Diploma	5	10.0
	Degree	24	48.0
	Masters	17	34.0
	Doctorate	1	2.0
Current rank	Assistant tutor	31	62.0
	Tutor	12	24.0
	Senior tutor	6	12.0
	Principal tutor	1	2.0
	Chief tutor	0	0.0
	0-3 years	11	22.0
	4-6 years	18	36.0

Years of experience	7-9 years	12	24.0
	10 years and above	9	18.0

Source: field survey, 2018.

Table 1: Bio data of the respondents

FACTORS MOTIVATING EMPLOYEES

Table 2 presents 9 factors motivating employees to work in the Colleges of Education. The results are presented in a three likert scale including agree, uncertain and disagree. The findings of the study show that 46 percent of the respondents are uncertain if nature of work motivates them to work. Also, the findings show that 38 percent of the respondents agreed in their responses, while 16 percent of the respondents disagreed in their accession.

Promotion in the organization or Colleges of Education is one of the factors motivating employees. The findings of the study indicate that 94 percent of the respondents agreed that promotion in the organization motivates them to work, while 6 percent disagreed. This finding corroborates with Afful-Broni (2012).

Furthermore, the study results show that 74 percent of the respondents agree that training and development motivates employees, while 8 percent disagreed in the accession. However, 18 percent were uncertain in their responses.

Moreover, 56 percent of the respondents disagree that responsibility is a factor motivating employees, while 26 percent agree to the accession. The results show that 18 percent of the respondents were uncertain about responsibility as a factor motivating employees.

Table 2 indicates that 88 percent of the respondents agree that appreciation for work done is a motivating factor of employees, while 12 percent disagree in the accession. As high as 96 percent of the respondents agree that salary is a factor that motivates employee as compared to 4 percent who held a dissenting view.

The results of the study show that 80 percent of the respondents agree that working conditions is a factor motivating employees to work, while 16 percent of the respondents disagree to the accession. The findings indicate that only 4 percent of the respondents were uncertain.

The results of the study indicate that 76 percent of the respondents agree that relationship with superior is a factor motivating employees to work compared to 10 percent of the respondents who disagreed. However, 14 percent of the respondents were uncertain.

Finally, the results of the study indicate that 40 percent of the respondents disagree that relationship with peers is a factor motivating employees. The findings show that 24 percent agree that relationship with peers is a factor motivating employees while 36 percent of the respondents were uncertain in their responses.

Promotions, appreciation for work done, salary, working conditions and relationship with superiors are the predominant factors motivating employees to work in the Colleges of Education. If all the above factors are present, there will be higher productive and good academic performance of the students.

Factors	Agree		Uncertain		Disagree	
	Freq.	%	Freq.	%	Freq.	%
Nature of work	19	38.0	23	46.0	8	16.0
Promotion in the organization	47	94.0	0	0.0	3	6.0
Training and development	37	74.0	9	18.0	4	8.0
Responsibility	13	26.0	9	18.0	28	56.0
Appreciation for work done	44	88.0	0	0.0	6	12.0
Salary	48	96.0	0	0.0	2	4.0
Working conditions	40	80.0	2	4.0	8	16.0
Relationship with superior	38	76.0	7	14.0	5	10.0
Relationship with peers	12	24.0	18	36.0	20	40.0

Source: field survey, 2018.

Table 2: Factors motivating employees

DETERMINANTS OF EMPLOYEE PERFORMANCE

Table 3 presents the determinants of employee performance in an organization. The results of the study show that qualification ($r = .026$), age and health conditions of employees ($r = .047$), and working environment ($r = .107$) were found to be very weak but significantly related to employees performance. Also, job security ($r = .498$) was moderate but significantly related to employee performance, while experience of employees ($r = .819$) was found to be very strong and significantly related to employee performance. The results of the study shows that retirement and other benefits, support from other colleagues and compensation package were insignificant determinants of employee performance.

Determinants	Coefficient
Qualification of employee	.026*
Experience of employee	.819*
Working environment	.107*
Compensation package	.322
Job security	.498*
Support from other colleagues	.026
Age and health condition of employee	.047*
Retirement and other benefits	.016

Source: field survey, 2018.

Table 3: Determinants of employee performance

EFFECTS OF MOTIVATION ON EMPLOYEE PERFORMANCE

Table 4 presents the effects of motivation on employee performance. The study adopted a two likert scale to assess whether the effects are high or low. The findings of the study show that 80 percent of the respondents said that the nature of work has high effect on employee performance while 20 percent responded low effect. Also, 78 percent of the respondents said that promotion in the organization has high effect on employee performance positively compared to 22 percent who think otherwise. Furthermore, the findings of the study show that 66 percent of the respondents said that opportunity for advancement have high effect on employee performance as against 34 percent who responded low effect.

Again, 62 percent of the respondents said that training and development opportunities have high effect on employee performance positively compared to 34 percent who asserted low effect. The results of the study show that whereas 52 percent of the respondents said that appreciation for work done has high effect on employee performance, almost half (48 percent) said it has low effect. As expected, the results of the study show that almost all (98 percent) said that salary has a high effect on employee performance as against only 2 percent who said that it has low effect. Moreover, working condition was found to have high (94 percent) effect on employee performance compared to 6 percent who said that it has low effect. On relationship with superior, the findings of the study show that 84 percent of the respondents said that it has high effect while 16 percent says it has low effect. Finally, the results of the study indicate that 74 percent of the respondents said that relationship with peer has low effect on employee performance while 26 percent says it has high effect. Therefore, except relationship with peer and appreciation for work done, all the factors have very high effect on employee performance. These findings are very similar to Seniwoliba and Nchorbuno (2013).

Factors	High		Low	
	Freq.	%	Freq.	%
Nature of work	40	80.0	10	20.0
Promotion in the organization	39	78.0	11	22.0
Opportunity for advancement	33	66.0	17	34.0
Training and development opportunities	31	62.0	19	38.0
Appreciation for work done	26	52.0	24	48.0
Salary	49	98.0	1	2.0
Working conditions	47	94.0	3	6.0
Relationships with superior	42	84.0	8	16.0
Relationships with peer	13	26.0	37	74.0

Source: field survey, 2018.

Table 4: Effects of motivation on employee performance

V. CONCLUSION AND RECOMMENDATIONS

The performance of employees in every sector of the economy is as precious as gold. However, where employees are dissatisfied or discontent with their working conditions the produce little or nothing. This study found that salary, appreciation for work done, promotion, working condition and relationship with superior are the main factors that motivate employees to put in their best for optimal performance. The experience of employee is a key factor influencing job performance. This is because experience helps the employee speed up task assigned to him or her. Above all, salary of employees was identified as having high effect on employee performance. On this account, it is therefore recommended that government and the fair wages and salaries commission

should expedite action on salaries of employees in order to avoid unnecessary strikes.

REFERENCES

- [1] Afful-Broni, A. (2012). Relationship between motivation and job performance at the University of Mines and Technology, Tarkwa, Ghana; Leadership lessons. Creative education, Vol. 3(3) 309-314.
- [2] Aguinis, H. (2009). Performance management (2nd ed.). Upper Saddle River, NJ, US: Prentice Hall/Pearson Education.
- [3] Akinfolarin, A.V., & Ehinola, G.B. (2014). Motivation and effective performance of academic staff in higher education (Case study of Adekunle Ajasin University, Ondo State, Nigeria). International Journal of Innovation and Research in Educational Sciences, Vol. 1(2), 2349-5219.
- [4] Armstrong, M. (2014). Armstrong's handbook of performance management: An evidence based guide to delivering high performance (5th ed.). London: Kogan Page.
- [5] Atogiyire, F. (2001). Clerical office duties/office practice and administration. Fonky Publication: Ghana.
- [6] Bryman, A. (2004). Social Research Methods (2nd ed.). Oxford: Oxford University Press.
- [7] Campbell, J.P. (1990). Modelling the performance prediction problem in industrial and organizational psychology. In M.D. Dunnette & L.M. Hough (eds), Handbook of industrial and organizational psychology (vol.1, pp. 687-732). Palo Alto: Consulting Psychologists Press.
- [8] Caraher, R., Gibson, A., & Buckley, R. (2006). Compensation in the Baltic and the USA. Baltic Journal of Management, Vol. 1(7), 7-23.
- [9] Donkoh, R. (2016). Motivation and job performance among teachers in La-Nkwantanang Madina Education Directorate. Masters' thesis. University of Ghana (Unpublished).
- [10] Hafiza, S.N., Shah, S.S., Jamsheed, H., & Zaman, K. (2011). Relationship between rewards and employee's motivation in the non-profit organizations of Pakistan. Business Intelligence Journal, Vol. 4(2), 327-329.
- [11] Kuchava, M.A.M., & Buchashvili, G. (2016). Staff motivation in private and public higher educational institutions (Case of International Black Sea University, Sokhumi State University and Akaki Tsereteli State University). Journal of Education and Social Policy, Vol. 3(4), 92-100.
- [12] Lipsey, M., Weiland, C., Yoshikawa, H., Wilson, S., & Hofer, K. (2015). Prekindergarten age cut off regression-discontinuity design: Methodological issues and implications for application. Educational Evaluation and Policy Analysis, Vol. 37, 296-313.
- [13] Mahmood, M., & Mahmood, M. (2010). Effect of work motivation on job satisfaction in mobile telecommunication service organizations of Pakistan. International Journal of Business Management, Vol. 5(11), 213-222.

- [14] Michael, O.S., & Chipunza, C. (2009). Employee retention and turnover: Using motivational variables as a panacea. *African Journal of Business Management*, Vol. 3(8), 410-415.
- [15] Michaelowa, K. (2003). Determinants of primary education quality: What can we learn from PASEC for francophone sub Saharan Africa. Background paper prepared for the ADEA biennial meeting 2003 (Paris: ADEA).
- [16] Muhammad, N., Naveed, A., Muhammad, A., & Hamad, N. (2014). Impact of employee motivation on employee performance (A case study of Private firms: Multan District, Pakistan). *International letters of Social and Humanistic Sciences*. Vol. 36, 51-58.
- [17] Mullins, L.J. (2005). *Management and organizational behaviour* (7th ed.). Prentice hall: UK.
- [18] Nchorbuno, A.D. (2011). The role of motivation on employee performance in the public sector: A case study of the University for Development Studies-Wa campus. Retrieved on <http://hdl.handle.net/123456789/4281>.
- [19] Seniwoliba, A.J., & Nchorbuno, A.D. (2013). Examining the role of motivation on employee performance in the public sector in Ghana. *Merit Research Journal of Education and Review*, Vol. 1(11), 213-222.
- [20] Shahzadi, I., Javed, A., Pirzada, S.S., Nasreen, S., & Khanam, F. (2014). Impact of employee motivation on employee performance. *European Journal of Business and Management*, Vol. 6(23), 159-166.
- [21] Tyner, C. (2007). Theory of employee motivation: Herzberg's two-factor theory.
- [22] Van Herpen, M., Van Praag, M., & Cools, K. (2003). The effects of performance management and compensation on motivation: An empirical study. Tinbergen Institute Discussion Paper 03, pp. 2-3.

IJIRAS