UNIVERSITY OF CAPE COAST

MOTIVATION, JOB SATISFACTION AND PERFORMANCE OF

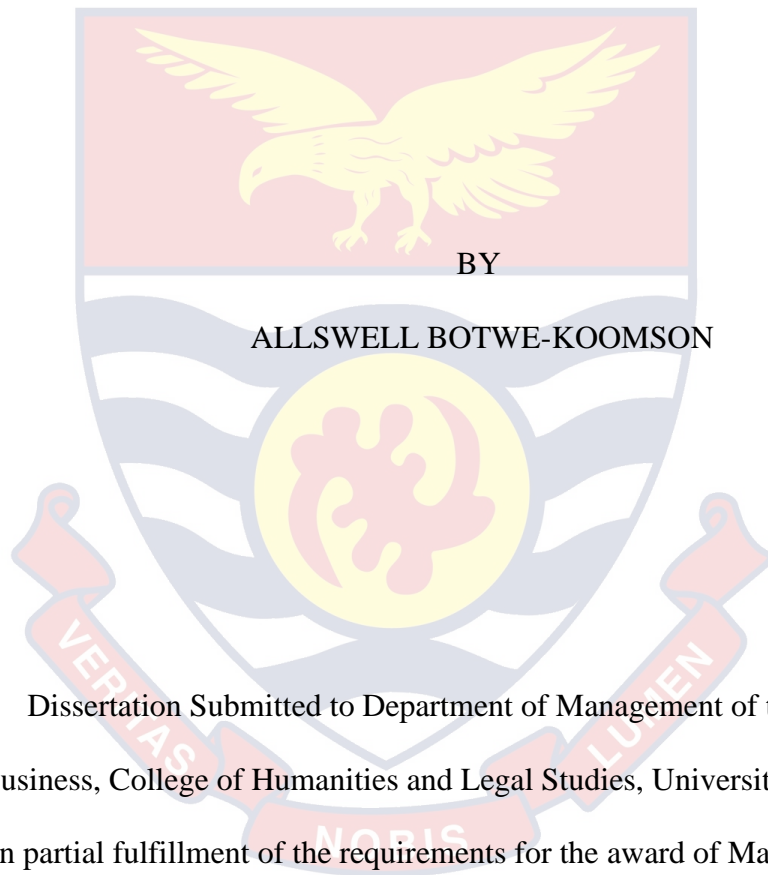JUNIOR STAFF OF UNIVERSITY OF CAPE COAST.

ALLSWELL BOTWE-KOOMSON

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UNIVERSITY OF CAPE COAST

MOTIVATION, JOB SATISFACTION AND PERFORMANCE OF JUNIOR

STAFF OF UNIVERSITY OF CAPE COAST

BY

ALLSWELL BOTWE-KOOMSON

Dissertation Submitted to Department of Management of the School of

Business, College of Humanities and Legal Studies, University of Cape Coast,

in partial fulfillment of the requirements for the award of Master of Business

Administration (General Management)

SEPTEMBER 2019

DECLARATION

Candidate's Declaration

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

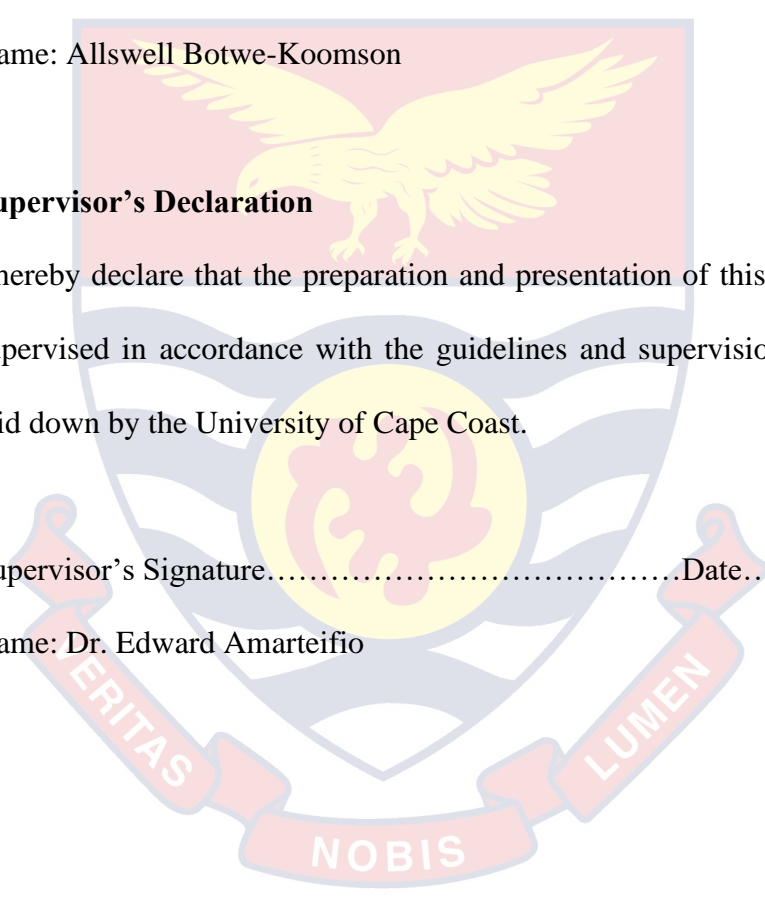Candidate's Signature…………………………………Date…………………..

Name: Allswell Botwe-Koomson

Supervisor's Declaration

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

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

Name: Dr. Edward Amarteifio

ABSTRACT

The goal of most managers is to get their employees to work as productively as possible. However, employees always want something to move or "ginger" them to work towards achieving the goal of managers. That which moves them is what is normally referred as motivation. Job satisfaction is described as the attitude and feelings employees have towards their job. Motivation and job satisfaction of employees therefore, play a crucial role in determining job performance. The research investigated into effect of motivation and job satisfaction on the performance of junior staff of University of Cape Coast. The research employed a mixed methodology, that is questionnaires and interviews were used to gather data and analysis was done using SPSS. Descriptive statistical tools such as graphs, frequency tables and percentages were also used to show the results of the data. The study revealed that the nature of work, promotion and advancement were the main factors that stimulate employee motivation. The result also indicated that recognition at work, authority to make necessary decisions in order to complete assigned task and monetary incentives adequately gave staff satisfaction on the job. It appeared the university management is paying very little attention to these concerns. It is therefore recommended that the university management should consider as a matter of urgency, providing opportunities for employees to advance in their career as well as air their views concerning their work and also improve their working conditions.

KEY WORDS

Motivation

Job Satisfaction

Performance

Maslow's Hierarchy of Needs
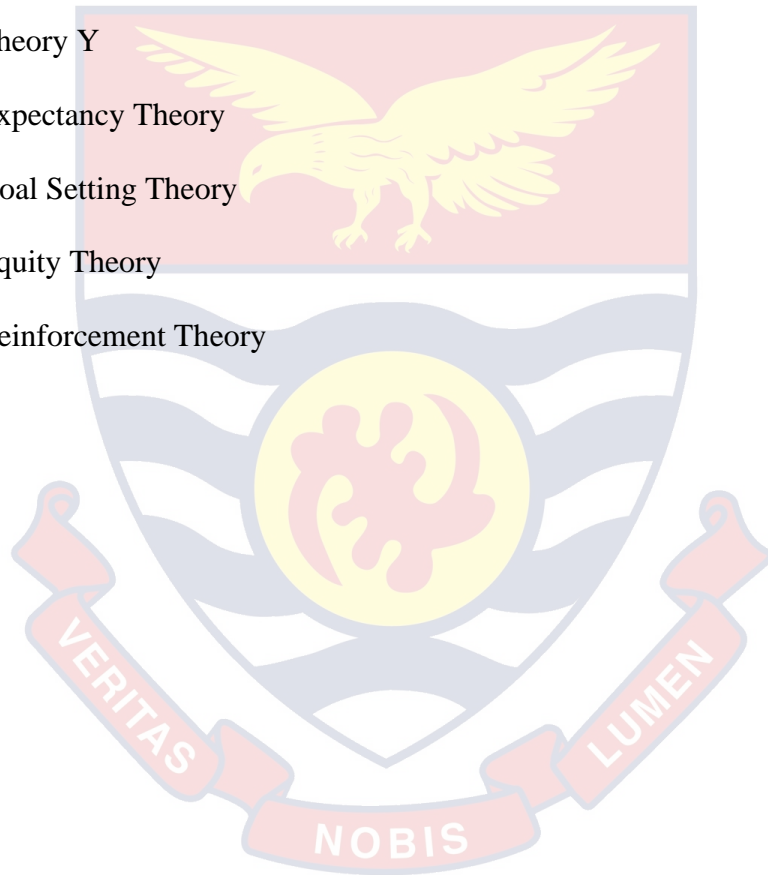
Herzberg's Two Factor Theory

Theory X

Theory Y

Expectancy Theory

Goal Setting Theory

Equity Theory

Reinforcement Theory

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I wish to express my sincere appreciation to my husband, Mr. Paul Ofori-Amanfo, my parent, Mr. and Mrs. Charles Koomson and siblings, Adom, Paa Kwesi and Nyameyie for being my financial pillar.

Special thanks go to Mr. Anthony Eshun of University of Cape Coast Stores & Supplies Section. Thank you for your constant reminders, encouragement and suggestions. I say thank you very much.

To everyone that came my way during the course, may your lives be ever easy with sweet and kind people till eternity. Thoughts of you have been engraved in the archives of my memory and my heart shall never forget you.
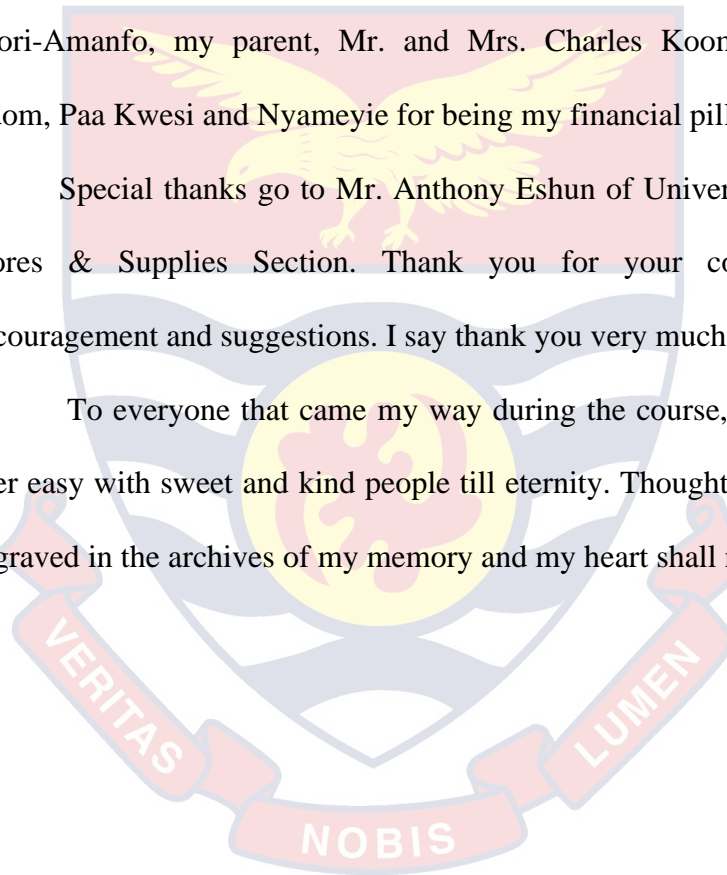
DEDICATION

To my husband, Mr. Paul Ofori-Amanfo and our kids, Kwaku Kyere &

Kwame Nyamekye.

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LIST OF ACRONYMS

ERG   Existence Relatedness and Growth Theory

MBO   Management by Object

SD   Standard Deviation

SPSS   Statistical Package for Social sciences

UCC   University of Cape Coast

CHAPTER ONE

INTRODUCTION

After more than fifty years of providing university education, the University of Cape Coast is plagued with a number of factors that interfere on the effective delivery of this core service. Among them is its human capital. Human capital plays an important role and also serve as a backbone to fulfil the ever changing needs in the delivery of quality education. This chapter deals with the background to the study as well as the statement of the problem. It covers the purpose of the study, research questions, significance of the study, delimitations and limitations of the study. It also contains the organization of the rest of the study.

Background to the Study

Achieving a high level of employee performance is considered the common goal for many organizations. According to Pushpakumari (2012), employee's satisfaction is the gateway to the success of an organization. This is because employees who exhibit a higher level of satisfaction tend to put more effort in their jobs that may then lead to better job performance.

Armstrong (2013) described job satisfaction as the attitude and feeling employees have towards their job. The feelings and attitudes are divided into two categories which are the positive and negative attitudes. Pleasant feelings and positive attitudes tend to show that employees are satisfied while negative and unpleasant feelings exhibit dissatisfaction of employees. Therefore, job satisfaction refers to how employees feel about the job and to which extent the value of the job is consistent to the employees' needs.

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Motowidlo (2003) claimed that job performance is "the total expected value to the organization of discrete behavioural episodes that an individual carries out over a standard period of time". Usually employees who are able to perform better (high performers) will have higher priority in being hired compared to those low performers. This is because organizational successfulness is usually based on the organizational performance which is largely depending on the performance of every single employee in the company (Pushpakumari, 2012). Highly performing employees are needed to attain organizational goals (high level of productivity) and to keep the company in achieving competitive advantages (Sonnentag & Frese, 2010).

In order to achieve high productivity in an organization, the organization firstly needs to discover methods that can be used to improve the employee's performance. According to Pushpakumari (2012), a great effort is necessary for the employees to attain high performance in jobs. When the employees are satisfied with their jobs, they tend to be motivated, are willing to put more effort and commit more in their jobs. This then leads to the attainment of the organization's goals. In simple words, employees' satisfaction plays an important role towards the successfulness of an organization, particularly in achieving higher level of employee's job performance.

Job satisfaction of employees plays a crucial role in determining job performance. Highly performing individuals will be able to assist the organization to achieve its strategic aims thus sustaining the organization's competitive advantage (Dessler, 2010). Previous studies Lu, Zhao and While (2019) had revealed strong linkage between job satisfaction and job

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performance. Further, these studies have also established that satisfied employees show higher performance than others. Consequently, employees' satisfaction leads to delivering better products and services for their customers which contribute to achieving customers' loyalty. Having a loyal base of satisfied customers within such a competitive environment increases revenues, decreases costs and builds market share.

Motivation and job satisfaction are significant factors in employee performance at work. Robbins and Robbins (2008) describe motivation as the willingness to exert high levels of efforts towards organizational goals conditioned by the efforts ability to satisfy some individual needs. In other words motivation is a management function that stimulates individuals to accomplish laid down organizational goals. It is important to note that motivation is the key to performance improvement in institutions of which University of Cape Coast is no exception.

Abnory (2009) noted that the growth and the increasingly complex nature of university administration is attributed to the changing demands in higher education, the growth in students enrolment, increase in the size of university staff and the expanding scope of university budgets and physical facilities. The expansion in staff recruitment brought into the fold different categories of professional and non-professional staff within the university system that perform a wide range of administrative and academic functions.

The Junior Staff are of ranks below administrative assistants ranging from messenger/cleaner to senior clerk. All these categories of staff contribute to the development of the university. The quality of service they provide are of utmost importance.

In view of this, junior staff of the University of Cape Coast should not be taken for granted but should be motivated. Again, the creation of an enabling environment that will motivate and increase the level of job satisfaction for junior staff of the university to perform at their optimum should be the concern of the university management. Cranny, Smith & Stone (1992) argued that after an individual is hired, knowledge of his or her job satisfaction becomes the most paramount pieces of data a manager or organizational psychologist can have.

Bateman and Snell (2005) also explained that satisfied workers are not necessarily more productive than workers who are dissatisfied. Sometimes employees are happy with their jobs because they do not have to work hard. However, job dissatisfaction among employees is more likely to lead to higher turnover, absenteeism, lower corporate citizenship, more grievances and lawsuits, strikes, stealing, sabotage, poorer mental and physical health which are costly to organisations including Universities. Bateman and Snell added that the quality of work life programmes create a workplace that enhances employee well-being and satisfaction. The aim of the programmes is to satisfy the full range of employee needs.

Bateman and Snell (2010) also indicated that even though, critics argued that these programmes will not necessarily inspire employees to work harder if the companies does not add rewards to individual performance, however, it is believed that it improves organizational effectiveness and productivity. Judge, Piccolo, Podsakoff, Shaw & Rich (2010) conducted a study and found out that the amount of salary earned was positively related to job satisfaction. In another study conducted by Smith and Hulin (2007), it was

observed that there is a strong relationship between the mean annual wage of workers and their mean job satisfaction. It can be deduced from the above assertion that money is instrumental in the lives of many individuals.

One implication of the above review is that if workers of the University of Cape Coast are adequately motivated and satisfied, their morale will be boosted and they will be prepared to contribute their full quota towards the achievement of the goals of the University. Yet, it appears that the members of staff are not motivated enough to make them derive the necessary job satisfaction. It is, therefore, necessary to find out the extent to which the staffs are satisfied with their jobs.

Statement of the Problem

Organisations face strong pressures in their competitive environments to be efficient and at the same time produce products of value. By ensuring that their workforce is optimal at all times, most organisations can gain competitive advantage. Satisfied employees form a bond with the organisation and take pride in their organisational membership, they believe in the goals and values of the organisation. Therefore, these employees display high levels of performance and productivity. Dissatisfied employees display characteristics of low productivity, absenteeism, and turnover. These traits are highly costly for the organisation (Hamdan, 2011). The University of Cape Coast junior staff are faced with similar low levels of performance and productivity, as some employees of the university take some of their working time off to perform personal businesses which benefits them. The question, then, is how do Junior Staff of the University feel about their job?

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Even though, government spends huge sums of money to train employees, there is attrition, high turnover rates, absenteeism, tardiness, as well as indifference towards their jobs by some employees. This situation is no different from what pertains in the University of Cape Coast. A lot of the employees (especially, Junior Staff) often absent themselves from work. Some appear to be loafing about; others just do not seem to be working hard while others leave the University for Greener Pastures elsewhere at the least opportunity. For instance, between 2008 and 2013, 45 junior staff aged less than 60 years left the University (UCC HR Annual Report, 2015). This can be attributed to many problems including lack of job satisfaction and motivation among these employees. Factors that motivate junior staffs of the university are mainly equality among co-equals, higher remuneration and good working environment (working conditions), however, these are the least attended to among the staff bringing about low motivation to work and low productivity. What level of satisfaction and motivation do they derive from their job?

It appears many junior staffs are not happy with the job at the University. Other problems often mentioned are lack of clear cut roles for junior staff, resulting in conflict of interest, lack of accommodation for junior staff and difficulty in obtaining study leave for further studies. In addition, lack of effective communication and excessive bureaucracy in the system results in low productivity in the institution. Even though, these problems are likely to adversely affect the level of job satisfaction and motivation among the junior staff of the University, it appears not much has been done in terms of scientific research to actually ascertain the level of job satisfaction among

junior staff especially with regard to the demographic variables such as age, professional status and gender, Field Survey (2019).

An organization will not work without the contribution from the employees as the employees could lead the organization to a better position in the highly competitive market nowadays. Thus, it is reasonable to explain why employees are viewed as one of the important assets to an organization (Daft & Marcic, 2011). Since employees are so vital to an organization, it is important to understand how the satisfaction of the employees can affect their job performance which is directly linked to organization performance. These issues prompted this study.

Objectives of the Study

The main objective of the study is to determine the effect of motivation and job satisfaction on the performance of junior staff of University of Cape Coast. The following are the specific objectives of the study:

1. Examine factors that motivate junior staff in the University of Cape Coast.

2. Examine the factors that account for satisfaction/dissatisfaction among junior staff in the university.

3. Identify the effects of motivation and job satisfaction on junior staff performance in University of Cape Coast.

Hypothesis

The hypotheses of the study are:

1. There is no significant relationship between motivation and job satisfaction on performance of junior staff.

2. Motivation and job satisfaction has no positive effect on junior staff performance.

3. Motivation and job satisfaction has positive effect on junior staff performance.

Research Questions

The following research questions will guide the study:

1. What are the factors that motivate junior staff in the University of Cape Coast.?

2. What factors account for satisfaction/dissatisfaction among junior staff in the university?

3. What is the effect of motivation and job satisfaction on junior staff performance in University of Cape Coast?

Significance of the Study

This study, which portrays the extent of job satisfaction and motivation among the Junior Staff of the University of Cape Coast, will be significant in a number of ways. First, the University of Cape Coast and corporate leadership can derive a lot of benefits and lessons from the findings. This is because it is believed that the information gathered in the study on job satisfaction of the junior staff can be used in designing training programmes for both junior and senior staff.

Secondly, the study is likely to provide information on issues that make members of the junior staff dissatisfied, which policy makers may use as basis for designing and implementing staff welfare programmes. Thirdly, administrators and Union leaders may use the information to determine areas

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for boosting job satisfaction and improving upon the condition of service of their members.

In addition, researchers who would wish to carry out further studies on the topic could use the findings as a guide to carry out their study. Finally, the result of the study will add to the existing knowledge on how to improve job satisfaction of employees in higher educational institutions.

Delimitation

The study was confined to finding out the level of job satisfaction and motivation among the categories of Junior Staff of the University of Cape Coast.

Limitations

The weaknesses associated with the instrument to be used is likely to affect the validity of the findings. The questionnaire which will comprise of open and closed-ended items, to be used in collecting data and the problem of bias which is usually associated with such research instruments cannot be eliminated. Some respondents are likely, not to be objective in answering the questions. They might be influenced by their junior counterparts or probably copy the views of others.

Third, it was observed that a few open-ended questions which required respondents to give their suggestions were not adequately answered. This was however guarded by assuring the respondents that the study is a purely academic one therefore it was imperative to be as honest as possible.

Organisation of the Study

The study comprises five chapters. Chapter One covered the introduction of the study that centers on the background to the study, problem

statement, purpose, research questions, delimitation and limitations of the study. Chapter Two presented the review of related literature, with emphasis on specified theories, highlighting the theoretical frameworks, as well as, related empirical studies. Details of the methods used in collecting the data used in the investigation is presented in Chapter Three. These include the research design employed, population, sample and sampling procedure, instrumentation, data collection procedure and data analysis procedure, as well as the validity and reliability of the instruments. The fourth chapter presented the results of the findings, discussion of the findings, as well as, analysed the results of the study. The final chapter dealt with the summary of the study, summary of findings and conclusions drawn from the findings. On the basis of the findings of the study and conclusions drawn, some recommendations were drawn.

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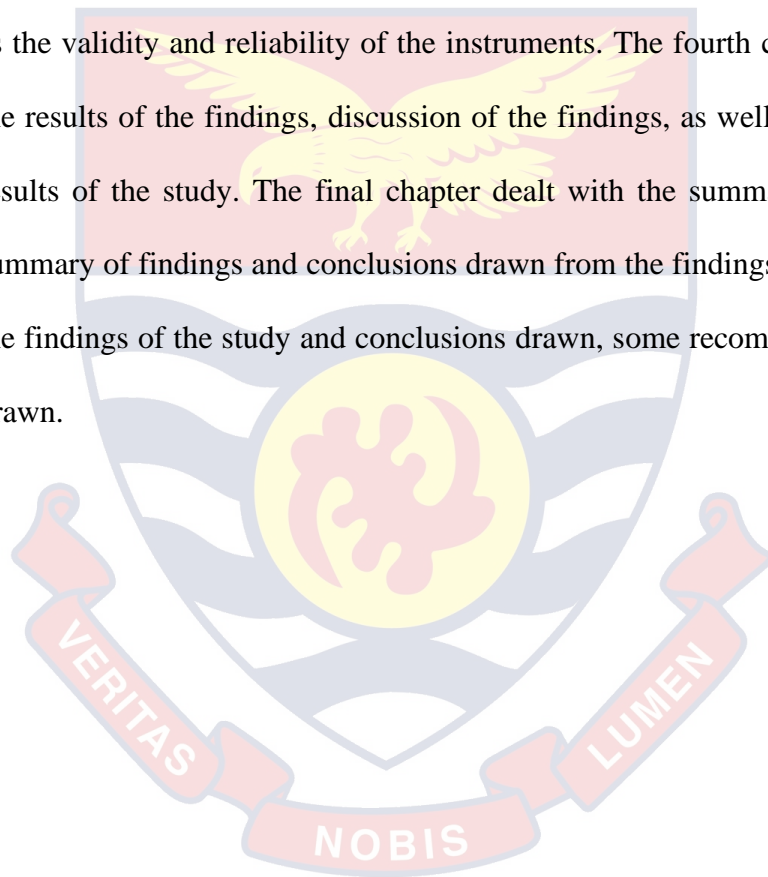
CHAPTER TWO

LITERATURE REVIEW

Introduction

Employees are resources that should be effectively managed if organizations are to make progress. With the absence of good human resources, even the best designed organization that is guided by well-made plans, necessary equipment, etc cannot realize its performance potential. An understanding of the level of motivation and job satisfaction enables policy makers, government or organizations to make useful policies that can address the problems of staff.

Theories of Motivation

There are two main theories of motivation, namely; content theory and process theory. The content theory is a group of theories that emphasize the needs that motivate people, while the process theory is a group of theories that explain how employees select behaviors with which to meet their needs and determine whether their choices were successful.

The Content Theories of Motivation

From a historical perspective, the content theories tend to be the earliest theories of motivation or later modifications of early theories. Within the work environment they have had the greatest impact on management practice and policy, whilst within academic circles they are the least accepted.

Content theories are also called needs theories, because they are generally associated with a view that concentrates on the importance of determining 'what' motivates us. In other words they try to identify what our 'needs' are and relate motivation to the fulfilling of these needs. It comprises the following:

- ➢ Maslows Hierarchy of Needs

- ➢ Herzbergs' Two Factor Theory

- ➢ "Management Assumptions" (Theory X and Theory Y)

- ➢ ERG Theory

- ➢ McClellands Need for Achievement, Affiliation and Power

Maslows Hierarchy of Needs

This is the most widely known theory of motivation and was theorized by American psychologist Abraham Maslow in the 1940s and 1950s. Maslow put forward the idea that there existed a hierarchy of needs consisting of five levels in the hierarchy. These needs progressed from lower level needs through to higher level needs.
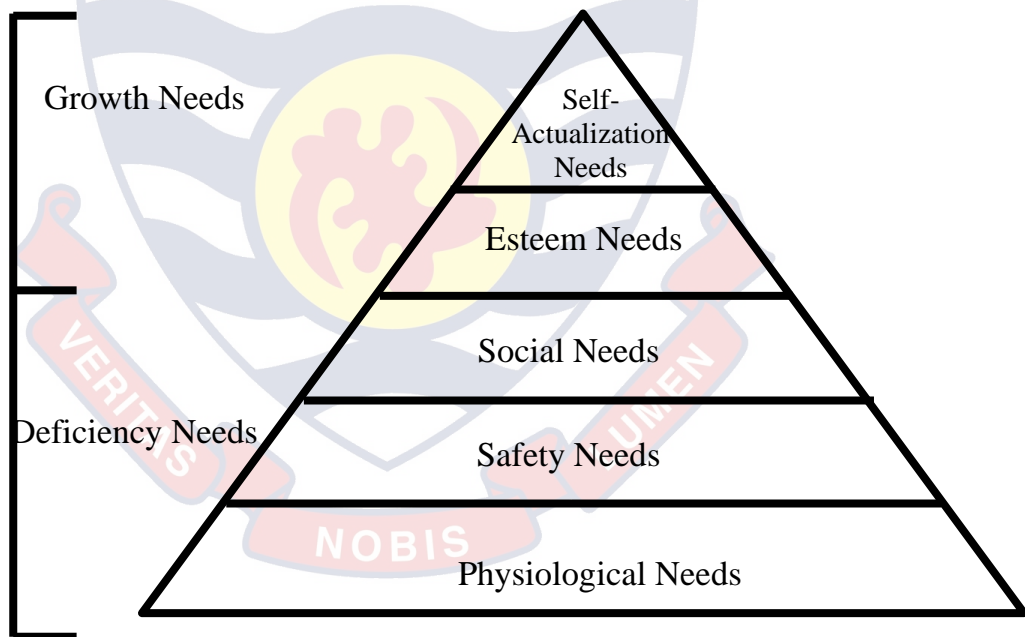
Figure 1: Maslow's Hierarchy of Needs

The basic premise of the theory is that we all have these five levels of needs and that starting at the lowest level we are motivated to satisfy each level in ascending order. As each level is sufficiently satisfied we are then motivated to satisfy the next level in the hierarchy. The five different levels

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were further sub-categorised into two main groups, these being: deficiency and growth needs.

Deficiency needs - Maslow considered these as the very basic needs required for survival and security. These needs include:

- ➢ Physiological needs: These are the most basic human physical needs. Examples are water, food and sex.

- ➢ Safety needs. These include safety and security, freedom from pain or threat of physical attack, protection from danger or deprivation, the need for predictability and orderliness.

- ➢ Social needs: These include affection, sense of belonging, social activities, friendships, and both the giving and receiving of love.

Growth needs - These are needs associated with personal growth and fulfilment of personal potential. These needs include:

- ➢ Esteem needs**:** These are sometimes referred to as ego needs. They include both self-respect and the esteem of others. Self-respect involves the desire for confidence, strength, achievement, independence and freedom. Esteem of others involves reputation or prestige, recognition, attention and appreciation.

- ➢ Self-actualisation needs: This is the development and realization of one's full potential. Maslow sees this as 'What humans can be, they must be' or 'becoming everything that one is capable of becoming'. Self-actualisation needs are not necessarily a creative urge and may take many forms which vary widely from one individual to another.

Once a lower need has been satisfied, it no longer acts as a strong motivator. The needs of the next higher level in the hierarchy demand

satisfaction and become the motivating influence. Only unsatisfied needs motivate a person. Hence Maslow asserts that '*a satisfied need is no longer a motivator*'.

In Maslow's theory we can never run out of motivation because the very top level, self-actualisation, which relates to the achievement of our full potential, can never be fully met. Maslow's theory has been widely embraced and taught within the business world and few people who have attended a company supervision or basic management training course are unlikely not to be familiar with this theory.

McLeod (2007) found little evidence for the ranking of needs that Maslow described or for the existence of a definite hierarchy at all. Hofstede (1984) described the order in which the hierarchy is arranged (with self-actualization as the highest need) as being ethnocentric. Gambrel & Cianci (2003) reinforced these criticisms in their argument that: "Maslow's hierarchy of needs fails to illustrate and expand upon the difference between the social and intellectual needs of those raised in individualistic societies and those raised in collectivist societies. The needs and drives of those in individualistic societies tend to be more self-centered than those in collectivist societies, focusing on improvement of the self, with self-actualization being the apex of self-improvement. In collectivist societies, the needs of acceptance and community will outweigh the needs for freedom and individuality".

In an article by Bennett (2009), he stated that while Maslow's theory has its uses, most modern management experts and psychologists regard it with some suspicion. One obvious criticism is that the hierarchy doesn't take into account acts of selflessness, bravery, charity and heroism.

Herzbergs' Two Factor Theory

Next to Maslow is Herzberg's two-factor theory. This theory has probably received the most attention within the workplace. He developed a theory that differentiated between factors that satisfied employees and factors that dissatisfied employees. In his theory the opposite of 'satisfaction' is not 'dissatisfaction' but rather 'no satisfaction'. Likewise, the opposite of 'dissatisfaction' is 'no dissatisfaction'.

Herzberg related job satisfaction to five factors:

- ➢ Achievement
- ➢ Recognition
- ➢ Work Itself
- ➢ Responsibility
- ➢ Advancement

He termed these factors 'motivators' and related them back to growth needs. These factors are also related to the content of one's job and are necessary to maintain a reasonable level of motivation among employees,

Herzberg related job dissatisfaction to:

- ➢ Company Policy and Administration
- ➢ Supervision
- ➢ Salary
- ➢ Interpersonal Relationships
- ➢ Working Conditions

These he termed 'hygiene factors' and equated them with deficiency needs. His major impact was to argue that providing hygiene factors (more money, better working conditions, etc) wouldn't create more motivation, only

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less dissatisfaction. Only motivators could motivate. Mullins (2010) agrees that the motivation-hygiene theory by Herzberg has extended Maslow's hierarchy of need theory and is more directly applicable to the work situation.

Hackman & Oldham (1976) noted that the theory does not allow for individual differences, such as particular personality traits, which would affect individuals' unique responses to motivating or hygiene factors.

"Management Assumptions" (Theory X and Theory Y)

Douglas McGregor further developed the needs concept of Maslow and specifically applied it to the workplace. McGregor maintained that every manager made assumptions about their employees and adopted a management approach based upon these assumptions. He maintained there were two main categories and that managers adopted one or the other.

The first category, which he termed **Theory X**, he maintained was the dominant management approach and assumed: the average human being has an inherent dislike of work and will avoid it if possible. Because of this most people needed to be coerced, controlled, directed and threatened with punishment to get them to put adequate effort into the achievement of organizational objectives. The average person prefers to be directed, wishes to avoid responsibility, has very little ambition and wants security above all else.

McGregor maintains that the application of this approach, as well as misunderstanding the real needs of employees, creates a self-fulfilling outcome because it forces people to become like this-they have no alternative.

McGregor proposed an alternative set of assumptions which he called **Theory Y**. The assumptions here are virtually the opposite of Theory X. They are: Work is as natural as play or rest. External control and threat of

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punishment are not the only means of bringing about effort towards organisational objectives. People will exercise self-direction and self-control towards the achievement of objectives they are committed to. Commitment to objectives is a function of the rewards associated with their achievement. The average person learns under proper conditions to not only accept responsibility but also seek it. The ability to seek and develop innovative problem solving approaches is widely, not narrowly distributed across the whole population.

In most work organisations the abilities of most employees is only partially utilised. McGregor advocated that the application of Theory Y, would not only meet the needs of the organisation but also those of the employee. He believed that Theory X at best only met Maslows Deficiency needs, whilst Theory Y also met the Growth Needs. You would thus have more motivated employees if you adopted Theory Y.

Alderfer's Modified Need Hierarchy Model

A modified need hierarchy model has been presented by *Alderfer*. This model condenses Maslow's five levels of need into only three levels based on the core needs of existence, relatedness and growth (ERG theory)

➢ Existence needs are concerned with sustaining human existence and survival and cover physiological and safety needs of a material nature.

➢ Relatedness needs are concerned with relationships to the social environment and cover love or belonging, affiliation and meaningful interpersonal relationships of a safety or esteem nature.

➢ Growth needs are concerned with the development of potential and cover self-esteem and self-actualisation.

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Process Theories of Motivation

These theories focus on the cognitive processes underlying an individual's level of motivation. It also attempts to identify the relationship among the dynamic variables that make up motivation and the actions required to influence behavior and action. In addition, it helps to explain how employee's behavior is initiated, redirected and halted.

Types of Process Theories

1. Vroom's Expectancy theory.

2. J. Stacey Adams Equity theory

3. Edwin Locke Goal setting theory

4. B.F Skinner Reinforcement theory

5. Heider and Kelly Attribution theory

Expectancy Theory

The expectancy theory states that an employee will be motivated to exert a high level of effort when he or she believes that effort will lead to a good performance appraisal and followed by organization rewards such as bonus, salary increment or promotion which later satisfy personal goals (Vroom 1969). This simply means that people are influenced by the expected results of their actions. That is, people will be motivated to the extent to which they believe that their efforts will lead to good performance, which will in tend be rewarded. This theory is based on three concepts and is also known as Valence-Instrumentality -Expectancy theory (Huczynski & Buchanana, 2001).

Valence is the attractiveness or desirability of various rewards or outcomes. This considers the goals and needs of the individual, for example,

one may perceive that recognition and rewards offered by bosses are more valuable.

Expectancy refers to the probability that a person's effort will yield a reward. This can be effort-performance linkage or performance- reward linkage. Instrumentality refers to a person's perception that they will actually get a reward.

Equity Theory

This theory was formulated in 1960s by workplace and behavioral psychologist, J. Stacey Adams. The theory states that people need to perceive equal outcome for perceived equal circumstances (Cappelen et al, 2014). The theory assumes that people want to be treated fairly and they tend to compare contributions and rewards to those received by others. The theory also suggests that motivation is influenced by the comparison of one's own outcome-input ratio with the outcome of another person or group of people. Inputs refer to contributions employees make to the organization. Examples include knowledge, experience, intelligence etc. Outcomes are what employees receive from their work. e.g. pay, fringe benefits, status, promotion etc.   .

The principle is that if workers discover that the company does not properly reward them, they will feel dissatisfied and their morale will be lower. The outcome is that they will not work hard anymore or they will choose to leave the current organisation. On the other hand if they are adequately rewarded for what they do, they will maintain the same level of output or performance.

Goal Setting Theory

Develop by Dr. Edwin Locke, the theory is based on the hypothesis that specific goals lead to better performance than vague goals. The specific goal acts as an internal stimulus and hence provides the motivation force for employees. Employees will do better when they get feedback on how they are progressing towards their goals. The feedback acts as a guide to identify discrepancies between what they have done and what they want to do. Therefore the goal setting theory suggests that an employee is committed to the goal and is determined not to abandon it.

One way that the goal setting theory can be applied is through the application of Management by Objectives (MBO) which focuses on the achievement of agreed performance targets. Another way is by the use of learning theories, which state that managers can increase employee motivation by the way they link the outcomes that employees receive to the achievement of desired goals. Hannagan (2002) suggested that at present goal setting is one of the most influential theories of work motivation applicable to all cultures.

Reinforcement Theory

This theory was developed by Skinner (1953). According to him, our behavior can be explained by consequences in the environment, therefore it is not necessary to look for cognitive explanations. Instead the theory relies on a concept called the law of effect. This law states that behaviors having pleasant consequences are less likely to be repeated and vice versa. Cole (1996), argue that under strict reinforcement theory, emotions, needs and expectations do not enter into motivation. However, modification of the theory such as social

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learning theory allows for the effect of individual perception of the reward or punishment obtained by others to serve as a contributor to motivation.

Motivation

The goal of most managers is to get their employees to work as productively as possible. However, employees always want something to move or "ginger" them to work towards achieving the goal of managers. That which moves them is what is normally referred as motivation.

Motivation is derived from the word motive which according to the pocket English dictionary is what impels a person to action. Examples include fear, ambition or love.

According to the Chartered Management Institute, "Motivation is the creation of stimuli, incentives and working environments that enable people to perform to the best of their ability". Motivation can also be said to be the act or process of stimulating an action, providing an incentive or motive, especially for an act. Motivation can also be defined as 'the degree to which an individual wants and chooses to engage in certain specified behaviours' (Mitchell, 1982). The heart of motivation is to give people what they really want most from work, in return managers should expect more in the form of productivity, quality and service. Therefore motivation is a need or desire that energizes and directs behavior.

Mitchell identifies the following four common characteristics which underlie the definition of motivation:

➤ Motivation is typified as an individual phenomenon: Every person is unique and all the major theories of motivation allow for this uniqueness to be demonstrated in one way or another.

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➢ Motivation is described usually as intentional: Motivation is assumed to be under the worker's control and behaviours that are influenced by motivation, such as effort expended, are seen as choices of action.

➢ Motivation is multifaceted: The two factors of greatest importance are what gets people activated (arousal) and the force of an individual to engage in desired behavior (direction or choice of behaviour).

➢ The purpose of motivational theories is to predict behavior: Motivation is neither the behaviour itself nor performance but the internal and external forces which influence a person's choice of action.

Classification of Motivation at Work

Motivation can be classified as follows:

➢ Intrinsic and Extrinsic

➢ Financial and Non-Financial

➢ Positive and Negative

Intrinsic Motivation

Intrinsic motivation occurs when an individual is passionate about a task and performs it for the sheer pleasure of it. The motivator resides within the individual. It could be biological, cognitive, affective or spiritual.

Intrinsic motivation is the self-desire to seek out new things and new challenges, to analyze one's capacity, to observe and to gain knowledge. It is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for reward. According to Lepper & Hodell (1989) intrinsic motivation is what people will do without external inducement such as hunger, a sense of duty, altruism, and a desire to feel appreciated. Deci, Koestner & Ryan (2001) believe

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intrinsically motivated behaviours are seen when there is no other apparent reward except the activity itself.

Intrinsic motivation is also a natural motivational tendency and is a critical element in cognitive, social, and physical development. Employees who are intrinsically motivated are more likely to engage in a task willingly and work to improve their skills, which will increase their capabilities. An example of intrinsic motivation is when an actor in a musical acts passionately without any rewards attached because he/she loves doing it.

Intrinsic motivation has the benefit of being long-lasting and self-sustaining. Efforts to build this kind of motivation are also typically aimed at increasing productivity. Such efforts often focus on the subject rather than rewards or punishments.

However, efforts at fostering intrinsic motivation can be slow to affect behavior and can require special and lengthy preparation. Workers are individuals, so a variety of approaches may be needed to motivate different employees. It is often helpful to know what interests one's workers in order to connect these interests with the subject matter. This requires getting to know one's employees.

Extrinsic Motivation

Extrinsic motivation occurs when an individual performs a task because some force, either external (such as money, rewards, punishment) or internal (such as a value or a belief that impacts your sense of self-worth) to the person drives him/her to perform. It refers to the performance of an activity in order to attain a desired outcome and it is the opposite of intrinsic motivation. Extrinsic motivation comes from influences outside of the

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individual. In extrinsic motivation, the harder question to answer is where do people get the motivation to carry out and continue to push with persistence. Usually extrinsic motivation is used to attain outcomes that a person wouldn't get from intrinsic motivation. Common extrinsic motivations are rewards (for example money or grades) for showing the desired behaviour, and the threat of punishment following misbehaviour. Competition is an extrinsic motivator because it encourages the performer to win and to beat others, not simply to enjoy the intrinsic rewards of the activity.

Forms of Extrinsic Motivation

Extrinsic motivation can be in several forms. These include the following:

➢ Rewards

Rewards and recognition are strategies for externally motivating an individual, and they can work quite well. However, when rewards are used, intrinsic motivation decreases: The person no longer performs the task for its own sake, but to earn the reward. The focus is now different, and the consequence is obvious: when the reward disappears, but the task must still be completed, productivity, efficiency, and effectiveness all decrease, if not disappear. Examples of rewards are Best Employee of the Month, Gold Star, etc.

➢ Seeing Value

Another motivating factor is for you to realize the importance, or the value, of performing a task. Though you are not doing the task because you freely and passionately want to do it, you have internalized its overall importance. This type of motivation is very close to intrinsic motivation.

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However, seeing value is still extrinsic because the sense of importance originates from an outside source.

Our work environment is extrinsically controlled through compensation, performance reviews, and strategic alignment. Helping employees see what is in it for them is a good strategy for managers to employ.

Illustration

A group of actors performed passionately and for free. They loved what they did. All of the actors had day jobs. None of them performed because they needed the money. The Board of Directors, one day, decided that the actors should be paid a small stipend of appreciation. The actors shook their heads, saying it wasn't necessary, but in the end took the $20 per show. After several years, the theater was having financial difficulties and had to withdraw the stipend. When the stipend was pulled, the actors were upset. A couple quit and several complained. Morale dropped and many talked about how they were no longer appreciated.

This type of event happens all the time in the workplace when behavior is controlled by the Employee-of-the-Month Awards, Top-Seller plaques, and Gold Stars. These extrinsic rewards teach the employee to focus on the prize rather than the inherent value of what they do. Managers would rather reap the short term benefits that the quick-hit rewards can provide than develop long term relationships where employees can find purpose and relevance in what they do.

Financial Motivation

They are monetary rewards which are given to employees to motivate them such as wages, salaries, bonuses, profit sharing, etc

Non-financial Motivation

They are rewards that do not necessarily involve the payment of cash. Examples include: Job enlargement, Educational Scholarship, Discount on product, Healthcare benefit, Job enrichment, free accommodation, etc

Positive Motivation

Positive motivation induces people to do work in the best possible manner and to improve their performance. Under this, better facilities and rewards are provided for their better performance. Such rewards and facilities may be either financial or non-financial. In real sense, motivation means positive motivation.

Negative Motivation

Negative motivation aims at controlling the negative efforts of the worker and seeks to create a sense of fear for the worker, which he has to suffer for lack of good performance. It is based on the concept that if a worker fails in achieving the desired results, he/she should be punished.

A Continuum of Needs

Like Maslow, Alderfer suggests that individual's progress through the hierarchy from existence needs to relatedness needs to growth needs as the lower-level needs become satisfied. However, Alderfer suggests these needs are more of a continuum than hierarchical levels. More than one need may be activated at the same time. Individuals may also progress down the hierarchy. This is a frustration–regression process. For example, if an individual is

continually frustrated in attempting to satisfy growth needs, relatedness needs may reassume most importance. The lower-level needs become the main focus of the individual's efforts.

Alderfer proposed a number of basic propositions relating to the three need relationships. Some of these propositions followed Maslow's theory, some were the reverse of the theory. A number of studies were undertaken to test these propositions across different samples of people in different types of organisations. Results from the studies were mixed. For example, the proposition that the less existence needs are satisfied the more they will be desired received constant support from all six samples. However, the proposition that satisfaction of existence needs activates desire for relatedness needs was not supported in any of the six samples.

Satisfaction of Needs

Unlike Maslow's theory, the results of Alderfer's work suggest that lower-level needs do not have to be satisfied before a higher-level need emerges as a motivating influence. The results, however, do support the idea that lower-level needs decrease in strength as they become satisfied. ERG theory states that an individual is motivated to satisfy one or more basic sets of needs. Therefore if a person's needs at a particular level are blocked, attention should be focused on the satisfaction of needs at the other levels. For example, if a subordinate's growth needs are blocked because the job does not allow sufficient opportunity for personal development, the manager should attempt to provide greater opportunities for the subordinate to satisfy existence and relatedness needs.

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Job Satisfaction

Job satisfaction is defined as the enjoyable and emotional state resulting from the evaluation of one's job experiences (Danish & Usman, 2010). The employee feels fulfilment and pride in achieving the business's goals. Job satisfaction occurs when someone feels he/she has proficiency, value, and is worthy of recognition (Garcez, 2006). Therefore, job satisfaction is a worker's sense of achievement and is generally noted to be associated directly to improved efficiency as well as personal welfare (Cranny, Smith & Stone, 1992).

Job satisfaction is also the belief of the employee that he/she is doing a good job, enjoying the process, and being suitably rewarded for the effort. It is a measure of how happy workers are with their jobs and work environment. Keeping morale high among workers is of fabulous benefit to any company, as content workers will be more likely to produce more results, take fewer days off, and remain loyal to the company. There are many factors in improving or maintaining high employee satisfaction, which wise employers would do well to implement (Brown, 1996).

Theories of Job Satisfaction

Job satisfaction theories have a strong overlap with theories explaining motivation. The most common and prominent theories in this area include: Maslow's hierarchy of needs theory, Herzberg's motivator- hygiene theory, the job characteristics model and the dispositional approach. Since Maslow and Herzberg's theories have been explain in detail in the section of motivation, only the Job Characteristic Model and the dispositional approach will be discussed.

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The Job Characteristics Model explains that job satisfaction occurs when the work environment encourages intrinsically motivating characteristics. Five key job characteristics: skills variety, task identity, task significance, autonomy and feedback influence three psychological states: meaningfulness of work, responsibility of outcome and knowledge of results. Subsequently, these three psychological states then lead to a number of potential outcomes including job satisfaction. Therefore from an organization's point of view, it is thought that by improving the five core job dimensions, this will subsequently lead to better work environment and increased job satisfaction.

Dispositional Approach

This approach suggests that job satisfaction is closely related o personality. It postulates that an individual has a strong pre-disposition towards a certain level of satisfaction and these remain fairly constant and stable across time. The evidence of this approach can be divided into indirect and direct studies.

The indirect evidence comes from studies that do not explicitly measure personality. These include insignificant employment changes such as changes in employee occupation. However it criticism is that other unaccounted factors might be contributing to job satisfaction level. This highlights the importance of direct studies assessing the role of personality. Most prominently, there is a research evidence that self-esteem, self-efficacy, emotional stability and locus of control, comprise a broad personality construct which contribute to how an individual see themselves Judge, Locke

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& Durham, (1997). So as self-esteem, efficacy, emotional stability and locus of control increased, so did job satisfaction.

These theories presents an opportunity for systematic study of motivation and job satisfaction as it relates to junior staff of UCC. These theories will influence the research questions, as well as the analysis and discussions of the research findings.

Importance of Job Satisfaction

The importance of job satisfaction in the work place is understood by the inextricable connection to a person's entire life. Since a person's job is an all-important part of his life, it follows that job satisfaction is part of life satisfaction

➤ Job satisfaction is an essential factor that affects employees' initiative and enthusiasm. A lack of job satisfaction can lead to increased absenteeism and unnecessary turnover in the workplace.

➤ Job satisfaction is a major factor in personal satisfaction (Locke & Latham 2004), self-respect, self-esteem, and self-development.

➤ Job satisfaction increases the degree of happiness in the workplace, which leads to a positive work approach. A satisfied worker is creative, flexible, innovative, and loyal (Enotes, 2010).

➤ Job satisfaction leads to high quality performance among employees. Improving the quality of working life will help employees to increase productivity since unhappy employees are not motivated to work hard and give 100% of their efforts.

➤ Job satisfaction is also linked to a healthier workforce and has been found to be a good indicator of longevity for a company (Argyle,

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1989). It is important for the worker to feel satisfied doing his/her job and feel great value for his/her efforts.

➢ Job satisfaction brings a delightful emotion (Brown, 1996), which leads to an optimistic work manner. A satisfied employee is more likely to be creative and show more durability (Engleza, 2007).

Companies and organizations that considered most the job satisfaction of the workforce with regards to the efficiency of work and the number of hours also had higher quality performances among its employees. Research shows that more satisfied workers tend to add more value to an organization. Unhappy employees who are motivated by fear of job loss do not give 100% of their effort for very long (Akerlof, Rose, Yellen, Ball & Hall, 1988).

What Makes Employees Lose Job Satisfaction

Losing job satisfaction will cause an employee stress and depression. A number of factors are responsible for that. Amongst them are:

➢ Routine Jobs: Sometimes a worker feels the job is mostly routine and requires the employee to stay at one place; this makes the worker bored and dissatisfied.

➢ Conflict: Conflicts with other employees or supervisors are also good reasons for losing satisfaction, as well as not being rewarded or paid for what an employee has accomplished.

➢ Fear: The fear a worker feels that he or she may lose the job for any reason, or the position the worker holds does not match his or her educational qualifications will cause an employee to have a feeling of uselessness, which leads to dissatisfaction. (Mayo Clinic, 1998).

Work Approach and Job Satisfaction

There are three work approaches that affect an individual's job satisfaction.

- ➢ The first approach is the Job Approach, where an employee believes his or her work is no more than a job, then the worker (Wright & Kim, 2004) will focus on how he or she is going to be paid, and how much. The financial aspect is more important, and the higher the salary the more satisfied the worker.

- ➢ The second approach is the Career Approach, when the worker's only focus is on progress and accomplishment (Eskildsen & Dahlgaard, 2000) of what the career calls the employee to do. The faster this employee gets to progress, the more motivated and satisfied he or she is.

- ➢ The last approach is the Calling Approach, where the employee's focus is on what his or her work asks the worker to do rather than focusing on payment or progression. It is just satisfaction of how the employee is working and the environment of the work (Zopiatis, Constanti & Theocharous, 2014)**.** "Maintain a work environment conducive to the well-being and growth of all employees and how they measure employee satisfaction" (Eskildsen & Dahlgaard, 2000).

The consolidated view of job satisfaction, for purposes of this study, is that the concept represents people's general attitudes towards, and feelings about their jobs, and that these attitudes and feelings are determined by a wide variety of factors relating to the person, the job, and the organisation. Employees' feelings and attitudes towards their work are influenced significantly by their sources of motivation and demotivation (Spector, 2000).

It is important to note that these factors differ from person to person, and often also for the same person over time and across his life stages. The determinants of job satisfaction also differ in the extent to which they impact on job satisfaction, both between factors and between people.

In addition to personal factors, job satisfaction may be determined by a number of dimensions within the work situation (Roos & Van Eeden, 2008), such as organisational functioning, task or job characteristics, the physical working conditions, career matters (such as advancement potential), social or relationship matters, and aspects relating to remuneration packages and personnel policies.

The point of departure of some authors is that job and life dissatisfaction contribute to the general stress a person experiences (Judge & Watanabe, 1993). In order to obtain a more comprehensive view in this regard, causes of stress outside, as well as within the work situation, should therefore be assessed. Since person-related and job-related variables appear to pre-determine both motivation and job satisfaction (Schultz & Schultz, 1998), the supposition was that a link exists between the two constructs.

Performance

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) also defines performance as behaviour. It is something done by the employee. This concept differentiates performance from outcomes. Outcomes are the result of an individual's performance, but they are also the result of other

influences.

There are several variables that determine performance. These variables could be classified as general determinants of performance. For instance, one's qualification can go a long way to enhance his performance. When one goes through education, development and training to acquire a certain level of qualification, it will enhance his working ability all other things being equal.

Also, experience is a great asset that can improve an employee's performance. The longer the number of years experiences, the higher the level of performance, all other things being equal. Again, quality and style of supervision is a key factor. The use of democratic and autocratic styles of supervision will have varying degree of results given different behaviours of employees; the working environment is another determinant that could pose serious threat to performance. For example, if the working environment is hazardous, it could endanger the lives of employees. The use of protective gadgets and clean working environment could reduce the hazards employees are exposed to at the workplace.

The single most important determinant of performance is compensation package. In the absence of compensation, performance levels would be very low compensation could be financial or non-financial may have different levels of motivation and consequently its influence on performance; factors such as tools and equipment can enhance one's performance. Technology has made it possible to have certain tools and equipment that enhance productive. Other determinants of performance include support from other colleagues, production materials, health condition of employees, job

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security, and retirement and other benefits, age, loyalty or commitment (Aguinis, 2009).

Isaac Mwita (2000) and Aguinis (2009) have provided their version of performance determinants to complement the general determinants. They suggested that individual differences on performance are a function of three main determinants: declarative knowledge, procedural knowledge, and motivation. Declarative knowledge refers to knowledge about facts, principles, and objects among others. It represents the knowledge of a given task's requirements. Procedural Knowledge is having certain skills in knowing what to do and how to do it. That is, the employee requires certain technical skills to be able to accomplish a task. Procedural knowledge also relates to one's intelligence level and physical ability. The third predictor of performance is motivation, the driving force behind every human activity.

Motivation, which refers to "a combined effect from three choice behaviours - choice to expend effort, choice of level of effort to expend, and choice to persist in the expenditure of that level of effort" (Isaac Mwita, 2000). All three determinants of performance must be present for performance to reach high levels. If any of the determinants has a value of zero (0), then performance also has a value of zero (0). Thus, Performance = Declarative knowledge x Procedural knowledge x Motivation.

The Effects of Motivation on Employees' Performance

The motivation theorists such as Maslow (1946), Herzberg (1974), Alderfer (1972) and McClelland (1988) have suggested specific things that managers can do to help their subordinates become self-actualized, because such employees are likely to work at their maximum creative potential when

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their needs are met. They agree that by promoting a healthy workforce, providing financial security, providing opportunities to socialize and recognizing employee accomplishments help to satisfy the employee physiological needs which in turn also increase their performance.

Koch (1990) and Stuart (1992) all stated that recognition of a job well done or full appreciation for work done is often among the top motivators of employee performance and involves feedback. Positive feedback follows the principles advocated in Reinforcement Theory, which states that behaviour is contingent on reinforcement. Examples of positive reinforcement in this context may include workplace visits by top executives to high-performance employees, personal handwritten notes of thanks accompanying pay checks, and telephone calls by top executives to employees at home (Knippen & Green, 1990).

Theories such as equity has some important implications for ways of motivating people by not underpay, overpay and presenting information about outcomes in a thorough and socially sensitive manner. It states that, companies that attempt to save money by reducing employees" salaries may find that employees respond in many ways to even the score; those that overpay some employee as a useful motivational technique to increase performance may later realised that when you overpay one employee, you are underpaying all the others. When the majority of the employees feel underpaid, they will lower their performance, resulting in a net decrease in productivity and widespread dissatisfaction. Hence, the conclusion is that managers should strive to treat all employees equitably.

This suggestion follows from research showing that people's assessments of fairness on the job go beyond merely what their outcomes and inputs are to their knowledge of how these were determined, that is, to their sense of procedural justice (perceptions of the fairness of the procedures used to determine outcomes). Osei (2011), also agrees with the equity theory that, one of the fundamental issues that is sensitive and critical which can make or unmake any organization is wage or salary determination. Justice, fairness and equity in salary determination, to a large extent, put to rest all the traumas any individual or any organization may experience, and that is highly motivational enough to assess the optimal usage of time and energy.

Also, theory such as expectancy has several important implications for ways of motivating employees by clarify people's expectancies that their effort will lead to performance, that is by training employees to do their jobs more efficiently and so achieve higher levels of performance from their efforts and linking valued rewards and performance by specifying exactly what job behaviours will lead to what rewards. It is possible for employees to be paid in ways directly linked to their performance such as through piece-rate incentive systems, sales commission plans or bonuses.

Locke (1968), goal setting theory believes that you can achieve effective performance goals by assigning specific goals; difficult but acceptable performance goals; and providing feedback concerning goal attainment. He further indicated that giving praises, Management by Objectives (MBO), and job-design increases employees" performance. Praise is a motivator (not hygiene) because it meets employees" needs for esteem, self-actualization, growth and achievement. It is most powerful, less

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expensive, and simplest, yet the most underused motivational technique. To motivate people to high-levels of performance, objectives should be difficult but achievable, observable and measurable, specific, with a target date, inclusively set when possible and accepted by employees. Employee who meet their objectives should be rewarded through recognition, praise, pay raises, promotions etc. Many organizations now link pay to meeting goals (Lussier, 2005) and the way the first step in organization design is job design - the process by which managers decide how to divide tasks into specific jobs, for example, McDonaldisation (Jones et al, 2000).

Summary of Main Points

➢ Maslows hierarchy of needs forms the basis of theories that explain motivation. Junior staffs like all other staff have needs that have to be satisfied. Beside the basic needs for food, shelter and clothing, safety from physical harm and social interaction, they also need the recognition and appreciation of colleagues and supervisors. When this is done such employees are likely to work at their maximum creative potential.

➢ Organizations are increasingly using Herzberg's theory to create opportunities for personal growth, enrichment and recognition among their employees. Junior staff should be promoted after completing certain stages in their career and should receive recognition for special achievement. For example, when they produce exceptional results in their line of duty, on a more basic level, they should be given responsibility to determine how to handle tasks that relate to their jobs.

➢ With regards to McGregor's X&Y theories, employees can exercise caution and discipline to have objectives achieved, but the hunger in

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their desire to commit to objectives is dependent on how big the reward assigned to that kind of achievement are. Under normal circumstances, people can adapt to seek responsibilities and not only accept it (Saif et al., 2012, p. 1357). Applying these assumptions to junior staff, one could argue that two of the main causes of dissatisfaction among junior staff are having to deal with strict and inconsiderate supervisors. For example, a supervisor who is coercive and does not appreciate the effort of staff or one who is overly directive and never delegate or allow them make independent decisions. Conversely, a supportive supervisor may be a source of motivation and job satisfaction to junior staff.

➢ Regarding the equity theory, certain aspects of the job itself can shape how an employee perceives it. Tasks that are clarified bring better job satisfaction since a clear role breeds a workforce that is happy, committed and shows much involvement in the work that is done.

➢ Locke's goal setting theory can also be applied to junior staff by assigning specific, difficult but acceptable performance goals and also providing feedback concerning the goal achievement. Also giving praises increases employee performance. Praise meets employees needs for esteem, self-actualization, growth and achievement. It is most powerful, less expensive and simple, yet the most underused motivational technique. Where there is a reason for praising someone, Hitt (2009) reiterated that management should not put it off for any reason. Promptness equals effectiveness. The study shared in the opinion of Hitt. It is appropriate that employees be praises when the achievement is fresh on everyone's mind. The challenge of most managers and supervisors is

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their attitude of allowing time to creep in and snatch away the positive impact that praise can have when delivered promptly.

In conclusion, motivation and job satisfaction is very much needed for employees in an organization to be productive and management has an important role to play. Motivation is not always based on financial rewards but non -financial rewards can also be used to derive the best out of employees. Although individuals have their expectations, it is management's responsibility to develop and align with theories that are suitable to bring motivation and job satisfaction to their employees. However, there is no single reliable theory to be used. A mixture of them can be utilized.

Empirical Review

Eberendu & Kenneth-Okere (2015) investigated the relationship between motivation and retention in Nigeria using correlation and regression statistical techniques. The outcome of this study showed that motivation is a core factor that affects the level of employees' retention. Further, the study established that employees are highly motivated when they are subjected to performance-based compensation, recognition for good work and are allowed the leverage to carry initiatives. Aryeetey (2011) applied a descriptive statistical approach to examine the motivational strategies of Ghana Airport Company and its impact on worker performance. Following the study, she concluded that intrinsic and extrinsic motivators lead to job satisfaction irrespective of the status of workers in the organization. Further the study established that motivation positively affects labor productivity.

Ampofo (2012) conducted a study with the objective of determining the factors that motivate employees and the effect of motivation on employee

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performance among the staff of the Ghana Education Service (GES). He adopted a regression statistical technique in his study on motivation. The results show that poorly motivated workers performs abysmally. Moreover, the study showed that teachers are motivated by job security, good working conditions, authority and independence.

Samuel & Chimpunza (2009) employed a Chi Square statistical technique to examine the linkage between employee retention and turnover using motivation variables as a panacea. The objective of the study was to analyze the key intrinsic and extrinsic motivational variables used by public and private sector organizations in retaining their employees and to determine the extent to which these intrinsic and extrinsic variables affect employee retention. The results of the study showed that the employees are influenced to stay in their organizations when they are motivated. Further, training and development, interesting work, freedom for innovative thinking and job security were identified by the study as significant predictors of employee motivation.

Ali & Ahmed (2001) analyzed the impact of reward and recognition program in employee's motivation and satisfaction using correlation and regression analysis. The study tested the effect of nine variables comprising work content, payment, promotion, working condition, benefits, leader or supervision on employee motivation using correlation statistical technique. The outcome of the study showed that the significant factors that affect motivation are payment, promotion, working condition, and personal.

According to the study conducted by Eisenberger, Rhoades, & Cameron (1999), factors such as good performance, high perceived self-

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determination, and performance-reward expectancy positively impact employees" intrinsic motivation. In other words, if employees expect to be rewarded for performing a task well, their motivation will increase to perform it well.

However, Mayo (as cited in Riley, 2012) states that Fredrick, in his theory ignored the point of meeting employees" social needs in order to get them motivated. However, Tella et al. explains that Taylor also introduced incentive systems to produce better performance, dedication, and contentment in workers.

In support of Mayo and contradiction to the Fredrick Theory, Al-Harthy (2008) proves that motivation caused by appreciation has exceeded salary and benefit packages with a significant 10 % point difference. Similarly Chen, Wu & Chen (2010) state that factors like encouraging work environment which makes the work interesting, the feeling of accomplishment through demanding task, are usually neglected by the manager. However, the researcher of this study observed that financial motivational sources also bring most constructive individual's creative behaviour.

In addition to the above discussion of motivation, Tella et al. (2007) with respect to the Abraham Maslow's theory declares that, motivation is what pushes the employees in accomplishing and satisfying the needs as Hansmann (2010) states that Maslow assumes humans to be continuously motivated by needs. If a particular need is satisfied, the individual steps to another need to get motivated. Furthermore Hansmann (2010) clarifies about Maslow's theory that along with the hierarchically arranged needs, Maslow emphasized on the

need for the consideration and knowledge of the needs which has an impact on interest and motivation.

Now, when the researcher has mentioned as to what is motivation and how it's been effected through different factors or what are the different factors gathered from different theories of motivation effect motivation in employees , researcher moves on to the importance of motivation in employees to perform better and accomplish organizational goals along with personal goals.

According to Adewunmi, Omotuyole and John (2011), Job satisfaction and motivation are major determining factors that assist in channeling the employee efforts towards the attainment of organizational goal. Similarly, Tella et al. (2007) consider motivation as a factor which affects the individual's performance. However, there are other important factors also which should be considered for example individual's ability and competency, funds and working situations. In addition to this, Chen et al. (2010) indicate that creative behaviour at special levels is been effected by the motivation while doing the job.

However, Meija et al. (2004) highlight that manager should have a clear understanding of work motivation because employees with higher motivation produce a superior quality product or service than employees who lack in motivation. So, the researcher concludes that motivation in employees is brought through a combination of both, the extrinsic and the intrinsic rewards. Organizational performance and its goal's achievement depend upon the will and motivation of employees to achieve the personal goals aligned with the achievement of the organizational goals. Without motivation,

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employees will be doing jobs just for the sake of necessity but not for the success of organization which will finally result in dissatisfaction and decreased loyalty at ends, the manager and the employee.

Conceptual Framework

For the phenomenon of motivation and job satisfaction to be studied empirically, there is the need for a conceptual framework that pulls together the concepts of motivation, job satisfaction and organisational performance. The conceptual framework, describes the underlying relationship. Motivation and job satisfaction is influence by factors such as salaries, fringe benefits, responsibility, promotion in the organization, nature of work, recognition of work done, opportunity for advancement, working conditions and relationships with superior and peers. The conceptual framework provides a foundation for focusing specific variables for the study. These variables are based on the literature reviewed on motivation and job satisfaction and its effect on organizational performance. The conceptual framework of the study is:
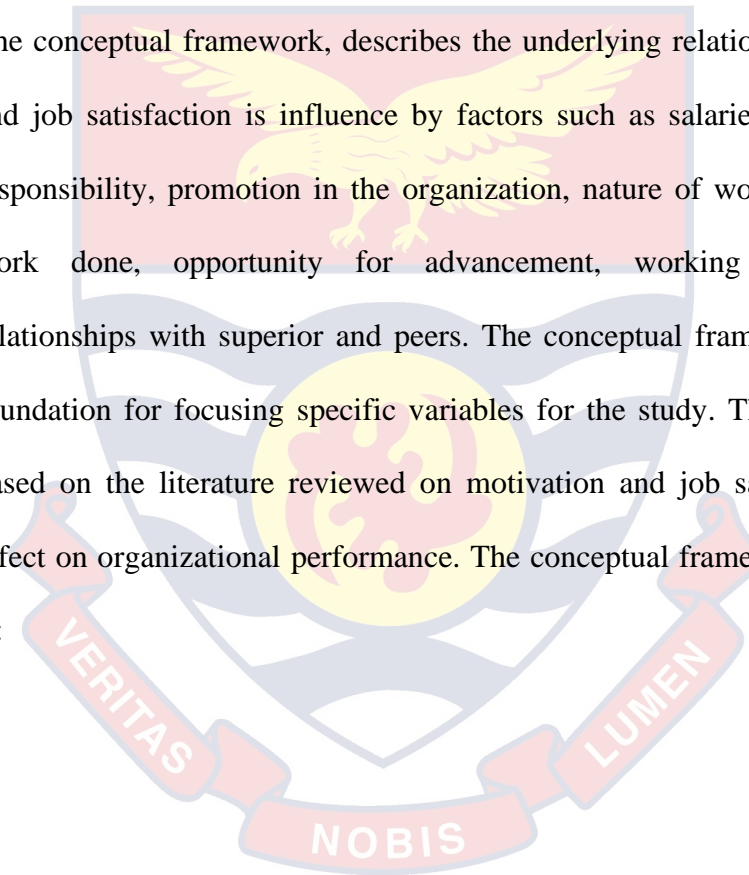
Conceptual Framework Explaining the Relationship between Motivation, Job Satisfaction and Performance

Figure 2: Conceptual Frame Work

Source: Researcher's Construct

CHAPTER THREE

RESEARCH METHODS

Introduction

This research employed both primary and secondary data collection methods. The primary data collection method consisted of interviews and questions. The secondary data collection method, however, consisted of literature review, basically, books, journals, magazines and websites on the subject- motivation, job satisfaction and performance. This research also employed qualitative and quantitative analysis.

The main research instrument was questionnaires comprising of both open and closed ended questions. This was necessary to ensure that all forms of information needed for the research was collected. Some respondents had their questions administered through the interview method. Others were also given the questionnaires to respond.

Research Design

Research design deals with the type of research and the procedure for carrying out data collection and analysis. It thus gives a general plan of how research questions will be answered. This study adopted the case study research strategy. Robson (2002) defines case study as a "strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence". The case this study is examining is the effect of motivation and job satisfaction on the performance of junior staff of university of cape coast. Out of the various research strategies, the researcher found the case study approach to be the most appropriate for achieving its objectives in that this

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approach has a considerable ability to generate answers to the question 'why' as well as 'what?' and 'how?' questions. According to Eisenhardt and Graebner (2007), a case study strategy was relevant to gain a rich understanding of the context of the research and the processes being enacted.

Study Area

The University of Cape Coast (UCC) is a public collegiate research university located in Cape Coast, Ghana. It was established in 1962 out of the dire need for highly qualified and skilled manpower in education. It was established to train graduate teachers for second and post-second cycle institutions such as teacher training colleges and technical institutions, a mandate that the two existing public universities at the time were not equipped to fulfil. The university has since added to its mission the training of doctors and other health care professionals as well as education planners, administrators and agriculturalists. It is also in the lead with its distance and sandwich programmes. The university has a student population of over 80,000 and staff strength of over 3000 comprising of over 800 junior staff.

Population

Population is the entire aggregation of cases that meet a designated set of criteria (Polit & Tatano, 2004). The target population was junior staff of the University of Cape Coast in the Central Region of Ghana. The total population was 894 (UCC-DHR, 2018).

Sample and Sampling Procedure

The quality of a piece of research not only stands or falls by the appropriateness of the methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted (Gorard & Taylor,

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2004). A sample which refers to all possible cases that the researcher was interested in studying was drawn from the entire population. According to Saunders, Lewis and Thornhill (2016), sampling technique enables a researcher to reduce the amount of data he/she needs to collect by considering only data from a subgroup rather than all possible cases or elements. In view of this, the researcher used the simple random sampling method. The method was used because it reduced the potential for human bias in the selection of cases to be included in the sample. It also provided a sample that was highly representative of the population being studied. The simple random sampling method also enabled the researcher to make generalizations from the sample to the populations which were more likely to be considered to have external validity.

Sample Size Determination

The sample for this study was selected from the population, in accordance with a study conducted by Krejeie and Morgan (1970),

$S = X^2NP (1-P)/ d^2 (N-1) + X^2P(1-P)$

where S = required sample size

X^2 = the table value of chi-square for one degree of freedom at the desired confidence level

N = the population size

P = the population proportion (assumed to be .50 since this would provide the maximum sample size)

d = the degree of accuracy expressed as a proportion (.05)

The sample size was selected from the Krejcie & Morgan table in Appendix B.

Based on this guideline, a sample size of two hundred and sixty-five (265) was selected for this study.

Data Collection Instrument

The survey method was used in collecting data from respondents. Surveys are data collection methods in which information is gathered through questioning, and interview. In this study, questionnaires and interviews were the major instrument used. In some cases, however, telephone interviews were also used to elicit information from some of the respondent. Questionnaire is regarded as a series of questions, each one providing a series of alternative answers from which the respondents can choose (Punch 2013). It is one of the common instruments used in social sciences research because it provides an efficient means by which statistically quantifiable information can be collected. The study also made use of questionnaires because many of the respondents were easily reached and this also made data analysis very simple and easy.

The items on the questionnaire were structured which were basically closed ended questions. The questionnaire was in five sections: Section A comprised of personal and demographic information such as gender, age, professional qualification, number of years served and current rank. Section B used a five-point likert-type scale that elicited respondent's opinion on the factors that motivated employees. Section C sought to find out the factors that serve as satisfaction or dissatisfaction among employees such as recognition for work, growth opportunity, management style etc. Section D considered determinants of employee performance and finally Section E dealt with effects of motivation on the employee performance. In preparing the questionnaire, a

cover letter and the main body were laid down. The questions were administered personally to the respondents. The study made use of interviews which were structured to solicit information from some notable personnel. The research also made use of the official document in relation to the subject under study.

In establishing the validity of the instrument, the researcher in consultation with the supervisor and other lecturers at the School of Business of the University of Cape Coast cross checked the items on the questionnaire to ensure its consistency, relevance and clarity in measuring the intended purpose. The reliability of the instrument was also determined with the help of a computer software known as Statistical Package for the Social Sciences, version 16. The reliability Cronbach co-efficient alpha indicated 0.70 which is acceptable.

The survey was pretested in Cape Coast Technical University using a random sample of 10 junior staff. The test sought to determine the adequacy of the research instrument and where necessary amend to suit the research. The pretest showed that the instrument was simple and straightforward to complete, not time consuming and generally accepted by all.

Data Collection Procedure

According to Blaxter (2001), primary data is defined as consisting of materials that one has gathered by himself through systematic observation, information archives, the results of questionnaires and interviews and case study which one has compiled. Data is considered primary if they are gathered according to one's rational and interpreted by one to make a point which is important to one's own argument. Primary data was collected in order to

solicit responses directly from the field. The data collected both primary and secondary constituted the basic information from which conclusions were drawn for making decision. Questionnaires and interviews were the main collection tools that the researcher used to collect data from the sample frame.

Before embarking on the data collection, the researcher made preliminary contacts with respondents to explain the rationale for the research. The respondents were assured that the research was for academic purposes and that their confidentiality, anonymity and privacy were assured. All the questionnaires were personally   delivered by the researcher to the respondents in their various departments and unit. To ensure maximum response rate, the researcher fixed a time for the collection of all completed questionnaires. The data collection process lasted for four weeks.

Data Processing and Analysis

The data collected in the process of the research was entered in statistical Package for Social Sciences (SPSS). All the necessary checks were conducted, and inconsistent data was cleared appropriately. Statistical tests were run. Descriptive statistical tools such as graphs, frequency tables and percentages were used to show the results of the data.

Ethical Considerations

Certain ethical considerations are necessary in the use of human participant for research purpose, therefore they were observed in this study. Ethics in research refers to the code of conduct of behaviour while conducting the research. This should always reflect in the behaviour of the researchers, the participants and the analysts. The purpose of the research was explained to the respondents before conducting the survey by presenting them with covering

letters. The researcher was careful in treating the information given by respondents as strictly confidential and guarding their privacy. The researcher was also careful not to violate the self-esteem and respect of the subjects as well.

Fontana & Frey (2000) identified three (3) areas of ethical concern while administering questionnaires: informed consent, right to privacy and protection from harm. Due to these guidelines participation was voluntary.

CHAPTER FOUR

RESULTS AND DISCUSSION

The purpose of this study was to investigate the effect of motivation and job satisfaction on the performance of Junior Staff of University of Cape Coast. The study as guided by specific objectives of examining the motivational factors of the employees, examining the satisfaction or dissatisfaction factors, performance indicators of the employees and as well as striking the relationship between motivation and job satisfaction and performance of the Junior Staff of the University. Captured in this chapter are the step by step presentation and discussion of the findings that emanated from the analysis of the data collected from the respondents beginning from the response rate, background characteristics of the respondents and followed by the various objectives of the study.

Response Rate

Malhotra & Birks (2007) averred that, questionnaires issued to respondents should be counted to ensure the number of questionnaires given out are all received and as well check for completeness of the various responses quoted on the questionnaire. In this study a total of two hundred and sixty-five (265) self-administered questionnaires were issued to the Junior Staffs of the University of Cape Coast based on the Krejcie & Morgan (1970) sample size determination criterion adopted in the previous chapter. Out of this number, two hundred and twelve (212) questionnaires representing an 80% were successfully completed and received from the respondents (Table 1). According to Mugenda & Mugenda (2003) and Malhotra & Birks (2007), a

50 per cent response rate is adequate for analysis, 60 per cent is good and above 70 per cent rates very well.

Table 1: Questionnaire Response Rate

Questionnaire	Count	Percentage (%)
Returned	212	80
Non- Returned	53	20
Total	265	100.00

Source: Field survey, Botwe-Koomson (2019)

Background Characteristics of Respondents

Respondents for the survey were profiled in according to their gender, age, educational qualifications, number of years worked and the current rank of the respondents. The table below provide the results of the demographic statistics obtained from the study.

Table 2: Background Characteristics of Respondents

Variable	Option	Frequency (N)	Percent (%)
Gender	Male	140	66
	Female	72	34
Age	18 – 30 years	98	46.2
	31 – 40 years	50	23.6
	41 – 50 years	41	19.3
	51 – 60 years	23	10.8
Academic Qualification	SHS Certificate	102	48.1
	Cert 'A'	71	33.5
	Diploma	39	18.4

Table 2: Continued

Working Years	0 – 3 years	111	52.4
	4 – 6 years	66	31.1
	7 – 9 years	28	13.2
	10 and above	7	3.3
Rank	Senior Clerk	50	23.6
	Clerk Grade I	49	23.1
	Clerk Grade II	23	10.8
	Messenger/Cleaner	90	42.5
Total		**212**	**100.0**

Out of the two hundred and twelve (212) valid questionnaires obtained, one hundred and forty (140) were from males whilst seventy two (72) were females representing 66% and 34% respectively. This was done to ensure that the study was not skewed to any particular gender and to include views from both gender so as to present a fair demographic result. It is fair to say that the ratio of men to women in this study is not biased and therefore does not affect the responses in any significant way. This could be justified by the fact that the database obtained from the University indicated that there were more male Junior Staff workers as compared to females. The Table also indi.0cates the ages of the respondents used for the study. The results show that a lot of the respondents (46.2%) were within the ages of 18-30 years followed by those within the range of 31-40 (23.6 %) and 41-50 (19.3%). The lowest number of respondents fell within the range of 51-60 (10.8%) years. This is an indication that majority of the workers are within the youthful age (18 – 30 years).

With respect to the educational qualifications of the respondents who took part in the study, majority of them had secondary education (48.1%), followed by those with Cert 'A' (33.5%) and least are the Diploma holders

(18.4%). Regarding the number of years the staffs are engaged in the University, majority of the respondents worked between 0 – 3 years (52.4%), followed by those within 4 – 6 years (31.1%). Also, staffs who were engaged within 7 – 9 years followed (13.2%) and above 10 years at the time of the conduct of this research stood at a percentage of 3.3.

Findings of the Research Questions

This section presents results and analysis based on the primary questions of set for the study. Both descriptive and inferential statistics were used in analysing the data and presented in tables. As it has been indicated in the methods, the design of this research is descriptive and adopts a quantitative method. The results and analysis are presented chronologically based on the stated objectives of this study

Objective One: Examine Factors that Motivate Junior Staffs in the University of Cape Coast

The first objective of this study primarily was designed to address the question "What are the factors that motivate junior staff in the University of Cape Coast"? The researcher in order to answer this question presented a series of statements to the respondents and asked them to state their level of agreement   or disagreement to those statements. This was also to assess the employees' perception on those factors that drive the workers efforts to dispense their energy on their given area of work in the University. The t -test table below displays the means and standard deviations of the various variables used and these indicate the extent to which the respondents disagreed or agreed with the statements in the questionnaire. The mean results of the

variables indicate how each statement performed from the 212 respondents' points of view.

Table 3: Factors that Motivate Junior Staffs in the University of Cape Coast

Variable	N	Mean	Std. Deviation
Nature of Work	212	4.07	1.075
Promotion in the Organization	212	4.49	.705
Opportunity for Advancement	212	4.18	1.016
Responsibility (Authority to make necessary decisions in order to complete assigned tasks)	212	4.45	.625
Appreciation for Work Done	212	4.34	.741
Salary	212	4.15	.984
Working Conditions	212	2.75	1.298
Relationships with Superior	212	4.18	.986
Relationships with Colleagues	212	4.04	1.009
Valid N (listwise)	212		

Source: Field survey, Botwe-Koomson (2019)

Table 3 captures information relating to the factors that motivate the Junior Staff of the University of Cape Coast. It was discovered that majority of the respondents agreed that nature of work (M=4.07) is a factor that motivate them in the University. Again, majority of the Junior Staff workers indicated that promotion (M=4.49) in the University boosts their morale to work in the organisation. Also, the employees agreed that when there is opportunity for them to advance in their area of work (M=4.18), they surely will be motivated.

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In addition to the factors above, the workers further agreed that when they are given adequate authority to take decisions (M=4.45) concerning their job, they will be motivated. With regard to appreciation for work done, a mean of 4.34 was recorded showing that the workers agreed that it motivates them to work more. The workers agreed that salary (M= 4.15), good relationships with superior (M= 4.18) as well as relationships with colleagues (M=4.04) all are good factors that motivate them in the University in the pursuit of the areas of work. However, "working conditions" recorded a least agreement (disagreement), a mean of 2.75.

It can be said about Table 3 that the response rates for all the variables except "working conditions" were above mean of 4.0. Based on this, we can make inference from the table that, those factors having means above 4.0 motivate Junior Staff members of the University in discharging their duties on the job. However, the low mean recorded on working conditions may allude to the higher number of participants who are cleaners in the study. The nature of their work does not require more of them to stay in the office and hence do not really matter to them.

Objective Two: Examine the Factors that Account for Satisfaction or Dissatisfaction among Junior Staff in the University

This objective sought to examine the factors that account for the satisfaction or dissatisfaction of the Junior Staff workers of the University of Cape Coast. The findings were presented in Table 4.

Table 4: Factors that Account for Satisfaction or Dissatisfaction among
Junior Staff in the University

Variable	N	Mean	Std. Deviation
Recognition at work place	212	4.11	1.054
Authority to make necessary decisions in order to complete assigned tasks	212	4.38	.865
Growth opportunity	212	4.15	1.045
Management style	212	4.36	.678
Regular on the job training	212	4.25	.854
Monetary incentives adequate	212	4.19	.921
Valid N (listwise)	212		

Source: Field Survey, Botwe-Koomson (20190

With regard to recognition at work place at work, majority of the respondents agreed that it causes some level of job satisfaction to them (M=4.11). Again, when the workers were asked by the researchers to indicate whether authority to make necessary decisions in order to complete assigned tasks gives them satisfaction or not, a substantial number of the employees agreed to this statement (M=4.38). Moreover, majority of the respondents expressed their views that they were any time there are opportunities for them to further their career (M=4.15) while on the job. Concerning management style, regular on the job training and monetary incentives adequate, the workers did indicate that, they give them (workers) satisfaction on the job (M=4.360, (M=4.25) and (M=4.19) respectively.

Based on the results in Table 4, it could be concluded that, the presence of those variables in the University would get the Junior Staff workers satisfied with their respective jobs. Andrew & Kent (2007) concluded that factors such as recognition and appreciation play an important role in

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boosting the satisfaction of employees and raising their performance. This finding is also in line with that of Herzberg (1974) who posited in his two-factor theory that, what makes employees satisfied with their jobs are not only the monetary elements but such factors as recognition, opportunity for growth, supportive management or organisation culture.

Objective Three: Assessing the Effects of Motivation and Job Satisfaction on Junior Staff Performance in University of Cape Coast

The third objective of this study sought to assess the effect of motivation and job satisfaction on the performance of the Junior Staffs of the University of Cape Coast. The researcher utilized multiple regression technique to investigate this effect. According to Pallant (2016), multiple regression is a family of techniques that can be used to explore the relationship between one continuous dependent variable and a number of independent variables or predictors. It allows exploration of the interrelationship among a set of variables. Because this study made use two independent variables; motivation and job satisfaction, it was essential for the use of multiple regression. Questionnaire items measuring motivation and job satisfaction were regressed against items of employee performance to generate Tables 5, 6 and 7 that report the findings of the regression analysis.

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.251[a]	.063	.054	4.49598

a. Predictors: (Constant), Job satisfaction, Motivation Factors

Table 5 as shown above provides information relevant to the discussion of the association and variations between the dependent and independent variables. The values of concern in the model summary are the correlation coefficient (R), the coefficient of determination (R-squared). The R in the table represents the relationship (i.e. the strength and direction) between the independent variables and dependent variable. Cohen (1992) suggest that an r from ± 0.10 to ± 0.29 has weak relationship, r = ± 0.30 to ± 0.49 is medium and r = ± 0.50 to ± 1.0 has large or strong relationship. From Table 5, the model shows an R value of 0.251 which shows a positive weak relationship between motivation and job satisfaction and employee performance. Also, The R square value in the table indicates how much of the total variation in the dependent variable, employee performance, can be explained by the independent variables (motivation and job satisfaction) in this study. Thus, R square value of 0.063 indicates that 6.30 per cent of variations in employee performance in the University of Cape Coast is explained by the presence of motivation and job satisfaction. The R^2 is low but has statistically significant predictors from which important conclusion can be drawn. The other 93.7 percent of the variation in employees' performance may be accounted for by variables not considered in this model.

Table 6 determines the statistical significance of the entire model.

Table 6: ANOVA[b]

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	284.830	2	142.415	7.045	.001[a]
	Residual	4224.699	209	20.214		
	Total	4509.528	211			

a. Predictors: (Constant), Job satisfaction, Motivation Factors

b. Dependent Variable: Employee Performance

Source: Field survey format, Botwe-Koomson (2019)

The ANOVA table (Table 6) indicated a significant value of 0.001. The significant value of ρ = 0.001 statistically indicates that there is a significant relationship between motivation and job satisfaction and performance of Junior Staffs of the University of Cape Coast. According to Hair, Ringle & Sarstedt (2011), a model is deemed fit if its significant value is less than 0.05. In this analysis, the ρ-value was well below .05 (ρ = .001). It can therefore be concluded that there is a positive significant relationship between motivation and job satisfaction and performance of junior staff of the University of Cape Coast. Table 7 illustrates the strength and the contribution of each of the independent variables on the dependent variable.

Table 7: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.088	4.840		.845	.399
	Motivation Factors	.314	.105	.202	2.998	.002
	Job satisfaction	.254	.135	.127	1.879	.036

a. Dependent Variable: Employee Performance

Table 7 indicates the individual contribution of motivation and job satisfaction in this study. It reveals that motivation and job satisfaction jointly contribute to determine performance of Junior Staff of the University of Cape Coast. Results from the regression model above indicate that, motivation factors (β=0.202; t=2.998; p=.002) and job satisfaction (β=0.127; t=1.879; p=.036) both have a positive and significant relationship with the dependent variable (employee performance). Statistically, the results above indicate that, a unit change in motivational factors would lead to a 20.2 per cent increase in

Junior Staff performance whereas a unit change in job satisfaction would increase Junior Staff performance by 12.7 per cent.

The results of this study have corroborated with many others scholars who investigated the role of motivation and job satisfaction on employees' performance. Eberendu & Kenneth-Okere (2015) posited that, when employees are given the opportunity to leverage their skills and take initiatives to carry out their duties, they get motivated and offer themselves fully on the job. In line with this assertion, Aryeetey (2011) pointed out the need for employers to put smiles on the face of employees by recognizing the most outstanding workers of a particular season. This, the author found that, there was a positive relationship between job satisfaction and employee performance. The findings of this study suggest that the Junior Staff of the University of Cape Coast should be motivated by way of promotion, creating opportunity for advancement, authority to make necessary decisions in order to complete assigned tasks, adequate appreciation for work done and fostering good relationship between superior and employees. Employees develop confidence to work well when the atmosphere for elf experimentation is stimulated.

According to Herzberg (1974), there is the need for organizations to provide factors that are important to work particularly to enhance the satisfaction of employees on their job rather than providing only hygiene factors that will help avoid employee's dissatisfaction. Furthermore, Samuel & Chimpunza (2009) averred that interesting work, freedom for innovative thinking and job security are identified as significant predictors of employee motivation and eventual increase in performance.

Chapter Summary

The chapter has provided an analysis of the data with respect to the key objectives of the study. The chapter opened discussion on the number of participants who responded to the questionnaire appropriately. 212 forming 80% of the entire 265 participants responded to the questionnaire. Next was a presentation on the demographic make-up of the respondents which came to light that males were many than the females and also majority of the Junior Staffs were cleaners. The chapter then discussed the primary objectives of the study. The findings indicated that flexible nature of work, promotion in the organization, opportunity for advancement, responsibility (authority to make necessary decisions in order to complete assigned tasks), appreciation for work done, salary, relationships with colleagues as well as favourable relationships with superiors were factors identified in the chapter as motivators. Again, the results indicated that recognition at work place, authority to make necessary decisions in order to complete assigned tasks, opportunities for them to further their career, favourable management style, regular on the job training and monetary incentives adequate give them (workers) satisfaction on the job. Moreover, it was found in the discussion that, there is a positive significant nexus between motivation and job satisfaction and employee performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presented an overview of the entire study. It consists of a presentation of the summary and drew conclusions based on the study findings on the topic; "the effects of motivation and job satisfaction on the performance of Junior Staffs of the University of Cape Coast. In addition to that, the chapter presented an overview of the analytical tools employed and the results based on the objectives of the study, recommendations based on the key findings of the study and suggestions for further research.

Summary of the Study

The primary reason for this study was to investigate the effect motivation and job satisfaction on the performance of Junior Staffs of the University of Cape Coast with specific objectives as follows;

1. Examine factors that motivate junior staff in the University of Cape Coast.

2. Examine the factors that account for satisfaction or dissatisfaction among junior staff in the University.

3. Assess the effects of motivation and job satisfaction on Junior Staff performance in the University of Cape Coast.

The study was a descriptive survey design which adopted a quantitative methodology. The population considered for the study was eight hundred and ninety four (894) Junior Staffs of the University of Cape Coast. From this population, a sample size of two hundred and sixty five (265) employees was selected for the study based the Krejeie & Morgan (1970)

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criterion. The researcher issued questionnaires to the 265 target respondents of the study to collect responses from the respondents based on their respective knowledge on how they fill certain factors motivate or ignite their satisfaction level to perform well on the job. Out of the two hundred and sixty five (265) questionnaires that were self-administered to the respondents two hundred and twelve (212) filled and returned representing a response rate of 80%. Based on the claims of prior researchers, a response rate of 80% was very good for the analysis. The data was analysed using descriptive statistics; mean standard deviation (SD), frequencies, percentages and multiple regression.

Key Findings

The following were the key findings of the study in relation to the research objectives. In terms of the first research objective, the study found that flexible nature of work, promotion in the organization, opportunity for advancement, responsibility (authority to make necessary decisions in order to complete assigned tasks), appreciation for work done, salary, working conditions, relationships with colleagues as well as favourable relationships with superiors were the factors that stimulate employee motivation.

The second objective of this study was to assess the factors which make the Junior Staff of the University of Cape Coast satisfied with their jobs. Addressing this objective the researcher applied descriptive means on each of the statements measuring job satisfaction. The results indicated that recognition at work place, authority to make necessary decisions in order to complete assigned tasks, opportunities for them to further their career, favourable management style, regular on the job training and monetary incentives adequate give them (workers) satisfaction on the job.

The final research objective in this study sought to address the question; "what is the effect of motivation and job satisfaction on the performance of Junior Staff workers of the University of Cape Coast?" Here, the motivation and satisfaction variables as per this study were regressed against performance. The R value of 0.251 per the regression analysis indicated a positive effect of motivation and b satisfaction on employee performance. It was also found out that motivation and job satisfaction jointly account for 6.30% of changes in performance of the Junior Staff workers of the University. This was followed by assessing the statistical significance of the regression model. The ρ-value was found to be well below .05 (ρ = .001). On the basis of the analysis it can be concluded that motivation and job satisfaction had significant effect on performance of Junior Staff workers of the University of Cape Coast.

Conclusions

This section presents conclusions drawn from the results of this study. The study has buttressed the fact that employee's perception of any motivation and job satisfaction factors are crucial at enhancing their interest in the organisation. To accomplish organization's goals, motivation in employees is necessary because it would produce superior work behaviour, and therefore, management of the University should identify the motivational and job satisfaction sources of the employees. Drawing inference from the study suggest that, employees are unique resources that every organisation reckons for survival. Therefore, when incentives are used properly, they may prove to make important contributions to the survival and growth of the organization.

Finally, the results of this study have brought out a unique dimension of studies on motivation and job satisfaction with particular application on the University of Cape Coast Junior Staff workers. The conclusion that could be drawn from both the results of the correlation and the regression analysis is the fact that when there are suitable elements of motivation and job satisfaction, they have the significant tendency to improving the performance of the employees.

Recommendations

Based on the findings of this study, it is recommended that;

- Management of the University provides the opportunity for the employees to continuously air their views in the University concerning their ways of work. This will improve employee perception of motivation and stimulate their satisfaction to work zealously.

- Concerning working conditions of the employees that indicated the employees were uncertain about its contribution to their motivation, the University management should investigate what resulted in the low score so that efforts could be made to improve upon it.

- The general contribution of motivation and job satisfaction on employee performance was found to be only 6.3%. This means the remaining 93.7% represented extraneous factors. Hence, the study further recommends that management should investigate others of those factors that cause the employees' (Junior Staff) performance in the University.

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Suggestions for Further Research

Bearing in mind the limitations of this study, we recommend that a broader study be undertaken encompassing many similar Universities to unearth the impact of motivation and job satisfaction on employee performance. It is also recommended that future researchers consider the role that demographic variables play on the relationship between motivation and job satisfaction and employee performance. A comparative study could be conducted to assess this relationship.

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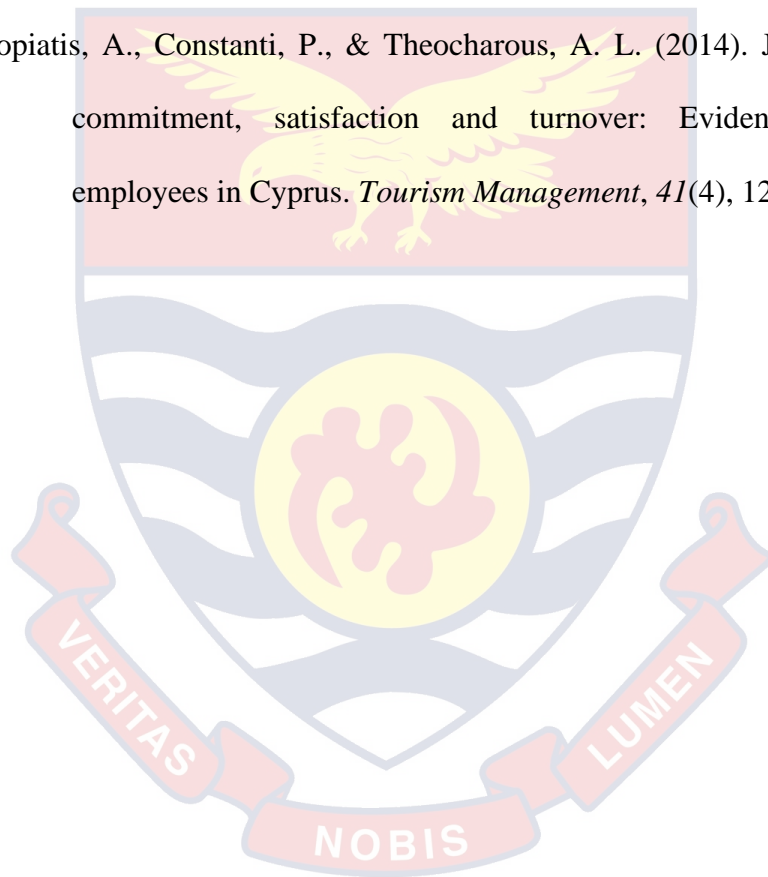
APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

DEPARTMENT OF MANAGEMENT STUDIES

QUESTIONAIRE FOR JUNIOR STAFF OF UNIVERSITY OF CAPE

COAST

Dear respondent,

I am a student of the University of Cape Coast offering MBA General Management. I am conducting a research on Effect of Motivation and Job Satisfaction on the Performance of Junior Staff of University of Cape Coast as part of the award for MBA at UCC. I will be very grateful if you could participate in this survey of mine. All data are strictly for academic purpose and will be treated with utmost care and confidentiality.

SECTION A

Personal Data

Please complete this section by ticking [ ] the applicable box

1.   Gender: Male [ ]   Female[ ]

2.   Age: 18 – 30years [ ] 31 – 40years [ ] 41 - 50years [ ]

        51 – 60years [ ]

3.   Indicate your highest professional qualification

        SHS Cert [ ]   Cert „A‟ [ ]   Diploma   [ ]

        Other (Please specify)…………………………

4.   Number of years served in the university

        0 – 3 years   [ ]   4 – 6 years   [ ] 7 – 9 years   [ ]

        10 years and above [ ]

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5.   Your current rank

Senior Clerk   [ ]   Clerk Grade I   [ ]   Clerk

Grade II   [ ]

Messenger Cleaner [ ]

Other (Please specify)……………………….

SECTION B

Factors that Motivate Employee

Choose from the suggested list below your level of agreement or disagreement

to the following factors and indicate how each motivates you as a junior staff.

Factors that Motivate Employees	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Nature of Work					
Promotion in the Organization					
Opportunity for Advancement					
Responsibility (Authority to make necessary decisions in order to complete assigned tasks)					
Appreciation for Work Done					
Salary					
Working Conditions					
Relationships with Superior					
Relationships with Colleagues					

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SECTION C

Factors that serves as satisfaction or dissatisfaction among Employee

Please indicate how the following factors leads to your job satisfaction or dissatisfaction

Factors Leading to Satisfaction	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Recognition at work place					
Authority to make necessary decisions in order to complete assigned tasks					
Growth opportunity					
Management style					
Regular on the job training					
Monetary incentives adequate					

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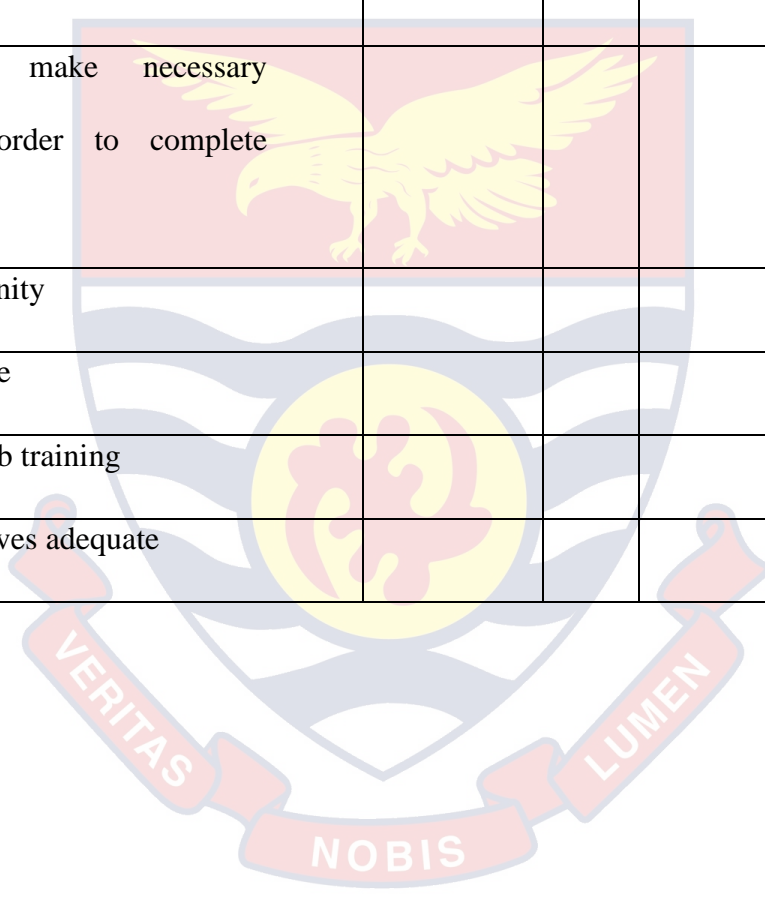
SECTION D

Determinants of Employee Performance

Choose from the suggested list below your level of agreement or disagreement to these determinants of employee performance in the University of Cape Coast.

Determinants of Employee Performance	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Qualification of Employee					
Experience of Employee					
Working Environment					
Compensation Package (i.e. Financial and Non-Financial)					
Job Security					
Support from other colleagues					
Age and Health Condition of employee					
Retirement and Other Benefits					

SECTION E

Effects of motivation on the Employee Performance

Choose from the suggested list below how these motivational factors influence your level of performance in the University of Cape Coast.

Factors	Very High	High	Uncertain	Low	Very Low
Nature of Work					
Promotion in the Organization					
Opportunity for Advancement					
Responsibility (Authority to make necessary decisions in order to complete assigned tasks)					
Appreciation for Work Done					
Salary					
Working Conditions					
Relationships with Superior					
Relationships with Peers					

Thank you for your time

APPENDIX B

KREJCIE AND MORGAN'S SAMPLE SIZE DETERMINATION TABLE

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

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