



**ST. MARY'S UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
MBA PROGRAM**

**THE EFFECT OF MOTIVATION ON EMPLOYEES'  
PERFORMANCE: THE CASE OF UNIVERSAL MEDICAL  
COLLEGE**

**BY  
ABEBUAL TEKLU**

**MAY 2018  
ADDIS ABABA, ETHIOPIA**

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**A THESIS SUBMITTED TO ST.MARY'S UNIVERSITY  
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## **DECLARATION**

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Terefe Feyera (Dr). All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

\_\_\_\_\_

Name

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Signature

**St. Mary's University, Addis Ababa, May, 2018**

## **ENDORSEMENT**

This thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval as a university advisor.

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Advisor

**St. Mary's University College, Addis Ababa**

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Signature

**May, 2018**

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## ABSTRACT

*The purpose of the study is to determine the effect of motivation on employee performance in the context of Universal Medical College. The study has been guided by six research hypothesis. In order to achieve the desired outcome descriptive as well as explanatory research designs have been applied and quantitative research approach is adopted. The populations for the study were employees of UMC since this is the organization under the research. The study population comprised of a total of 101 employees from various functions. Descriptive statistics including frequency tables is used to present the results of the study. Correlations and regression among the variables were calculated using Statistical Package for Social Scientists (SPSS) version 20.*

*Key words:*

*Employee motivation, Employee performance and Universal medical collage*

## LIST OF ACRONYMS

<b>CWB</b>	Counterproductive Work Behavior
<b>CWs</b>	Co-workers support
<b>EM</b>	Employee Motivation
<b>EMQ</b>	Employee Motivation Questionnaire
<b>EP</b>	Employee Performance
<b>EPQ</b>	Employee Performance Questionnaire
<b>FAEPQ</b>	Factors Affecting Employee Performance Questionnaire
<b>HERQA</b>	Higher Education Relevance and Quality Agency
<b>HO</b>	Health Officer
<b>HRM</b>	Human Resource Management
<b>JD</b>	Job-design
<b>OCCACC</b>	Occupational Competency Assessment And Certificate Center
<b>OP&amp;A</b>	Organizational Policy and Administration
<b>R&amp;P</b>	Reward and Promotion
<b>SPSS</b>	Statistical Package For Social Sciences
<b>Ss</b>	Supervisor support
<b>T&amp;D</b>	Training and Development
<b>TEVTB</b>	Technical and Vocational Education and Training Bureau
<b>UMC</b>	Universal Medical College



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# CHAPTER ONE

## INTRODUCTION

This chapter starts by presenting a background discussion of the selected topic of this thesis. At the end of this discussion the research question is formulated and what this research hopes to contribute, scope and the delimitation's of this study are also discussed.

### 1.1- BACKGROUND OF THE STUDY

The quality of human resource management has a critical influence on the performance of the organization. Because the concerns for how to meet the company strategic goal directly and indirectly influenced by the level of employees' performance. Literally, superior employee performance is necessary for the organization since an organization success depends up on employee creativity, innovation and commitment. However job performance is not only the ability of the employee but also the management attention towards employee impulse. In this regard managements must contribute to employee productivity and constancy. The way human resources are managed can shape the organization's performance. Thus; organization should encourage their employees for the best performance and achieving the organizational goals effectively as well as efficiently (Asim, 2013).

Inspiration of employees is concerned with the strength and direction of behavior and the factors that influence to act in certain ways so that high performance is achieved (Armstrong, 2010 pp148). Actually it's a combination of factors that operate within each individual/groups and requires a combination of approaches. In general sense, the best outcome can be achieved through mixture of motive and action (Nabi, Monirul, Tanvirand Abdullah 2017). In other word motivating employee or enforcing and stimulating employee in order to push them to create a committed member of staff that can carry out tasks that assigned on and generally to play an effective part in the team has undertake (Goitom 2011). Indisputably increase enthusiasm on work place can help performance, rise moral and boost productivity. Though, rousing people is not an easy

task. While one employee might be pleased about salary, others may enjoy difficult challenges. The bottom line is a company managements must have to know what employee want and bring into being them to receive it (University of Colorado, 2012).

Every manager tries to place certain techniques which can be employed for improving performance of its employee. The techniques may not be similarly useful in all types of concern. Some techniques might suitable in a job on one concern. Other may be useful in other area and so on. The method may be classified into two categories as financial and nonfinancial. Financial employee drive forces has become the most concern in today's organization, and trying to meet Maslow's basic needs hierarchy,

- ✓ Salaries and wages, the main and very important motivational aspect that affect the employee's performance in the organization.
- ✓ Bonus or we can say that additional benefit is the above salary gives the employee's according to their performance,
- ✓ Profit-sharing, leave with pay, medical reimbursement, insurance, etc.

In addition to that there are number of nonfinancial factors that increase the performance of employee's in a company including: Training and development, delegation of authority, recognition, job security, participation, statues, computation, job enrichment, promotion, etc (Zameer, Shehzad, Waqarand Muhammad. 2014).

In truth, motivation is one important contributor to productivity and performance because employees calculate the amount of effort required and the probabilities that the accomplishment of the task will result in the achievement of rewards and satisfactions (Tyson, 2006: 243). Especially, because of service based sectors are labor intense industry the commitment and devotion of employee is essential. The view that human resources and their management are the source of competitive advantage for the business, therefore it is logical to suggest that, attention needs to be paid to the nature of this resource.

## **1.2- BACKGROUND OF THE ORGANIZATION**

Universal Medical College (UMC) was established in 1995 E.C with an initial investment of 1.6 million. Since then the company committed to contribute its part to fill the gap of health care and business professionals. The institute addressed more than 3000 students in degree, diploma and level program throughout its operational years. The college already evaluated its capacity to graduates which are highly preferred by employers. It is working harder to boost number of graduates and quality education provision in the years to come.

The operation of the College is regularly monitored by Higher Education Relevance and Quality Agency (HERQA) for the correctness of its facility and service quality. In addition to that Technical and Vocational Education and Training Bureau (TEVTB) frequently examine its competence in order to accredit its level programs. Fortunately TEVTB selected the college as occupational competency assessment and certificate center (OCACC). Currently 500 students are joined the department of health officer (HO), nursing and pharmacy. UMC has a very diverse staff and views employee motivation as very serious in order to achieve highest performance. Therefore the study is going to focus in order to agree on what factors motivate the employees and the impact of motivation on the employee performance.

## **1.3- STATEMENT OF THE PROBLEM**

Management is a problem solving process to achieve organizational objectives through efficient use of physical, financial and human resources in a changing environment. In this regard, organizations need to have employees who are competent, committed to the organization and determined to achieve high level of productivity. To retain a satisfied workforce that is committed to its organization and able to enhance their performance, the management need to focus on creating and maintaining a suitable and conducive working condition that encourage its staff to explore their utmost potential and effort.

According to Parmenter (2010 p 204) organizational performance can be explained at what extent the organization achieved success factors which may include; increased



customer satisfaction, increasing the gross margin and increased profitability by effective manipulation of working capital and optimal utilization of assets and resources (people). Laterally, in order to achieve the highest possible organizational excellence, the uppermost employee's performance should be maintained. However, According to Martocchio (2007), based on static performance model, at any point in time, employee performance is determined by a function of same characteristics. Such as: employees' ability and willingness. Since employee's performance is a function of both employee's ability and willingness, it makes sense to have practices aimed at enhancing both. Thus, there are several ways in which employees can acquire needed skills (such as careful selection and training) and multiple incentives in order to activate employees enthusiasm, Different forms of rewards (Armstrong, 2006), p. 56. As the application of this model shows, performance over time changes because some of the causes (enthusiasm and ability) of employees' performance change with time.

In line with the aforementioned frame of reference, a preliminary investigation (reviewing strategic plan, hr policy and work plan of the college) was made about the existing employees' performances of Universal Medical College. To this end, it has been observed that the institute faces low student (customer) satisfaction due to employees' ineffectiveness. Because of that, for the last three years, the profitability of the college decreases at increasing rate compared to other medical colleges. Therefore, it is possible to infer that there is an employee performance gap that has a potential to create unsatisfactory institutional excellence.

The above case makes this study worthy of being conducted and these gaps are wide enough in terms of calling the attention of the researcher to identify the effect of employee motivation on employees performance.

Scholars, such as Wilson (1999, p. 145) argue that motivation is a systematic approach to managing and evaluating employee performance in order to achieve organizational expectations. Therefore, such organizational feat could be linked to the degree of employee motivation. In other words the more management trying to stimulate

employee, the more the organization achieve well. As a result, the researcher has investigated employee motivation on employee level of performance at UMC.

The relationship between employee motivation and job performance has been studied for a long period. However, there is no study conducted the same topic the effet of motivation on employees performance at Universal Medical College. Hence, this study is intended to fill the research gap on the issue by taking UMC as one of a research study area.

#### **1.4- OBJECTIVE OF THE STUDY**

This section deals with the objective of the study at two levels: The general objective which deals with the topic and the specific objectives which are stated in line with the research questions.

##### **1.4.1- GENERAL OBJECTIVE**

The general objective of the study is to study the effect of on employees' performance: The case of Universal Medical College.

##### **1.4.2- SPECIFIC OBJECTIVES**

The specific objectives include:

- ✓ To find out the level of employee work performance.
- ✓ To assess the employee perception towards the college motivational factors
- ✓ To verify the influence of independent variables (organizational policy and administration practice, supervisor support, co-workers support, job-design, training and development and reward and promotion) over the dependent variable.

#### **1.5- DEFINITION OF TERMS**

**Motivation:** - is harmonious process that is capable of inspiring (Strength and direction of behavior) people to perform to the standards which may be expected of them (Wilson, 1999 p145).

**Performance:** - employee performance is a behaviors or actions that are relevant to the goals of the organization (Koopmans L 2014). Work performance defined in this paper in terms of behavior and results, work performance includes only those behaviors that are relevant to the organization's goals.

**Organizational policy and administrative practice:** organizational policy is complex dependency pattern from the collective choices which is inter-dependent, including the decisions to not to take action which is made by the management body. Dunn (2003: 24). However, organizational policy in this study treated as a set of rule, principles and guideline that formulated for adopted by the organization to reach its long term goal.

**Supervisor support:** support is defined as employees' views concerning the degree to which their supervisors value their contributions and care about their well-being (Sadiya and Maimunah 2016). Accordingly supervisor support is seen as the extent of supervisor care and support for employee's motivation and work performance.

**Co workers support:** co-workers support or employee relationship defined as personal and working interactions between the respondent and other people he or she works with. Relationship exists between two or more people. Hence this is about relationship between people (co-workers or peers) at the workplace (Buljubasic, 2008). Accordingly coworkers support mean in this study is the extent of employee's interpersonal relationship and the degree of individual willingness to care and support others.

**Job-design:-** Design of work is specifying the content of job, method and relationship of jobs (Onimole 2015) Work design has produced a number of measures concerned with altering the content of work and its organization, thus reversing the job specialization trend by adding more varied tasks and broader responsibilities. So that in this study job-design treated according to the definition stated above

**Training and development:** - Training refers to the acquisition of the skills, knowledge and competencies required to perform a task, by means of teaching (Kum, Richard, Anis 2014). Development is more expansive and focuses on employee growth and future performance, rather than an immediate job role. In general term training and

development mean in this study providing opportunities for self-development in work can be achieved as much through exercise, as through the way jobs are organized and designed (Collings and Wood, 2009).

**Reward and promotions:** - A recompense or premium offered by employer in return for special or extraordinary services to be performed or for special attainments or achievements. Reward mean in this study presents of Increments, bonuses and other tangible incentives based on individual performance (Tyson 2006 p 211). A job promotion is a result of an employee's positive pursuit of a high ranking or as a reward by employer for good performance.

#### **1.6- SIGNIFICANT OF THE STUDY**

In this study it is expected that the study will be very resourceful to many stakeholders; first it will be beneficial to the management of the UMC to know better about the impact that motivation has on the performance of the employees. Second, it helps the employees of the college in order to establish more harmony and relationship with the management and try to link their performance with the indicated elements of motivation. Furthermore, it will be helpful to other colleges and universities both private and public provided that they take lesson from the findings of the result. Finally, it would also help other researchers as a bench mark for conducting further study and research on the area.

#### **1.7- SCOPE OF THE STUDY**

There is a need to state here as a vital point to what extent the study goes to cover. The organization where the case study will be carried out is Universal Medical College, Addis Ababa campus. Accordingly the study focuses on factors that affecting employee motivation, the study considers only six motivational factors as independent variables (Organizational policy and administration paretic, employee relationship with supervisor (supervisor support), employee relationship with colleague (co-workers support), the work itself (job-design). Because this study considers all employees within the college, the respondents of the study were both academic and administrative staffs of the college. The college is aged with long years of experience. However, the college financial record

shows that a progressive escalation in terms of cash recorded within the past three years. Hence the recent three years, 2015 through 2017, data has been used in undertaking the research. Further, because of the challenge in accessing employees who have left the college, assessments are made using only the current active employees.

### **1.8- ORGANIZATION OF THE RESEARCH REPORT**

The paper consists of five chapters. The first chapter introduces the introductions of the study which includes background of the study, statement of the Problems, research question, definition of term and concept, objectives of the study, significance of the study, scope of the study and organization of the paper. The second chapter is devoted to the review of the related literature. The third chapter focuses on research design and methodology while the fourth chapter analysis of the data collected. The fifth chapter which is the closing chapter focuses on providing conclusions and recommendations based on the findings.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter entails to present a review of relevant theoretical and empirical literature in relation to the research questions. It is divided into three major sections, namely theoretical review, empirical studies, and conceptual studies.

#### 2.1- THEORETICAL REVIEW

In this section, reviews of different theories related to motivation and employees' performance are made. The major issues addressed herein include: Definition of motivation, the basic distinction of motivation (intrinsic and extrinsic motivation), motivation factors and employees' performance, training and development and reward and promotion.

##### 2.1.1- DEFINITION OF MOTIVATION

There have been various definitions of motivation across different disciplines in the academic world ranging from the fields of management, psychology to allied sciences. According to Shields (2007) the term motivation derives from the Latin word mover, meaning 'to move'. It is the wellspring of task behavior or effort, and it refers to the strength of a person's willingness to perform allotted work tasks – to undertake work effort. To motivate means to energize the individual to deliver work effort and task behavior. However, motivation is not a homogeneous or indivisible phenomenon. It can be broken down into various elements: the *direction* of that behavior: why people take certain actions rather than others; e. g. emphasizing product quantity over quality. The *intensity* of that behavior: why the actions taken involve either a lot of effort, or a little. The *duration* of that behavior: why some actions are more sustained and enduring than others (Shields 2007 p 42).

Business dictionary describe motivation as Internal and external features that rouse aspiration and power in individual to be repeatedly concerned and dedicated to a job. This implies that motivational factors that excite employee influence the commitment of individual as well the performance of the organization. Similarly, according to Robbins and Coulter (2012, pp 431) defined as the process by which a person's efforts are energized, directed, and sustained toward attaining a goal. This definition has three key elements: energy, direction, and persistence. The

*energy* element is a measure of strength, drive, and power. However, the quality of the effort must be considered as well as its intensity. High levels of effort don't essentially lead to positive job performance unless the effort is direct in a *direction* that benefits the organization. Effort that's directed toward, and consistent with, directorial goals is the kind of effort we want from employees. Finally, incentive comprises a *persistence* aspect. We want workers to carry on input action to achieve those goals.

Motivation may be defined as an inner force that impels human beings to behave in a variety of ways (Tyson 2006) that ignites, directs and maintains our behavior. This definition has three key components. The first *ignition* is the initial feeling of interest that a person has towards achieving a set goal. The second is *direction*, is the set of action that people will take in order to achieve their goal. Direction is influenced by that an individual most desires to do. The third is *maintenance* of the behavior until the goal is achieved. Maintenance equates to how much an individual is willing to stay in that direction when difficulties arise (Senyucel Z. and Ventus2009).

According to Nabi *et al.* (2017) motivation is a process that starts with a physiological shortage or need that set in motion a behavior or force that is intended an encouragement. The definition consists of these three interacting and interdependent elements, i.e., needs, drives, and incentives. The first need is a psychological attribute that stimulate a person to action in the direction of a goal, giving reason and path to activities. And drive is an excitatory state produced by a homeostatic disturbance; an instinctual need hat has the power of driving the behavior of an individual. The third as Incentive theories proposed that behavior is motivated by the "pull" of external goals, such as rewards, money, or recognition. It's easy to think of many situations in which a particular goal.

According to Armstrong on his book essential human resource management practice, motivation is a passion to work for reasons that go beyond money or status to pursue goals with energy and persistence (Armstrong, 2010). As the definition imply motivation is not concern only for monitory rewards instead giving attention for internal pleasure or intrinsic need. As the definition imply motivation is not concern only for monitory rewards instead giving attention for internal pleasure or intrinsic need.

### 2.1.2. INTRINSIC AND EXTRINSIC MOTIVATION

Most theories of motivation reflect these concerns by viewing motivation as a unitary phenomenon, one that varies from very little motivation to act to a great deal of it. Yet, even brief reflection suggests that motivation is hardly a unitary phenomenon. People have not only different amounts, but also different kinds of motivation. That is, they vary not only in level of motivation (i.e., how much motivation), but also in the orientation of that motivation (i.e., what type of motivation). Orientation of motivation concerns the underlying attitudes and goals that give rise to action—that is, it concerns the why of actions. Therefore, we can distinguish between different types of motivation based on the different reasons or goals that give rise to an action. The most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome (Ryan, Richard and Edward and Deci 2000).

**Intrinsic motivation:** Is defined as the doing of an activity for its inherent satisfactions rather than for some divisible consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external stimulate, pressures, or rewards. (Ryan et. al. 2000). Intrinsic rewards are less tangible, originate from the person of job itself and reflect Herzberg's motivators (Beardwell and Holden 1994). According to Ganta (2014) intrinsic motivation is a key factor in performance and innovation. In addition, intrinsic motivation helps employee stress level down and deciding to stay on a job. Intrinsic motivators are correlated to non-financial rewards and/or psychological rewards of being appreciated and recognized for good work. (Murton Inman and Osullivan 2010 P 94)

**Extrinsic motivation:** is the financial aspect of rewards that tend to the satisfaction of basic needs of life (Itika, 2011). According to Ryan *et. al* (2000) extrinsic motivation is that whenever an activity is done in order to attain some discrete outcome. Extrinsic reward results from the action of other such as supervisory, and is more easily controlled by manager (Beardwell *et.al.*1994). According to Murton *et al.* (2010 Pp 94) extrinsic motivators are those aspects of work which are tangible and can easily be recognized such as salary and wage pay, fringe benefits, pries and promotion as well avoiding punishment or a bad outcome.



Regardless of whether people are intrinsically or extrinsically motivated, they join and are aggravated to work in a business to obtain certain result. A result is anything a person gets from a job. Some results such as autonomy, accountability, sensation of success and the enjoyment of doing interesting result. In general, when strong extrinsic motivators are put to work, intrinsic motivation will decline. For the reason that, individual start aggravate towards external reward instead of working on something for own fulfillment. There should always be harmony, but in essence, individual must be able to inspire from within to truly gain worth or a feeling of self-fulfillment from a task or goal (Ganta, 2014).

### **2.1.3 - EMPLOYEES' MOTIVATION AND PERFORMANCE**

The victory of every institute depends upon the value of the employee, but in order to enhance the efficiency of staffs, many organizations face a number of obstacles. These obstacles consist of attraction and retain, recruitment, self-motivated as well as enthusiastic employees in the organization (Ngima *et al.* 2013). Accordingly, reward management is considered as the best way of attracting the most suitable employees as well as making smooth the progress of them to improve their performance (Njanja, Maina, Kibet& Njagi 2013). In addition to that for surviving the business and becoming a successful pillar in the market; training is a tool that enhancing the ability of the workforce for achieving the organizational objectives and gaining competitive advantages (Sudhakar and Basariya 2017). Since employee performance is a function of both ability and motivation, organization should see the level of investment on training and development, reward and promotion to get the best out of each employee performance.

### **2.1.4- EMPLOYEE PERFORMANCE**

Economic globalization is the increasing economic integration and interdependence of national economies across the world through a rapid increase in cross-border movement of goods, service, technology, and capital. As a result, competition between companies from all over the world increases. Therefore, it is essential for companies to maintain or improve their competitive ability. Individual work performance is one of the key indicators for team and company performance, and consequently, it contributes to the productivity and competitive ability of companies.

The field of management and economics has primarily been occupied with optimizing the individual work performance of employees, with the ultimate goal of optimizing the company's productivity and competitive ability. Contrary to work and organizational psychology, which generally focuses on the individual, the field of management and economics has a larger focus on the entire work system, including factors such as work processes, technological constraints, and organizational structure (Koopmans 2014).

Motivating high levels of employee performance is an important organizational concern and managers keep looking for answers (Robbins 2012). Good working conditions, job security, and pay are important, appreciation should be shown and regular feedback should be given on an employee's performance. A committed and motivated workforce is critical to maximizing an organization's full potential.

According to Rowley and Jackson (2011) employee performance may vary for reasons other than employee laziness or ineptitude. Lack of training, or problems at home need to be considered, as should the perceived link between motivation and reward. In addition to that individual characteristics like age, gender, race, ethnicity, and abilities can influence employee performance (Robbins and Judge 2013)

Highly motivated employees frequently seek to work beyond the bounds of their specific work roles and functions in order to not only improve themselves, but also to achieve the objectives of the organization. Motivated employees can be considered vital to organizational survival in our rapidly changing workplaces and work world - they help organizations survive because they are more productive. At the end we can say that the performance of an organization is dependent on its employees.

Within the field of management and economics, performance measurement mostly focuses on the company level, using key performance indicators such as employee turnover, customer satisfaction, and financial performance (Koopmans 2014).

Work performance is an abstract, latent construct that cannot be pointed to or measured directly. It is made up of multiple components or dimensions. These dimensions, in turn, are made up of indicators that can be measured directly. In order to conceptualize and operationalise individual work performance, we should explicate the construct domain of work performance and identify

its dimensions and indicator. Whereas the dimensions may generalize across jobs, the exact indicators can differ between jobs. However, individual work performance dimensions could be distinguished: task performance, contextual performance, Adaptive performance and counterproductive work behavior (Koopmans, Claire, Vincent, Wilmar, Henrica, Allard 2011).

**Task performance** is the extent of proficiency or competency with which an individual carry out its own central job tasks. Literally task performance is technical proficiency or in-role performance. It comprises for work quantity, quality, and job know-how. For example task performance of clerical workers are functioning accurately, demonstrate concern for time and preparation and task performance of the managers evaluated regarding the extent of he/she shows action towards result (e.g, getting things done, decisiveness), task structuring (e.g., leadership, planning), and probing, synthesis and judgment (problem resolution).

**Contextual performance** can be defined as individual tendency that hold up the organizational, social and psychological atmosphere in which the technical core must purpose. Many names are given for this element, such as non-job-specific task proficiency, extra-role performance, organizational citizenship behavior or interpersonal relations. All concept, however, refer to behaviors that go beyond the formally agreed work goals, such as taking on extra tasks, showing initiative, or coaching newcomers on the job.

For example, contextual performance of clerical workers is using the magnitude of work together and taking on additional work, performance of accountability and inventiveness, concern for other and dealing with community.

**Adaptive performance** is included in the heuristic framework. The adaptive performance can be referring as an employee's ability to adapt to changes in a work system or work roles. First, because of the technological changes happening in today's society, being able to adapt to a changing work environment is progressively more important. Second, theoretically, adaptive performance does not fit neatly under task performance, contextual performance or counterproductive work behavior. Whereas contextual performance comprises behaviors that completely influence the work environment, adaptive performance comprises behaviors in reaction to the changing work environment.

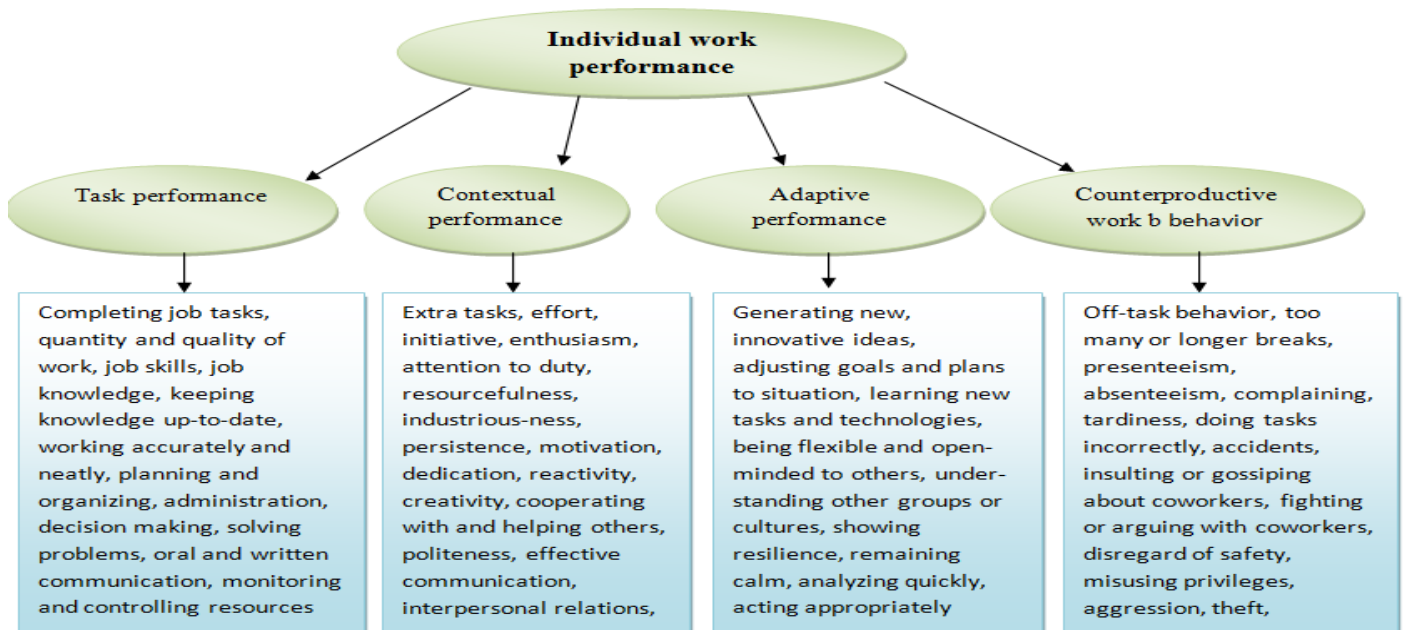
**Counterproductive work behavior (CWB)**, defined as behavior that harms the well-being of the organization. CWB has increased in recent years. It includes behaviors such as absenteeism, being late for work, engaging in off-task behavior, theft, and substance abuse. Counterproductive work behavior is the dimensions of destructive/hazardous behaviors (behaviors leading to a clear risk of productivity losses, damage, or other setbacks) and down-time behaviors (work-avoidance behaviors) to explain behaviors that harm the organization. The following are some of the indicator for measuring Counterproductive work behavior.

**Level of commitment:** Organizational commitment is the degree to which an employee identifies with a particular organization and its goals and wishes to maintain membership in that organization (Robbins *et al.* 2012). According to Hill and Stewart (2007) the absence of organizational commitment also leads to increase levels of both absenteeism and turnover and, in fact, is a better indicator of turnover and job satisfaction than lower performance. Similarly, Lack of organizational commitment would lead to people seeking to develop their careers outside of it. This confirms the close links between organizational commitment and intention to leave.

In response that Armstrong (2006) suggested that human resource management (HRM) should devote to gain the commitment the ‘hearts and minds’ of employees through involvement, communications and other methods of developing a high-commitment, high-trust organization through their commitment, adaptability and high level of skills and performance organization possibly gain competitive advantage and/ or achieve organizational objective.

**Attendance:** It is very crucial for any organization to track the attendance of employees as it affects the productivity of the organization. It may become burden to the organization as well as for the team and the rest of the staff (Scott, 2016). According to Hill *et al.* (2007) argue that because commitment derives from emotional attachment to the organization the links with attendance and job performance will be strong. If individuals perceive that there is little relation between the performance desired and the rewards they receive, the results will be low performance, a decrease in job satisfaction, and an increase in turnover and absenteeism. However, an employee who believes the employer is supportive tends to perform better and feel a much stronger commitment to the organization.

Figure 2.1: Framework of individual work performance



(source, Koopmans, Claire, Vincent, Wilmar, Henrica, Allard 2011)

### 2.1.5- THE EFFECT OF ORGANIZATIONAL POLICY AND ADMINISTRATION ON EMPLOYEES PERFORMANCE.

A written policies and procedures should be at the heart of every organization. While it is not currently required by law that private companies to adhere to written policies and procedures, it is certainly in the best interest of all companies, regardless of their size, to have formal, documented policies and procedures and to periodically verify that they are operating effectively. When an organization has written policies that address potential sources of risk and require employees to know them, one creates awareness of the need for risk management. It is best to ensure that employees comply with company policies intended to minimize risk.

Organizational commitment is a strong passion of employees to identify him/her selves to the values, objectives, and targets of the organization. Organizational commitment is influenced by several factors, both internally and externally. The most important factor which influences the employee's' organizational commitment are organization policy, leadership, job characteristic, and job satisfaction. Organizational policy is an external factor that influences employee's motivation as well as performance. The significance of organizational commitment in building the organizational performance has important implication to the employees, organization and

society in broad term. Strong employee's commitment will identify her/him selves to the objectives and organizational values, and has strong will to become a part of organization and agree to show extra behavior and bigger role (Herry, Abdul Andi, Tjahjanulin and Makmur. 2014)

According to Dunn (2003: 24) policy which is made by company's management is called organizational policy. The definition of organizational policy is complex dependency pattern from the collective choices which is inter-dependent, including the decisions to not to take action which is made by the management body.

According to Mondy, Sharplin & Flippo (1998: 95-96), several principles which may create adequate policy, are as follows: (1) The policy should be based on factual information; (2) Policy from supervised and supervisor should be inter-completing and not contrary to each other; (3) Policy from various sections or departments should be coordinated. (4) Policy should be clear, could be understood, and better in the form of written one; (5) Policy should be flexible and stable; and (6) policy should be able to reach wide area. This means that policy should be formulated carefully by considering implementation and it effects.

Policies are part of the "people systems" that drive the culture and indicate what is noticed, rewarded, criticized, etc. People pay attention and will act accordingly. Generally speaking policies (and therefore culture) are much more powerful then rhetoric. Hence, from discussion Employees get encouragement from their supervisors which lead them in creating new ideas and ultimately organization moves towards progress. Though, it was acknowledged, to get the fruitful results it is mandatory to understand the nature of organizational policy whither it motivate and support employees towards the best output.

#### **2.1.6- THE EFFECT OF SUPERVISOR SUPPORT ON EMPLOYEE PERFORMANCE**

The role of supervisors is different in contemporary and traditional management thought. Under a traditional management thought, supervisors are determines duties and responsibilities by their employers to identify the daily, routine and short-term employee deficiencies, as well as report such deficiencies to the top management for further action

Supervisor support facilitates changes in employees' levels of affective commitment. Supervisor support is defined as employees' views concerning the degree to which their supervisors value their contributions and care about their well-being. As agents of the organization, supervisors are responsible for directing and evaluating employees' job performance (Sadiya and Maimunah 2016). Thus, employees often view their supervisor's feedback as indicative of the organization's orientation toward them. Moreover, because employees are aware that their supervisor's evaluations of their job performance are often communicated to executives, who are seen as the representatives of the organization, the association between affective commitment and supervisor support is further strengthened.

According to Dorothea (2015) Supervisor relations could also have an impact on the individual's performance. Support, not control, and good relations with the leader will encourage the perception and feeling psychologically safe and can enhance the creativity of employees. Supervisor who encourage a supportive work environment, especially the attention to the needs and feelings of employees will provide positive feedback and encouraging the development of skills and able to solve problems in the workplace. Supervisory support will encourage self-determination or employee attitude and employee engagement in their work. The relationship between employees and supervisors as well as good relationships with coworkers will lead good psychological condition and encourage employee engagement to a job.

Supervisor is a representation of the organization. Therefore, a good relationship between the employee and the supervisor can present a good relationship between the company and the employees, so that employees feel attached to the organization and want to be involved in the organization. Compared relationship with a co-worker, relationship between employee and supervisor are more profitable (Raabe & Beehr, 2003)

In an organization, workplace support is closely related to employees, and this type of support includes organizational support, supervisory support, and co-worker support. In particular, supervisory support is the most direct and most important source of workplace support for employees because supervisors can provide tangible tools and intangible social emotional support, which can assist employees in integrating work-related and non-work-related needs,

thereby alleviating the work stress employees experience. When employees feel that their supervisor values their contributions and care about their well-being, this is equivalent to their supervisor affirming their job performance (Jui-Chih H 2017).

### **2.1.7- THE EFFECT OF CO-WORKER SUPPORT ON EMPLOYEE PERFORMANCE**

Co-worker support has received an increasing amount of attention recently due to the positive effects it can have in the workplace. It has been found to help reduce work stress, increase job satisfaction and enhance employee work performance (Gemma Bateman 2009)

According to the investigation of Ghulam A, Muhammad N, Beenish R and Sami U (2017) peer relations and their importance in a way that due to social relation at the workplace, an employee feel comfortable and their feeling of insecurity reduces. In this way, employees' level of understanding increases, they share more information with peers. Hence, workplace related problems minimize, which usually occur due to lack of communication.

Generally, coworkers' relationship contained in an organization is a type of interpersonal relationship based on two concepts: the leader-member relationship and coworkers' interactions. Some of the significant theories relating to interpersonal relationship in an organization include: the Interpersonal Relationship, which considers leader-member relationship not just a relationship between the vertical pair but also a relationship between the horizontal pair between coworkers, other groups, or even the whole organization (She-Cheng and Jennifer 2011).

According to Dorothea (2015) Good working relationship would cause the individuals to feel that the other members of organization give attention to them, support them, and contribute to them. In accordance with the Social Exchange Theory, when people feel that other members in the organization support them, then they will reply by giving the best on co-workers, supervisors, and organization. A good relationship between the employees and co-workers and supervisors will affect the three forms of psychological condition of employees, psychological meaningful, safety, and availability. Thus, finally the sum of all would increases the productivity of individual.



Generally Workplace friendship facilitates increased communication, respect, securities, and trust among employees. These rewarding benefits have meaningful implications for the employees' job-related outcomes or performance.

According to Buljubasic, E. (2008) Relationship with peers is defined as personal and working interactions between the respondent and other people he or she works with. Relationship exists between two or more people. Hence this is about relationship between people (co-workers or peers) at the workplace. This relationship can be viewed through its attributes, namely:

**Cooperation:** Cooperation is an activity in which each person is responsible for solving part of a problem. It stimulates communication and contact with others at work and encourages mutual trust.

**Team spirit:** this is something that evolves over time and helps create team efficiency. It highlights the importance of vocabulary that teams can draw upon to understand and to enhance their work together.

**Support:** Social support is best defined as a social support network; a set of individuals from whom an individual can expect to receive help when necessary. Therefore support occurs when people are helpful. This is linked to the expectation of receiving reciprocal support at a future date or what is called the exchange relationship.

**Trust:** Interpersonal trust is about how far a person is confident in or willing to act upon the actions, words and decisions of others.

**Exchange of information:** Exchange of information can best be explained by an example initiated by newcomers. Here the need for affiliation or relatedness needs play an important role. Newcomers with high, unmet relatedness needs would be motivated to seek out interpersonal interactions in the workplace that might satisfy these needs.

**Atmosphere among peers:** Atmosphere among peers means "how it feels to work in a particular place" (e.g. relaxed and comfortable, tentative, tense or hostile) and can be defined within the context of a team or the socio-emotional environment in which employees work.

In addition to this developing enthusiasm, team spirit, commitment to the team and identity are also aspects of atmosphere among peers.

According to Today Sequeira. 2015. Employee Relations is a much broader concept. It involves maintaining a work environment that satisfies the needs of individual employees and management. Improving employee morale, building company culture, conveying expectations. An effective employee relation involves creating and cultivating a motivated and productive workforce. So that the positive impact of support from co-workers enhanced the level of job performance (Basil Raeda Nawzat 2010)

### **2.1.8- THE EFFECT OF JOB DESIGN ON EMPLOYEE PERFORMANCE**

According to social network theory relationship with colleagues occurs in a network where people are dots and relationships are lines. Solid lines connect people who have a strong relationship and dashed lines connect pairs of people who have a weak relationship. This implies that individuals who do better are somehow better connected

According to Onimole (2015) employee motivation contains many claims that changes in job design can be expected to produce better employee job performance and job satisfaction. Attention has also been drawn to the theory that the re-design of work and jobs as a strategy for organizational change is expected to enhance employee's motivation and performance.

With the increasing recognition of the complexity of human motivation, many modern theorists have argued that specialized and simplified work, leads to monotony, boredom and general dissatisfaction, which as a consequence, manifest themselves in various forms of undesirable work behavior in terms of absenteeism, lateness and frequent job changes finally low productivity. The application of these theories to the design of work has produced a number of measures concerned with altering the content of work and its organization, thus reversing the job specialization trend by adding more varied tasks and broader responsibilities (Onimole 2015). However, in an attempt to reduce boredom and therefore increase satisfaction and it is also assumed that higher productivity will follow.

Employers and company's managers are always looking for opportunity and alternatives, which can increase employee satisfaction because performance of workers is dependent (along with other things) on the level of satisfaction on job in the organization. Designing jobs and roles appropriately is very imperative in elevating the performance of employees, which is addressed through Job characteristic model. Job design is one of the major components for employee performance (Nisbat & Muhammad 2014).

### **2.1.9- THE EFFECT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE**

One major area of the Human Resource Management function of particular relevance to the effective use of human resources is training and development (Shen, 2004). According to Itika (2011) since the performance of the organization depends on the competence of the workforce, training and development are important, not only for the present job but also for the future job and organization. However, few people these days would argue against the importance of training as a major influence on the success of an organization.

There are very few organizations which fulfilled the demand with reference to the requirements of strategic T&D. This leads towards widening the gaps between the required skills and the attained skills of the employees. These circumstances are disturbing the balance and equilibrium of better performance in HRM and development via training and development (T&D). Therefore, to fulfill this gap companies are giving attention on the performance management and T&D. According to Shields (2007) the performance management and staff training and development functions are mutually supportive. Performance review provides an important means of evaluating outcomes from staff training and development initiatives. At the same time, it is the major means of identifying deficits in employee knowledge, skills and abilities that may require remediation.

Now a day's organization strives to achieve a competitive advantage through continuous efforts and planned and cost effective work schedule. In the same way worker should support the organization objective through efficient and effective application of work method and personal behavior and they shall be to be creative, competent, innovative, flexible, and trained in order to successful (Athar and Shah 2015).

Training can be defining as attainment of the knowledge, skills and in order to do the task assigned efficiently (Kum, Richard, Anis 2014). The critical means of elevating work force competency is to make employees satisfy and to make them ready for uncertainty. The satisfied employees is a good instrument and they have energy and enthusiasm in order to achieve the

company goal (Raza 2014). The awareness of management, attached with increased view next to the training opportunity can guide to a self-fulfilling prediction of improved output by the employee performance (Kum *et al.* 2014). According to Sudhakar and Basariya (2017) training and development is the best instrument in order to elevate the work force performance level. Because of organizational performance has a positive relationship with the skill and knowledge of. According to Gautam and Shutte (2016) organization's financial performances depend on several factors, including the skill and fitness towards the job, the workforce and employee commitment and belongingness towards the company is the one. Thus, for a better economical position, organizations must take in to account the appropriateness of the training and development initiatives on a regular and constant foundation. In addition to that study conducted by Amir and Amen (2013) shows that training serve as a tool in order to make individual ready to hold prospect position and its important tool for the company by overcome the deficiencies in any job related issues. Similarly: Training is considered as sort of investment by the firm that not only brings high return on investment but also supports to achieve competitive advantage. According to Stredwick (2005 p 386) training is also important in developing personal competencies, such as time management, planning, delegation and evaluation and to retain a degree of confidence under adversity. (Kum *et al.* 2014) articulated development and the effect of training on employees can mostly encourage growth within the workers and the organization in conjunction with each other.

Training and development helps in acquiring knowledge base and in application of developed knowledge. It improves individual's performance in terms of personal and organizational level hence, it should be considered as one of the essential of human resources management (Raja, Furqan and Muhammad 2011). Therefore, training and development has dual advantage where individual's thought process is stimulated and in turn effective team work possibility enhanced and ultimately results in improvement of leadership qualities as found out by previous researchers and the most important aspect is employees are self-driven to achieve organizational goals (Amir *et al.* 2013). According to Armstrong (2007) the availability of learning opportunities, the selection of individuals for high-prestige training courses and program and the emphasis placed by the organization on the acquisition of new skills as well as the enhancement of existing ones can all act as powerful motivators.

In-conclusion: Athar and Shah (2015) highlighted training program method shows a strong positive relationship with employee performance. Also performance is indicated by motivation to work better and loyalty with the organization being served (Imran and Tanveer 2015). According to Mcilwraith (2006) lack of training could produce severe negative impacts on company's welfare.

#### **2.1.10- THE EFFECT OF REWARDS AND PROMOTION ON EMPLOYEE PERFORMANCE**

Njanja, Maina, Kibet & Njagi (2013) point out Reward management as one of the strategies used by Human Resource Managers for attracting and retaining suitable employees as well as facilitating them to improve their performance through motivation and to comply with employment legislation and regulation. In doing that, Shields (2007) defined reward as anything tangible or intangible that an organization provides to its employees either intentionally or unintentionally in exchange for the employee's potential or actual work contribution. According to Tyson (2006 p 211) reward is a recompense or premium offered by employer in return for special or extraordinary services to be performed or for special attainments or achievements. Similarly, Armstrong (2007) defined reward as processes required to ensure that the contribution of people to the organization is recognized by both financial and non-financial means.

Davis and Shannon (2011) highlighted, Human Resources policies are the formal rules and guidelines that businesses put in place to hire, train, assess, and reward the members of their workforces in order to achieve organizational goals. According to Jensen, McMullen and Stark (2007) managers is the key in terms of making things happen in an organization and is the key differentiator in the effective implementation of a company's set of rewards programs. The system of rewards and promotions comprise of all components in the organization, which include decision making activities involved in allocating benefits and compensation to the employees for their contribution to the organization (Shields 2007).

According to Armstrong (2007 p 4) the purpose of rewards and Promotion is evidence of recognition of employee performance according to the value they create, to align business goals with employee values and needs, to convey the right message about what is important in terms of behaviors and outcome, to attract and retain the high-quality people the organization needs, to motivate people and obtain their engagement and commitment and to develop a high-

performance culture. Correspondingly, Saharuddin and Sulaiman (2016) highlight, that someone who promoted will be considered to have a good performance on the job.

Promotion is one of the most powerful methods of rewarding people. Employee need to know not only how well they have achieved their objectives or carried out their work but also that their achievements are appreciated (Armstrong 2007). Thus Employees perform when they are rewarded and when they exceed the expectation and limits and surpass the target, as a way to motivate them they should be immediately rewarded. The practices of quick reward on performance will generate self- motivation and set higher standards by employees themselves as they will take the tasks positively and put all efforts to achieve targets. The system of rewards in the organization should be properly designed and implemented to reinforce positive behavior which will directly impart positivity on the employee's performance (Njanja *et al.*2013).

For rewards to be effective, the system has to be seen as fair (Njanja *et al.* 2013). According to Shields (2007) Fairness perceptions and how such perceptions are 'managed' are central to the state of the psychological contract. Employee perceptions about the fairness or unfairness of any human resource management practice will have a major influence on how they respond to that practice and how they relate to the organization overall.

A good reward system that focuses on rewarding employees and their teams will serve as a driving force for employees to have higher performance. Hence, end up accomplishing the organizational goals and objectives (Njanja *et al.* 2013). The reward system should be based on an understanding of the objectives of reward management and should be developed to achieve that purpose (Armstrong 2007) because reward systems support business direction, work culture and job design that a clear tie between performance measurements (Jensen *et al.* 2007). It's also important to point out that rewards program that is, base, bonus, and benefits the intangible or indirect forms of rewards, such as a recognition are all important parts of on engaging employees and developing a high-performing organization (Jensen *et al.* 2007).Managers must develop a compensation system that reflects the changing nature of work and the workplace in order to keep people motivated. Organizational compensation can include many different types of rewards and benefits such as base wages and salaries, incentive payments, and other benefits and services(Robbins *et al.* 2012).

**Pay (remuneration):** In considering remuneration, however, it is also necessary to recognize that remuneration itself covers a number of distinct types of financial reward. Specifically, direct remuneration typically comprises three main categories of financial reward: base pay, direct benefits and performance pay. Fixed pay or Base pay is the foundational component of total remuneration, and it can be defined as the part of an employee's direct remuneration that is not performance-contingent. It is commonly viewed as the 'fixed' or 'guaranteed' portion of pay in that it is chiefly time-based rather than performance-based. For each quantum of time worked, the employee receives a predetermined amount of pay (Shields 2007 p 233). It may be varied according to the grade of the job or the level of skill required (Armstrong 2007 p 10). include financial rewards, such as paid holiday leave, employer-funded superannuation, 'fringe benefits', such as employer-funded health care, life insurance, housing finance and the like, as well as provision of a company car, mobile phone and so on (Shields 2007 p 233). Based on individual performance Additional financial rewards may be provided that is related to competence, contribution, skill or experience these are referred to as 'contingent pay'. Contingent payments may be added to base pay (Armstrong 2007) such pay covers incentives paid on the basis of performance delivered by employees either individually or collectively. An incentive is a payment made on the basis of past performance in order to reinforce and enhance future performance. Performance pay is usually an overlay to base pay, and it varies according to the level of measured or assessed performance. In short, performance pay is contingent or 'at risk', rather than fixed or guaranteed (Shields 2007 p 233).

**Acknowledgement (Recognition):** The recognition is a process of giving an employee a certain status within an organization. This is a very crucial factor towards an employee motivation (Danish and Usman 2010). Recognition allows managers to identify outstanding performance at the end of the cycle (Jensen *et al.* 2007). Recognition encourages employees to put their unrestricted effort into their work and to deliver superior. Recognition programs can also reinforce desired behaviors and work cultures that can enhance the employer's brand and promote the organization as an employer of choice (Jensen *et al.* 2007).

Recognition is one of the most powerful methods of rewarding people. Employee need to know not only how well they have achieved their objectives or carried out their work but also that their achievements are appreciated (Armstrong 2007 p 37). Managers and superiors have the ability to

make an influence on motivation of employees through acknowledgement and recognition of employee's efforts and accomplishment (Njanja *et al.* 2013). Employers usually pay attention and concentrate more on monetary incentives as a primary solution for employee retention even though that is a short-sighted assumption and employees consider less intangible aspects for the job as important and motivating (Jensen *et al.* 2007).

To make it clear: There are no universally accepted compensation programs. There is no one best approach to reward employees that is right for all organizations and for all employees. Compensation must be aligned with organizational culture (Jensen *et al.* 2007).

In conclusion, according to Saharuddin *et al.* (2016) promotion and compensation awarded is also a magnet for capable and qualified employees in the organization, encouraging employees to stay motivated, qualified to remain faithful, ensure fairness, control costs, follow the rule of law, improving the efficiency and effectiveness as well as maintaining and improve employee productivity.

Jensen *et al.* (2007) highlighted, regularly recognizing and rewarding employees can have a significant impact on employee motivation. Unfortunately, when the rewards are poorly expressed and misunderstood, that can be equally de-motivating employee and lead to downsize performance. In this regard rewards can be divided into two broad categories: 'intrinsic' and extrinsic'.

**Intrinsic rewards** arise from the content of the job itself, including the interest and challenge that it provides the task variety and autonomy (Shields 2007), the degree of feedback, and the meaning and significance attributed to it. It follows that one of the most important determinants of the level of intrinsic rewards in any organization is the way in which its jobs are designed. Extrinsic rewards arise from the factors associated with, but physically external to, the job that the employee does; that is, from the job context. Some theorists argue that intrinsic factors are the most powerful motivators of work effort.

**Extrinsic rewards** provided by employers in the form of pay will help to attract and retain employees and, for limited periods, may increase effort and minimize dissatisfaction (Armstrong 2007 p 131). Extrinsic rewards are of three main types: Social rewards are those rewards and 'indirect' (or non-cash) benefits associated with the organizational climate, performance support,



quality of supervision, workgroup affinity, and opportunities for enhanced work–life balance, such as flexible work time arrangements, staff sabbaticals, fitness and wellness programs, and the like financial rewards, developmental rewards and social rewards. Developmental rewards cover those rewards associated with personal learning, development. Financial rewards covers base pay, performance-related pay and direct benefits (Shields 2007 p 31).

## **2.2- EMPIRICAL REVIEW**

In this section, reviews of some empirical findings obtained about the relationship between employees' motivation and employee performance will address. For instance, Njanja, *et al.* (2013) conducted research on Effect of Reward on Employee Performance: correlation research design was used analyzing the relationship between reward and employee performance, a census study was used, as data instrument questionnaires administered for 84 management staffs. The major finding indicates that cash bonuses had no significant effect on employee performance. Those who had received and those who had not received perceived it to affect their performance the same; hence it did not have a significant effect on performance. The study recommends that the organizations should get to know their employees well so that they can employ the right motivational strategy.

Daniel (2017) undertook a study on “The Effects of Rewards and Recognition on Employee Performance in Public Educational Institutions: the case study of Kenyatta University”. A descriptive research design was used to collect data. By using stratified sampling technique the study select 272 employees and the data was collected, coded and analyzed. Descriptive statistical methods were then used to analyze the coded data. The results of this study indicate that employees in Kenyatta University are less motivated by financial and recognition rewards and the variables contribute to a small extent in improving their job performance. This means that if more focus is placed in reward and recognition by Kenyatta University management, there could be a resultant positive impact on university staff and hence result in higher levels of job performance. The study recommend as long as the salary and benefits as inadequate for employee needs levels of performance also decrease.

Danish and Usman (2010) did a study on “Impact of Reward and Recognition on Job Satisfaction and Motivation: An Empirical Study from Pakistan”. Descriptive statistics in the

form of arithmetic means and standard deviations for the respondents were computed for the multiple dimensions that have been assessed through the questionnaire. Analysis has shown a close relationship between several dimensions of work motivation and satisfaction but recognition along with work itself and operating procedures have shown low mean values and insignificant relationship. On the other side the periodically salary increments, allowances, bonuses, fringe benefits and other compensations on regular and specific periods keeps their morale high and makes them more motivated.

Abeba M, Mesele D, Lemessa B. (2015) carry out a research on The Impact of Training and Development on Employee Performance and Effectiveness: a case study of district five administration office, bole sub-city, Addis Ababa, Ethiopia. The researchers were administered total of 100 questionnaires to the various groups of employees of the organizations. As a result Pearson correlation and linear regression for the predictor variable training development activities against the critical variable employee performance and organizational effectiveness has a positive correlation coefficient ( $r > 0.36$ ) with statistical significant  $P < 0.001$ . Finally, the result of this study reveals that the training and development activities of District Five Administration Office have a positive outputs and outcomes. The study suggest that the administers office needs to improve the systematic identification of the training need and skill deficit of employees, monitor and evaluate with objective tools or criteria so as the program helps to maximize the impact of training and development activities in the administration office.

Amir E and Amen I (2013) carry out a research on The Effect of Training on Employee Performance. The paper exploratory research based solely on insights drawn from the analysis of the existing literature of different studies, reports, periodicals and books related to the topic of study in order to investigate the relationships between training and employee performance.

Based on the collection and analysis the researchers found that managers does not recognize about the importance of training and its effect on employee performance or they believe that training increases the company cost .In an effort to correct the problem, management will decide that what these poor performers need is training. But unless poor performance is caused by a real lack of knowledge or skill, training will have little or no effect on the problem.

As a conclusion the study point out that, Training programs is the stimulant that workers require to improve their performance and capabilities, which consequently increase organizational productivity. Therefore, training should be designed on the basis of firm specific needs and objectives. Effective training is the thoughtful intervention designed at attaining the learning necessary for upgraded employee performance.

Asim M (2013) conducts a study on Impact of Motivation on Employee Performance with Effect of Training: Specific to Education Sector of Pakistan. Data is gathering from all universities in Wahcantt (Pakistan) 30 questionnaires are distributed to each university, making a total of 150 questionnaires. All questions are based on the five likert scale. As the study reveal, Training and the employee process is completely linkage with the competition. Training promotes competitive advantage with reference with the context of the job satisfaction as well as performance and decrease non-attendance issues.

The paper suggest that, For creating betters results organization should invest a lot of the resources for the fulfillment of the training need for improving skills and training programs.

Basil, Raeda and Nawzat. (2010). Condat a resurch on . Co-workers' support and job performance among nurses in Jordanian hospitals. A descriptive correlation survey was used to investigate the effect of perceived social support from co-workers on job performance. The sample was a convenience sample that consisted of 365 nurses. the result shows the correlation between co-worker social support and numbers of friends at work ( $r = 0.16$ ,  $p < 0.001$ ); that is, as the number of close friends at work increased, social support from co-workers also increased and the work performance also increases. So that the important findings of the study are shows positive impact of support from co-workers enhanced the level of job performance.

Jui-Chih H (2017) under take a study on the topic The Effect of Supervisor Support on Employee Voice Behavior based on the Self-Determination Theory: The Moderating Effect of Impression Management Motive. The study A total of 400 subordinate questionnaires and 85 supervisor questionnaires were distributed, among which 323 subordinate questionnaires and 78 supervisor questionnaires were returned. after all this study verified that supervisor support can effectively satisfy employees' basic psychological needs, inducing a high level of SDPM, which in turn encourages them to demonstrate extra-role voice behavior that is beneficial to their organization.

Nisbat & Muhammad (2014) conduct a research on Impact of Job Design on Employee Performance, Mediating Role of Job Satisfaction: A Study of FMCG's Sector in Pakistan. The study Quantitative method of research was adopted and received 90% responses out of 150 sample size. The result based on the correlation. So that the finding shows positive correlation with the value of 0.492 with significant level. To this end the research conclude that job design has positively and significantly related with employee performance. In addition the study recommend that organization must consider employee's perspective in designing job description of each position and emphasis should be made on the elements the job related concepts in the given society.

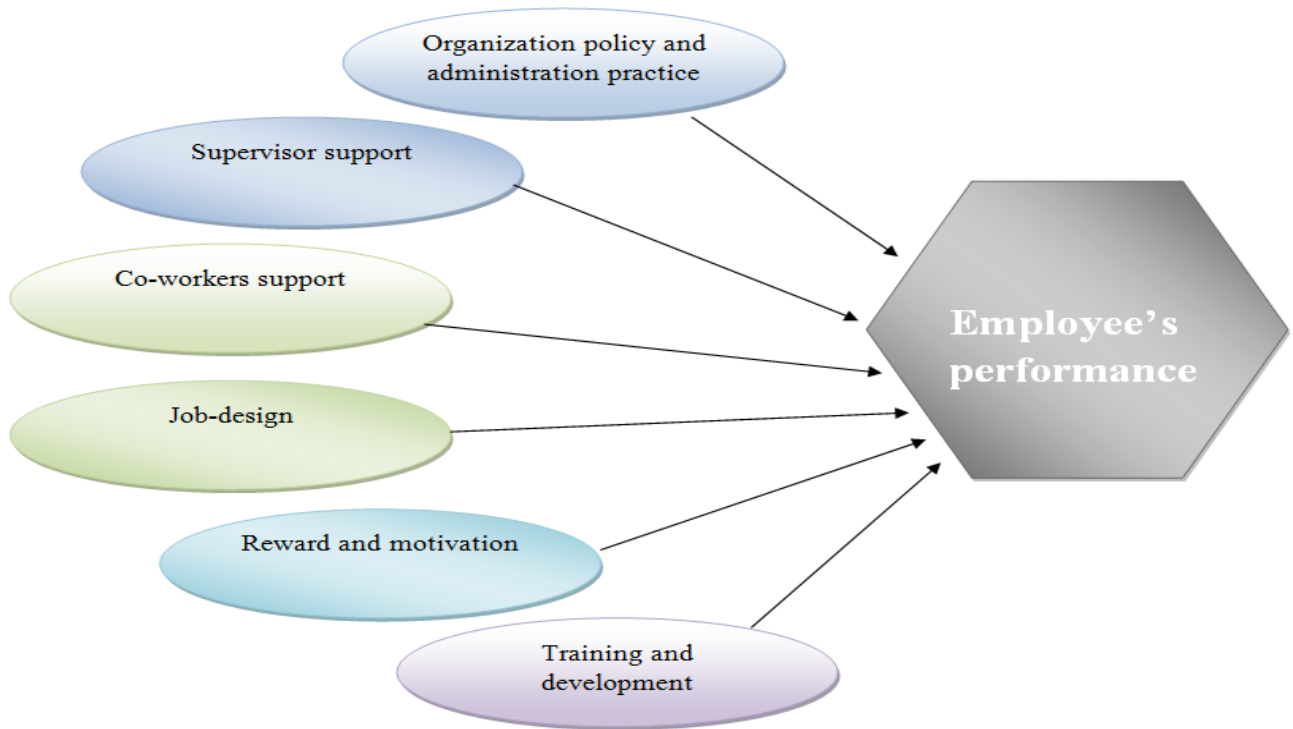
### **2.3- HYPOTHESIS**

The following hypotheses will test:

- H1. Organization policy and administration has a positive relationship with Employee performance in UMC
- H2. Supervisor support has a positive relationship with Employee performance in UMC.
- H3. Co-workers support has a positive relationship with Employee performance in UMC.
- H4. Job designee has a positive relationship with Employee performance in UMC.
- H5. Reward and promotion has a positive relationship with Employee performance in UMC.
- H6. Training and Development has a positive relationship with Employee performance in UMC.

## 2.4- CONCEPTUAL FRAME WORK

Figure.2.2 Conceptual Framework



(Source: by the researcher)

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1- RESEARCH DESIGN**

A research design is an exposition or plan of how the researcher decided to execute the formulated research problem. The objective of the research design is to plan, structure and execute the project concerned in such a way that the validity of the findings are maximized (Mouton 1996).

Accordingly, descriptive and explanatory research designs are applied for this study. Descriptive study often involves the description of the extent of association between two and more variables (Shajahan 2004 P 50) and (Cooper and Emory 1995). In addition to that descriptive research method has an advantage of producing great amount of reply from a wide range of respondents, however, the method has some weaknesses such as time consuming to designing and piloting data collection instrument and trying to ensure a good response rate. In spite of these weaknesses, the descriptive survey design was considered the most appropriate for the study. Explanatory research design was used in the study since the researcher has explained the relationship between the independent variable and dependent variable (employee performance) It is somewhat exploratory in nature since the researcher has explored the relationship between those six independent variables (organizational policy and administration, supervisor support, co-workers support, job design, training and development and reward and promotion) and one dependent variable (employee performance). The emphasis here is on studying a situation or a problem in order to explain the relationship between variables. The objective with this kind of research is to analyze cause-effect relationship, explaining what cause produces what effect.

#### **3.2- RESEARCH APPROACH**

There are two basic approaches to research, quantitative approach and the qualitative approach (Kothari 2004). Mouton (1996) suggested if researchers are interested in explaining the causal relationships between phenomena, they would generally have to make use of quantitative design. According to Singh (2006) the quantitative data are collected by administering the research tools.

These should possess the following characteristics: 1. the quantitative data should be collected through standardized tests. 2. The data expected to be highly reliable and valid. Therefore, generalization and conclusions can be made easily with certain level of accuracy. 3. The obtained results through quantitative data can be easily interpreted with scientific accuracy. The level of significance can also be determined. 4. The scoring system of quantitative data is highly objective. 5. The use of quantitative data is always based upon the purpose of the study. The specific psychometric tests are used in difficult investigation. 6. The inferential statistical can be used with the help of quantitative data. Therefore, in this study a quantitative research approaches were considered. In brief, using the quantitative method, the degree of relationship between variables were assessed. In particular, the effects of the variables on employees' performance of UMC were examined using the quantitative research method where both descriptive techniques of data analysis as well as the inferential analysis technique such as the correlation and the regression analysis.

### **3.3- POPULATION AND SAMPLING**

Population in research is defined as complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria established by the researcher. According to Zikmund, Babin, Carr, Adhikari and Griffin (2013 Pp 417) a population (universe) is any complete group that share some common set of characteristics. It is important to note that whether a census or a sample is used, both provide information that can be used to draw conclusions about the whole population. A census is an investigation of all individual elements that make up the population- a total enumeration rather than sampling (Zikmund *et al.* 2013 p 417). Conducting a census often has a high degree of statistical confidence in the survey results. In a census, data are collected on the entire population; hence the sample size is equal to the population size. If a population of the study less than 1,000 individuals, often the researcher needs to survey every element of the population.

Therefore, UMC has only one branch in Addis Ababa, the branch has the total population of the 101 staffs. Hence, the total population is less than 1000 this study were use census in order to reduce sample error, sample bias and increase representativeness. Therefore, (100%) of UMC's employees or 101 of them were included on this study in the form of census.

### **3.4- SOURCES OF DATA**

The source of data for this study was comprised of both primary and secondary sources.

#### **3.4.1- PRIMARY DATA SOURCES**

Primary data are generally information gathered or generated by the researcher for the purpose of the project immediately at hand. When the data are collected for the first time, the responsibility for their processing also rest with the original investigator (Shajahan, 2004 Pp 99). According to Shajahan the advantage of primary data include: allowing the investigator to observe the phenomena as it takes place; ensuring reliability because the researcher collects the data himself and also the primary data's are the only way of finding the opinion, personal quality, attitude etc.

To ensure that reliable and valid information to be gathered, the researcher was contact in person teaching and non-teaching staffs of the college. Primary data was collected by administrating pre-structured questionnaires. The quantitative data were analyzed using Statistical Package for Social Sciences (SPSS)

#### **3.4.2- SECONDARY DATA SOURCES**

According to Zikmund *et al.* (2013 p 177) secondary data are gathered and recorded by someone else prior to (for purpose other than) current project. Secondary data usually are historical and already assembled. The primary advantage of secondary data is their availability, the money and time saving. As well secondary data are important when the data cannot be obtained using primary data collection procedures. The secondary sources of information that the researcher was used in the study include: annual financial reports, payroll data and human resource manuals of the college, books, articles and journals are among others.

#### **3.4.3- METHODS AND INSTRUMENTS OF DATA COLLECTION**

As methods of data collection, survey method was applied to obtain data from the population. To this effect, the questionnaire was used for the sake of making the survey. The researcher mainly uses pre-structured questionnaire (close ended questions). Three instruments were applied to measure the constructs concerned. These included the employee performance questionnaire



(EPQ) which measured the level of employee performance, the employee motivation questionnaire (EMQ) which measures the level of employee motivation,

### **3.5- QUESTIONNAIRE DEVELOPMENT AND PROCEDURES**

A structured questionnaire was used in this research as a tool to acquire information on the current level of employees' motivation and performance of UMC. The questionnaire contains close-ended questions. The close ended questions will short and direct to the point and it were not necessary for respondents to write much. The respondents were simply expected to mark "X" where they feel it correspond with them most.

The questionnaire was dividing into three sections: The first part was designed to analyze demographic data, which focused on collecting the respondent's personality characteristics. The second part was employee performance questionnaire (EPQ) which measured the level of employee performance. This section consists of multiple components or dimensions (Task performance, contextual performance, Adaptive performance and counter work productivity behavior) that can measure performance directly. The third part was factors affecting employee performance Questionnaire (FAEPQ) which provided an assessment of the perceived factors that affect employee performance. This section consists of multiple components or dimensions (organizational policy and administration, supervisory support, co-workers support job design training and development and reward and promotion).

Before data collection exercise, the data collection instrument (structured questionnaire) was pilot tested on 10 respondents representing the various functions or divisions in UMC. Problems was encountered during pilot testing of the data collection instrument, therefore, the researcher were make necessary adjustment to the questionnaire before administered.

In addition, in order to improve returns (response rate) the researcher was used a number of methods: such as drop and pick later method and following up through reminders via telephone and email.

In the first section of the questionnaire four scale of measurement (insufficient, more or less, good and very good/ never, rarely, intermittent and often) were used for the next three section 5-

scale questionnaire will used (1=strongly disagree 2=disagree 3=nether neither agree nor disagree agree 4=agree 5=strongly agree).

In order to reduce misunderstanding the questionnaire was translated in to Amharic by legal translator.

### 3.6- RELIABILITY

The Cronbach Alpha method of internal consistency was used to compute the reliability of the measures of the variables of the study using the various questionnaire items administered to respondents. Cronbach’s alpha of well above 0.7 implies that the instruments were sufficiently reliable for the measurement. The Alpha coefficients for the variables (employee performance, impact of motivation, impact of training and development and impact of reward and promotion) were analyzed.

### 3.7- RELIABILITY ANALYSIS

Cronbach’s alpha reliability analysis was conducted for all variables in order to determine the reliability of the instrument used. Accordingly, Cronbach’s alpha of well above 0.7 as the acceptable level for reliability measure. Hence, as table 3.1 shows Alpha values ranged from 0.748 to 0.891thus indicating an acceptable level of reliability

Table.3. 1 Reliability Coefficients.

Variable/Construct description	Coefficient Alpha Reliability
Impact of employee motivation	0.891
Impact of training and development	0.748
Impact of reward and promotion	0.839
cumulative result	0.826
Performance	
Task performance	0.766
Contextual performance	0.865
Adaptive performance	0.827
Counter product work behavior	0.846
cumulative result	0.826

Therefore, as specific on table 3.1 above, the SPSS result shows that the questionnaire's reliability for each independent variables is 0.891, 0.748, 0.839 and for dependent variable 0.766, 0.865, 0.827 and 0.826 for overall aggregated result for independent variable 0.826 and the dependent variable 0.826. According to the table result, Cronbach's Alpha results show internal consistency between variables.

### **3.8- DATA ANALYSIS**

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation (Singh 2006 p 203). Consequently, in data processing, after collection of data, the questionnaires were edited to determine the degree of response and the number of usable questionnaires. And the data was coded and then entered into a computer data sheet for analysis.

The data analysis was done in the computer application known as, the Statistical Package for Social Sciences (SPSS) version 20 whereby the results are presented in the form of table and figure (all tables are prepared by the researcher). The descriptive statistics analyses as well as the inferential analysis such as correlation and regression were applied.

### **3.9- ETHICAL CONSIDERATIONS**

The research was conducted based on the ethical considerations of not to fabricate or falsify data, research procedures, or data analysis, respect the rights of research subjects, particularly respondents rights to information privacy, and to being informed about the nature of the research and the types of activities in which they will be asked to engage, and not to take or use published data of others without acknowledgement, or unpublished data without both permission and acknowledgement.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1- INTRODUCTIONS**

This chapter presents analysis, interpretation and findings of information collected through self-administered questionnaires with 101 employee of UMC. Out of the total 101 copies of the questionnaire distributed, 98 (97%) of them were properly filled in and returned to the researcher. Accordingly, the results to be presented in this chapter and the discussions are based on the data collected from those respondents through questionnaire. For the sake of making analysis descriptive statistics, correlation, and regression analysis techniques were used. But, before conducting the actual analysis, demographic characteristics are summarized by using frequencies and percentages for all variables including age, sex, educational background and work experience.

#### **4.2- GENERAL INFORMATION**

In section I of the questionnaire, the researcher asked the respondents some of the basic information in order to set up the grounds for the study. The following are the outcomes that were obtained with regard to the general information.

Table 4.1 Characteristics of the Respondents

No	Respondent Profile	Frequency	Percent
1	<b><u>Age Group</u></b>		
	Under 25	18	18.4
	26-40	63	64.3
	41-60	17	17.3
	Total	98	100.0
2	<b><u>Gender</u></b>		
	Male	55	56.1
	Female	43	43.9
	Total	98	100.0
3	<b><u>Year Of Service</u></b>		
	0-2 Year	46	46.9
	3-5 Year	33	33.7
	6-8 Year	5	5.1
	Above 8 Year	14	14.3
	Total	98	100.0
4	<b><u>Level Of Education</u></b>		
	Elementary School	6	6.12
	Secondary School	3	3.06
	Level Program	7	7.14
	Certificate	8	8.16
	Diploma	12	12.24
	Degree	40	40.82
	Masters	22	22.45
Total	98	100.0	

As depicted in number 1 of table 4.2 above, out of 98 (100%) of respondents 18 (18.4%) of them were aged less than 25 years while 63 (64.3%) of them were aged between 26 and 40 years; and 17 (17.3%) were within the age range between 41 and 60 years. The result show that the college employees are young energetic.

Regarding to gender distribution, as indicated in number 2 of table 4.2, male employees are more in number, from the majority 55 (56.1%) are male while female are represented by 43(43.9%). This indicates the numbers of male employees are slightly high

Concerning work experiences, as designate in number 3 of table 4.2, 46 respondents representing 46.9% have 0-2 years of work experience, 33 respondents representing 33.7% have 3 to 5 years of work experience, 5 respondents representing 5.1% have worked for 6 to 8 years, and 14 respondents representing 14.3% have worked more than 8 years. The results show that, majority of the respondents likely have a work experience of less than 2 years. The outcome implies every new applicant is not motivated to work in UMC longer than 2 years.

About education level, as allocated in number 4 of table 4.2, 6 respondents representing 6.1% were at elementary School level (Grade 4, 5, 6, 7, 8), 3 respondents representing 3% were attended secondary school(Grade 10 &12), 7 respondents representing 7.1% were level program certificate holders, 8 respondents representing 8.2% were certificate holders,12 respondents representing 12.2% were Diploma holders, 40 respondents representing 40.8% were employees holding first degree, whereas 22 respondents representing 22.4% are masters (2<sup>nd</sup> degree) holders. The result indicates the college has the most favorable knowledge composition that can give competitive advantage.

#### **4.3- LEVEL OF EMPLOYEE PERFORMANCE AT UMC**

This section presents the employee level of performance in UMC. Employee performance is composed of task performance, contextual performance, adaptive performance and counterproductive work behavior. The respondents were asked to rate each statement which are meant to address the level of employee performance at the college. The items were constructed in the form of Likert scale. The degree of performance is set from 1 to 4 (4 is from the highest achievement. whereas, 1 is the lowest achievement).

The translation of level ranking is analyzed based on Tahir (2016) mean score criteria for Q1-Q15

The score between 0.01-1.00 mean low (Insufficient, Never)

The score between 1.01-2.00 mean average(More Or Less, Rarely)

The score between 2.01-3.00 mean good (Good, Rarely)

The score between 3.01-4.00 mean very good (Very Good, Often)

For Q16, Q17 and Q18

The score between 0.01-1.00 mean very good (Very Good, Often)

The score between 1.01-2.00 mean good(Good, Rarely)

The score between 2.01-3.00 mean averages (More Or Less, Rarely)

The score between 3.01-4.00 mean low (Insufficient, Never)

#### 4.3.1- LEVEL OF EMPLOYEE PERFORMANCE-Task Performance

Task performance can be defined as the proficiency (i.e. competency) with which one performs central job tasks (Koopmans *et al.* 2011). Literally, task performance is technical proficiency or in-role performance. In this regard the researcher raises questions that indicate employee’s perception about their task performance level includes quantity, quality, and job knowledge.

Table: 4.2 Employees self-rating of their own task performance

Item	Frequency				Me an	Std. Deviat ion
	Never	Rarely	Intermitt ently	Often		
How do you rate the quality of your own work by comparing with the standard settled by the college?	2 (2%)	9 (9.2 %)	40 (40.8%)	47 (48%)	3.3 4	.733
How often you plan and organize your own work?	8 (8.2%)	11 (11.2%)	35 (35.7%)	44 (44.9%)	3.1 7	.93
How do you rate the quantity of your own work by comparing with the standard settled by the college?	3 (3.1%)	14 (14.3%)	48 (49%)	33 (33.7%)	3.1 3	.76
How often you keep in mind the results that you have to achieve in your work?	3 (3.1%)	10 (10.2%)	33 (33.7%)	52 (53.1%)	3.3 6	.76
How often you perform your work well with minimal time and effort?	13 (13.3%)	14 (14.3%)	37 (37.8)	34 (34.7%)	2.9 3	1.01
<b>Aggregated value</b>	6 (5.92%)	12 (11.84%)	39 (39.39%)	42 (42.86)%	3.1 8	0.84

As shown on item 1 of Table 4.2, 2 (2%), 9(9.2%), 40 (40.8%), and 47 (48%) of the respondents rated the quality of their own work as compared with the standard settled by the college as insufficient, more or less similar, good and very good respectively. The obtained mean score to this end is 3.34 with the standard deviation of 0.733. This implies that the average employees do have a modest sense of task performance.

The 2<sup>nd</sup> item in table 4.2 reveals about how often the employees plan and organize their own work. To this end, 48 (49 %) and 33 (33.7 %) of respondents rated as intermittently and often. Only 14 (14.3 %) and 3 (3.1 %) of employees rated as rarely and never respectively. The mean value is 3.17 at the standard deviation 0.93. The implication is that the largest portions of the respondent's perceive themselves as well organized at work.

Item 3 of Table 4.2 shows that 3(3.1%), 14(14.3%), 48 (49%), and 33 (33.7%) of the respondents rated the quantity of their own work as compared with the standard settled by the college as insufficient, more or less similar, good and very good respectively. The obtained mean score to this end is 3.13 with the standard deviation of 0.76. This implies that the average employees do believe that they are served as much student as possible.

The 4<sup>th</sup> item in table 4.2 tells about how often employees recall the results that they have to achieve in their work. As a result, 52(53.1%) and 33(33.7%) of respondents rated as intermittently and often. 10(10.2%) and 3 (3.1 %) of employees rated as rarely and never respectively. The mean value is 2.93 at the standard deviation 1.01. The implication is that the largest portion of the respondents point out determining the job outcome is their first job behavior.

Item number 5 of Table 4.2 shows that 13(13.3%), 14(14.3%), 37(37.8) and 34(34.7%) of the respondents rated about "how often they perform their work well with minimal time and effort" as never, rarely, intermittently and often respectively. The obtained mean score to this end is 3.13 with the standard deviation of 0.76. This implies that the average employee see themselves as efficient performer in the college.

### **4.3.2 LEVEL OF EMPLOYEE PERFORMANCE-Contextual Performances**

Contextual performance is all about individual behaviors that support the organizational, social and psychological environment (Koopmans *et al.* 2011). In this regard, an assessment was made to examine employees' perception about their contextual performance level, such as non-job-specific task proficiency, extra-role performance, organizational citizenship behavior or interpersonal relations. Accordingly, the sets of items measured and the findings obtained to that end are presented in table 4.4.



Table: 4.3 employees self-rating of their own Contextual performances

Items	Frequency				Mean	Std. Dev
	Never/ Inefficient	Rarely/ More Or Less	Intermittently/ Good	Often/ Very Good		
How do you rate the ability you have in order to fulfill responsibilities?	0	2 (2%)	28 (28.6%)	68 (69.4%)	3.7	.51
How often you communicate with others constructive ideas that lead to the desired result?	0	2 (2%)	30 (30.6%)	66 (67.3%)	3.7	.52
How do you rate your initiative when there was a problem to be solved?	1 (1%)	3 (3.1%)	35 (35.7%)	59 (60.2%)	3.6	.61
How often do you come up with creative ideas at work?	2 (2%)	10 (10.2%)	38 (38.8%)	48 (49%)	3.3	.74
How do you rate the customers/student satisfaction on your work?	1 (1%)	9 (9.2%)	35 (35.7%)	53 (54.1%)	3.4	.70
<b>Aggregated value</b>	1 (0.84%)	5 (5.31%)	33 (33.88%)	59 (60%)	3.54	0.62

As shown on item 1 of Table: 4.3 , 2 (2%), 28(28.6%) and 68 (69.4%) of the respondents rated their own ability in order to fulfill responsibilities as more or less, good and very good respectively. The acquired mean score to this end is 3.67 with the standard deviation of 0.51. This implies that the largest portions of the respondents perceive themselves as capable on their task.

Item 2 of Table: 4.3 reveal about how often employees communicate constructive ideas with others that lead to the desired result. To this end, 30(30.6%) and 66(67.3%) of them rated as intermittently and often respectively. 2(2%) of respondents rated as rarely. The mean value is 3.65 at the standard deviation 0.51. The implication is that the largest portions of the respondents recognize that the interaction between co-workers are as very close as possible in order to fulfill the organization objective.

The 3<sup>rd</sup> item of Table: 4.3 shows that in measuring their own initiative when there was a problem to be solved, 1(1%), 3(3.1%), 35(35.7%), and 59(60.2%) of the respondents respond as insufficient, more or less, good and very good respectively. The obtained mean score to this end is 3.5 with the standard deviation of 0.611. This implies that almost all employees do believe they are eager to solve any problem they encounter at work.

The 4<sup>th</sup> item in Table: 4.3 tell about how often employees come up with creative ideas at work. As the result indicates, 48(49%) very good, 38(38.8%) good and 10(10.2%) more or less and 2(2%) rate inefficient. The mean value is 3.34 at the standard deviation .76. The implication is that the largest portions of the respondents perceive themselves as employees come up with new ideas all the time.

Item number 5 of Table: 4.3 shows that 1(1%),9(9.2%),35(35.7%),53(54.1%) of the respondents rated customers/student satisfaction on their work as inefficient, more or less, good and very good respectively. The obtained mean score to this end is 3.4 with the standard deviation of 0.7. This implies that the major portion of respondents believe that they are good on their task in order to satisfy customers.

### 4.3.3 LEVEL OF EMPLOYEE PERFORMANCE-Adaptive Performance

Adaptive performance refers as an employee’s ability to adapt to changes in a work system or work roles, as a separate dimension. First, because of the technological changes occurring in today’s society heavily affect the business environment. Consequently, the questionnaire includes questions that help the researcher to determine the level of employee perception towards their own adaptability performance

Table: 4.4employees self-rating of their own adaptive Performance

Items	Frequency				Mean	Std. Deviation
	Never/ Inefficient	Rarely/ More Or Less	Intermittently/ Good	Often/ Very Good		
How willing you are to keeping job knowledge up-to-date?	4 (4.1%)	3 (3.1%)	38 (38.8%)	53 (54.1%)	3.43	0.75
How often do you demonstrate flexibility?	1 (1%)	6 (6.1%)	51 (52%)	40 (40.8%)	3.33	0.64
How do you rate your capability to adjust to change in work?	0	2 (2%)	45 (45.9%)	51 (52%)	3.50	0.54
How often you cope well with uncertainty and unpredictable situations at work?	0	6 (6.1%)	54 (55%)	38 (38.8%)	3.33	0.59
How do you rate your adaptability to changes in work?	0	3 (3.1%)	40 (40.8%)	55 (56.1%)	3.53	0.56
<b>Aggregated value</b>	1 (1.02%)	4 (4.08%)	46 (46.53%)	47 (48.37%)	3.42	0.61

The first item of Table 4.4 shows about the respondents self-rating respect to how far they are willing in order to upgrade their knowledge. To this end, 4(4.1%), 3(3.1%), 38(38.8%) and 53(54.1%) of the respondents rate as inefficient, more or less, good and very good respectively. The acquired mean score to this end is 3.4 with the standard deviation of 0.7. This implies that the largest portions of the respondents feel about themselves as eager and energetic towards updating their knowledge.

The second item in table 4.4 reveals about how often employees show flexibility. To this end, 40(40.8%) and 51(52%) of respondents rated as intermittently and often respectively. 6(6.1%) and 1(1%) of respondents rated as rarely and never. The mean value is 3.32 at the standard deviation of 0.63. The implication is that the largest segments of the respondents perceive themselves as the most flexible and adaptable workers.

The 3<sup>rd</sup> item of table 4.4 explain that 2(2%), 45(45.9%) and 51(52%) of the respondents rate their own capability in order to adjust to change with the job required as more or less, good and very good respectively. The obtained mean score to this end is 3.5 with the standard deviation of 0.54. This implies that majority of employees do believe about themselves as capable to change as the work required.

The 4<sup>th</sup> item in table 4.4 tells about how frequent employees manage uncertainty at work. As a result 6(6.1%) of respondents feel rarely, 54(55%) intermittently and 38(38.8%) of respondents rate often. The mean value is 3.3 at the standard deviation 0. 58. The implication is that the largest portions of the respondents feel about themselves as employees who are confront always as many unpredicted situations at work.

The last item of table 4.4 shows that 3(3.1%), 40(40.8%), 55(56.1%) of the respondents rated about the rate of their adaptability to changes in work as more or less, good and very good respectively. The obtained mean score to this end is 3.5 with the standard deviation of 0.55. This implies that the largest portion of respondents sense about themselves as employees who has a capability to become familiar with change at any level.

#### **4.3.4- LEVEL OF EMPLOYEE PERFORMANCE-Counterproductive work behavior**

Counterproductive work behavior (CWB), defined as behavior that harms the well-being of the organization (Koopmans *et al.* 2011). That has increased in recent years. Counterproductive

work behavior is the dimensions of destructive/hazardous behaviors. In order to infer the employee perception towards their character the researcher prepared questions that can reveal the individual tendency towards negativity, harm co-workers as well as the organization welfares.

Table: 4.5 employees self-rating of their own counterproductive work behavior

Items	Frequency				Mean	Std. Deviation
	Never/ Inefficient	Rarely/ More Or Less	Intermittently/ Good	Often/ Very Good		
How often you show excessive negativity (e.g., complaining, making problems bigger than they are)?	22 (22.4%)	42 (42.9%)	28 (28.6%)	6 (6.1%)	2.18	0.85
How often you doing things that harm your co-workers or supervisor (e.g., arguing, leaving work for others to finish)	47 (48%)	25 (25.5%)	22 (22.4%)	4 (4.1%)	1.83	0.92
How do you rate your behaviors that harm your organization (e.g., not following rules, discussing confidential information)?	54 (55.1%)	22 (22.4%)	16 (16.3%)	6 (6.1%)	1.73	0.95
<b>Aggregated value</b>	41 (41.84%)	30 (30.27%)	22 (22.45%)	5 (5.44%)	1.91	0.91

The first item in table 4.5 exposes about how often employees show excessive negativity at work place. To this end, 22(22.4%) employee rate never, 42(42.9%) respondents says rarely, 28(28.6%) respond intermittently and 6(6.1%) of respondents chose often. The mean value is 2.1 at the standard deviation 0.85. The implication is that the largest parts of the respondents perceive about themselves as good employees who are willing to work as the job required without complain.

The second item of table 4.5 explain that 47 (48%) , 25 (25.5%), 22 (22.4%) and 4 (4.1%) of the respondents how often they doing things that harm their co-workers or supervisors respond never, rarely, intermittently and often respectively. The obtained mean score to this end is 1.82 with the standard deviation of 0.91. This implies that majority of employees do believe about themselves as employees somehow aggravated to do bad things on their co-workers.

The last item in table 4.5 reports about how frequent employees destruct their own organizational excellence. As a result 54(55.1%) of respondents says never, 22(22.4%) rarely and 16(16.3%) intermittently and 6(6.1%) of respondents rate often. The mean value is 1.7 at the standard

deviation 0.94. The implication is that the largest portions of the respondents believe they can somehow abuse the college's rule and procedure in order to gain personal benefit.

#### **4.3.5- EMPLOYEE PERFORMANCE SUMMERY**

According to the above descriptive analysis the three damnation of work performance score 3 (2.72%), 7 (7.14%), 39 (40.14%) and 49 (50.34%), insufficient, more or less, good and 'very well' respectively. To this end the mean value is 3.38 with a standard dilation of 0.68.

However the forth indicator of employee work performance (counterproductive work behavior) score 41 (41.84%) insufficient, 30 (30.27%) more or less, 22 (22.45%) good and 5(5.44%) very good. In this regard the mean value 1.91 with a standard deviation of 0.91

Task performance is a generic term for how a person does on a given task. Therefore, task performance is measured as response time (how long a person takes to respond to a given, timed or untimed stimulus) or it could be measured as accuracy, etc. Thus, as illustrated on Table: 4.6 the overall task performance level of UMC employees have a mean value of 3.19 correspondingly 'Very good' performances. Therefore, the college has no problem in regard to teachers' quality (teachers and instructors provide quality service for students) and also the result can be interpreted as the officers (who work in the office) have a very good knowledge regarding their task. As a result, employees of the college have a very good performance concerning quality and quantity of work.

Contextual performance concerns aspects of an individual's performance which maintains and enhances an organization's social network and the psychological climate that supports technical tasks. In addition to task performance the college accounts a mean value of 3.53 on Contextual performances and this shows, the college has a very good rank on aspects of an individual's performance which maintains and enhances the organization's social network and the psychological climate that supports technical tasks including working as a team, good interpersonal and conflict resolution skills, emphasis on customer service both internally and externally versus merely product or service delivery, making reflecting endorsement and support of organizational objectives, initiative and willingness to take on more responsibilities.

Adaptive performance can be defined as shifting behavior to meet new demands created by the new and often non specific problems follow-on from changing and uncertain work condition. In this state of affairs the college records a mean value of 3.42, the number shows a very good rank of adaptability performance accounted in UMC. As a result the college's employees are at high degree of adaptability, flexibility and openness to different methods of operating, willingness to learn new skills and handle stress.

However, an average of a mean value of 1.91 the college accounted on counterproductive Work Behavior corresponding 'good'. Counterproductive work behavior refers to actions by staff that goes against the goals and aims of their company. CWB is not essentially spiteful but it is always conscious – it does not include unintentional or insensible actions or occurrence. The motivating factors behind counterproductive work behavior can be very broad and include environmental reasons, lack of training, lack of reward and promotion, employee personality and life changes and other external factors.

As a result the college may face an average negative effect of WBC which includes poor attendance. Employee absenteeism has a host of negative effects, including loss of wages and benefits given to workers who do not fully contribute and further costs related to hiring temporary employees. Employee Theft: Employee theft describes a wide range of illegal behaviors, from stealing merchandise to deleting sales receipts to skimming tiny amounts of money from registers. An organization lacking security protocols to discourage employee theft risks severe financial damage. Interpersonal Problems: the college might suffer from a variety of interpersonal problems including bias that leaves some employees out in the cold, backstabbing that sabotages careers, routine complaining that increases negativity and rumor spreading that lowers self-esteem.

Accordingly, the summery shows all the variables except Counterproductive Work Behavior (task performance, contextual performance and adaptive performance) that accounts a maximum degree of performance level. However Counterproductive Work Behavior has an average mean value, so the researcher believe the negative effect of Counterproductive Work Behavior still disturbing the financial as well as the reputation of the college.

#### **4.4- THE LEVEL OF EMPLOYEE MOTIVATION AT UMC**

This section presents the employee level of motivation at UMC. Employee motivation in this study is composed of organizational policy, supervisory support, co-workers support and job design. The respondents were asked to rate each statement which are meant to address the level of employee motivation at the college.

As stated in the research methodology, Likert scale was used to measure the level of employee motivation at UMC. The degree of motivation is set from 1 to 5 (5 is from the highest motivation. whereas, 1 is the lowest motivation).The translation of level ranking is analyzed based on Gurwick and Barebara (2001) mean score criteria.

From 1-1.8 represent (strongly agree)                      From 1.81 until 2.60 represent (disagree)

From 2.61 until 3.40 represent (neither agrees nor disagrees)

From 3.41 until 4.20 represent (agree)                      From 4.21 until 5.00 represent (strongly agree)

##### **4.4.1- LEVEL OF EMPLOYEE MOTIVATION-organizational policy and administration**

Organizational policy is an external factor that influences employee's motivation as well as performance. The significance of organizational commitment in building the organizational performance has important implication to the employees, organization and society in broad term. Strong employee's commitment will identify her/him selves to the objectives and organizational values, and has strong will to become a part of organization and agree to show extra behavior and bigger role

Table 4.6 Respondents' Level of Agreement On Company's organizational policy and administration practice

Items	Frequency					Mean	Std. Deviation
	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree		
The mission or purpose of my organization makes me feel my job is important.	2 (2%)	5 (5.1%)	13 (13.3%)	34 (34.7%)	44 (44.9%)	4.15	0.98
I have all the materials and equipment I need to do my best every day.	10 (10.2%)	11 (11.2%)	34 (34.7%)	31 (31.6%)	12 (12.2%)	3.24	1.13
I am adequately remunerated for what I do.	55 (56.1%)	16 (16.3%)	11 (11.2%)	11 (11.2%)	5 (5.1%)	1.93	1.26
In the last year I have had opportunities to learn and develop.	19 (19.4%)	28 (28.6%)	13 (13.3%)	32 (32.7%)	6 (6.1%)	2.78	1.26
I am consulted and my opinions seem to count.	15 (15.3%)	10 (10.2%)	18 (18.4%)	36 (36.7%)	19 (19.4%)	3.35	1.32
<b>Aggregated value.</b>	20 (20.61%)	14 (14.29%)	18 (18.16%)	29 (29.39%)	17 (17.55%)	3.9	1.19

The first item in Table: 4.6 depicts the level of agreement within employees about to what extent the company mission tells them about their job importance. To this end, 2 (2%), 5 (5.1%), 13(13.3%), 34 (34.7%) and 44 (44.9%) show their level of agreement as strongly disagree, disagree, neither agree nor disagree, agree and strongly agree respectively. The acquired mean value is 4.15 at the standard deviation 0.98. The implication is that the majority of respondents perceived their task as one of the pillar in order achieve the company's mission.

The 2nd item in Table: 4.6 show the level of agreement with in employees about the college practice towards material and equipment supply. To this end, 10 (10.2%), 11 (11.2%), 34(34.7%), 31 (31.6%) and 12 (12.2%) employees strongly disagree, disagree, neither agree nor disagree, agree and strongly agree respectively. The acquired mean value is 3.24 at the standard deviation 1.13. According to the mean value most employees fell in the middle of the situation (neither agree nor disagree). This implies the employees are not satisfied with the instruments and equipments provided by the college in order to exceed the task they assign for.



Item 3 in Table: 4.6 reports about to what extent employees remunerated for what they do. To this end, 55 (56.1%) respondents strongly disagree, which indicates the college has no competent payment policy compared to similar institutions. 16 (16.3%) employees also disagree, 11 (11.2%) respondents neither agree nor disagree, 11 (11.2%) employees agree and 5 (5.1%) strongly agree. The mean value is 1.93 at the standard deviation 1.26. The implication is that the majority of employees perceived that the college paid them the lowest wage compared with companies in similar industry.

Item 4 in Table: 4.6 illustrate the respondent's level of agreement about the opportunity provided by the college to learn and develop employee's knowledge within the past year. To this end, 19 (19.4%), 28 (28.6%), 13 (13.3%), 32 (32.7%) and 6 (6.1%) employees strongly disagree, disagree, neither agree nor disagree, agree and strongly agree respectively. The acquired mean value is 2.78 at the standard deviation 1.26. The mean value show the average employee agreed on the college unskilled policy towards employee learning and development. The implication is employees are dissatisfied with the college policy towards employee development and learning opportunity.

Item 5 of Table: 4.6 reveal the result about whether employees are asked their judgment and count as the pillar for the college's goal achievement. Consequently 15(15.3%), 10 (10.2%), 18 (18.4%), 36 (36.7%) and 19 (19.4%) employees strongly disagree, disagree, neither agree nor disagree, agree and strongly agree respectively. The mean value is 3.35 at the standard deviation 1.32. The mean value shows that the largest portions of the respondents do not take sides about the question, which means they neither agree nor disagree. The implication is the management rarely gives an opportunity to discuss with employees and ask their opinions.

#### **4.4.2- LEVEL OF EMPLOYEE MOTIVATION- Supervisor support**

Supervisor support facilitates changes in employees' levels of affective commitment. Supervisor support is defined as employees' views concerning the degree to which their supervisors value their contributions and care about their well-being.

Table 4.7 Respondents' Level of Agreement On supervisor's support

My boss or someone at work seems to care about me as a person.	8 (8.2%)	9 (9.2%)	18 (18.4%)	47 (48%)	16 (16.3%)	3.55	1.12
My boss leads by example.	9 (9.2%)	16 (16.3%)	14 (14.3%)	45 (45.9%)	14 (14.3%)	3.4	1.19
I know what my boss thinks of my performance.	7 (7.1%)	10 (10.2%)	20 (20.4%)	48 (49%)	13 (13.3%)	3.51	1.08
The relationship with my boss enables me to be open when discussing work problems and concerns	5 (5.1%)	8 (8.2%)	14 (14.3%)	56 (57.1%)	15 (15.3%)	3.69	1.0
My boss keeps me informed about what is going on.	12 (12.2%)	13 (13.3%)	13 (13.3%)	47 (48%)	13 (13.3%)	3.37	1.23
<b>Aggregated value.</b>	8 (8.37%)	11 (11.43%)	16 (16.12)	49 (49.59%)	14 (14.49%)	3.5	0.92

Item 1 in Table: 4.7 describe the sensitivity of employees towards others' feelings in order to care and support that person. To this end, 8 (8.2%) strongly disagree, indicates employees feel no one cares about them, 9 (9.2%) disagree, 18(18.4%) neither agree nor disagree 47 (48%) agree, meaning co-workers care one another and provide hands for the one in need and 16(16.3%) as strongly disagree. The attained mean value is 3.55at the standard deviation 1.12. According to the mean value most employees are approved that they are surrounded by unreserved co-workers care and support. This implies employees are feel socially recognized and seems fulfill the basic social need.

The 2nd item in Table: 4.7 describe the level of agreement within employees about whether their boss can be example for their initiation. To this end, 9 (9.2%), 16 (16.3%), 14 (14.3%), 45 (45.9%) and 14 (14.3%) respondents strongly disagree, disagree, neither agree nor disagree, agree and strongly agree respectively. The acquired mean value is 3.4at the standard deviation of 1.19. The implication is that the majority of respondents believed in the exemplariness of their bosses.

Item 3 in Table: 4.7 depict the level of agreement between employees about to what extent the performance they provide acknowledged by their immediate bosses. To this end, 7(7.1%) of the respondents strongly disagree, 10 (10.2%) of the employees disagree, 20(20.4%) respondents

neither agree nor disagree, 48(49%) employees agree and 13 (13.3%) strongly agree. The mean value is 3.51 at the standard deviation 1.08. The implication is that the majority of respondents believed their bosses could know each and every activity of them and their level of performance is also recognized.

Item 4 in Table: 4.7 report about the strength of employees' relationship with their bosses and the effect of relation towards the openness on the subject of job. As a result 5 respondents' equal to (5.1%) strongly disagree, indicate there is no relationship at all, 8 (8.2%) disagree, indicating they are no communication at all and no openness within the discussion, 14 (14.3%) neither agree nor disagree.56 (57.1%) employees agree, indicate there is relationship that would help the discussion about work freely, 15(15.3%) shows strongly agree, indicates that they have very close relationship with their bosses and that enable them to discuss everything freely that would facilitate to do their job at the best level. The obtained mean value is3.69 at the standard deviation 1.0. The implication is that the majorities of the respondents believes the degree of association with their bosses support and enable them to discuss matters regarding job freely.

Item 5 in Table: 4.7 describe employees' level of agreement about boss's quality towards information bypass for the job. To this end, 12 (12.2%), 13 (13.3%), 13(13.3%) 47 (48%) and 13(13.3%) of employees strongly disagree, disagree, neither agree nor disagree, agree and strongly agree respectively. The acquired mean value is 3.37at the standard deviation 1.23. The implication is that the majority of respondents assumed the college's bosses as devoted in order to provide information the job required.

#### **4.4.3- LEVEL OF EMPLOYEE MOTIVATION- Co-workers support**

Co-worker support has received an increasing amount of attention recently due to the positive effects it can have in the workplace. It has been found to help reduce work stress, increase job satisfaction and enhance employee work performance.

Table 4.8 Respondents' Level of Agreement on Co-workers support

Items	Frequency					Mean	Std. Deviation
	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree		
Working relationships in my team are good.	1 (1%)	8 (8.2%)	5 (5.1%)	57 (58.2%)	27 (27.6%)	4.03	0.87
In the last 6 months, someone has talked to me about my progress	49 (50%)	14 (14.3%)	19 (19.4%)	9 (9.2%)	7 (7.1%)	2.09	1.31
I have friends at work.	9 (9.2%)	1 (1%)	5 (5.1%)	25 (25.5%)	58 (59.2%)	4.24	1.21
In the last seven days I have received recognition or praise for doing good work	43 (43.9%)	30 (30.6%)	5 (5.1%)	14 (14.3%)	6 (6.1%)	2.08	1.27
<b>Aggregated value.</b>	26 (26.02%)	13 (13.52%)	9 (8.67%)	26 (26.75%)	25 (25%)	3.11	1.17

The first item of Table: 4.8 shows the degree of employee work relationship in the team. As the result 1 (1%) strongly disagree, meaning no team relation at all in the college, 8 (8.2%) disagree, 5 (5.1%) neither agree nor disagree, 57 (58.2%) agree and 27 (27.6%) strongly agree, which indicate there is a strong relationship among team members in the college. The acquired mean score to this end is 4.3 with the standard deviation of 0.87. This implies that majority of employees do believe that the team spirit within the college are very good and that lead to increase the efficiency and organizational belongingness.

Item 2 in Table: 4.8 shows employee's agreement about others concern about the progress of individuals within the last six months. To this end 49 (50%) strongly disagree indicating that no one shows concern about the others progress and development, 14 (14.3%) disagree, 19 (19.4%) neither agree nor disagree, 9 (9.2%) agree, shows someone in the college talked with individuals for his/her own progress and development and 7 (7.1%) strongly agree. The acquired mean value is 2.09 at the standard deviation 1.31. The implication is that more than half of the present

employees believed that they have not been asked or consulted about their own progress and development opportunity for the last six months.

Item 3 of Table: 4.8 show whether employees have friends around their work area. Accordingly 9 employees' approximately (9.2%) strongly disagree, meaning no friend at all, 1 (1%) disagree, 5 (5.1%) neither agree nor disagree, 25 (25.5%) agree and 58 (59.2%) strongly agree, indicate they have friends that reduce loneliness. The acquired mean score to this end is 4.24 with the standard deviation of 1.21. This implies that majority of employees believe that as they get friends that would help to be associated.

Item 4 of Table: 4.8 reveals the result about whether employees receive prize or recognition within the last seven days. Consequently 43 (43.9%), 30 (30.6%), 5 (5.1%), 14 (14.3%) and 6 (6.1%) as strongly disagree, disagree, neither agree nor disagree, agree and strongly agree. The mean value is 2.08 at the standard deviation 1.27. The implication is that the largest portions of the respondents distinguish the college has deficiency regarding recognition and reward towards good performance.

#### **4.4.4- LEVEL OF EMPLOYEE MOTIVATION- job design**

Employee motivation contains many claims that changes in job design can be expected to produce better employee job performance and job satisfaction. Attention has also been drawn to the theory that the re-design of work and jobs as a strategy for organizational change is expected to enhance employee's motivation and performance.

Table 4.9 Respondents' Level of Agreement on the job design

Items	Frequency					Mean	Std. Deviation
	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree		
I know what results are expected of me.	0	0	7 (7.1%)	47 (48%)	44 (44.9%)	4.38	0.62
The quantity of my work is enough to keep me busy but not too much to over-burden me.	17 (17.3%)	10 (10.2%)	12 (12.2%)	46 (46.9%)	13 (13.3%)	3.29	1.32
There is sufficient variety at work to maintain my interest.	10 (10.2%)	8 (8.2%)	18 (18.4%)	47 (48%)	15 (15.3%)	3.5	1.16
I have the opportunity to do what I do best every day.	4 (4.1%)	17 (17.3%)	28 (28.6%)	35 (35.7%)	14 (14.3%)	3.39	1.06
I have opportunities to innovate and work on my initiative.	4 (4.1%)	9 (9.2%)	17 (17.3%)	39 (39.8%)	29 (29.6%)	3.82	1.09
I am free to choose my own method of working.	12 (12.2%)	18 (18.4%)	16 (16.3%)	30 (30.6%)	22 (22.4%)	3.33	1.34
<b>Aggregated value.</b>	8 (7.83%)	10 (10.54%)	16 (16.67%)	41 (41.5%)	23 (23.3%)	3.62	1.09

The first item in Table: 4.9 report about whether employees know what results are expected from them. As a result 7 respondents which is (7.1%) neither agree nor disagree, 47 (48%) agree, 44 (44.9%) employees answered strongly agree. The obtained mean value is 4.38 at the standard deviation 0.62. The implication is that more than 90% of employees seriously know what results are expected from the assignment make available for them as of the college mission and vision achieved.

Item 2 of Table: 4.9 clarifies about the extent of tasks behavior according to making employees busy. Consequently 17 employees approximately (17.3%) strongly disagree, 10 (10.2%) disagree, 12(12.2%) neither agree nor disagree, 46 (46.9%) agree and 13 (13.3%) strongly agree. The acquired mean score to this end is 3.29 with the standard deviation of 1.32. This

implies that majority of employees do believe that their assigned tasks are enough to make them busy but not over to create much burden.

Item 3 of Table: 4.9 reveals result about to what extent the college provides different tasks in order to maintain employees' interest. Consequently as the respondents agreement level 10 (10.2%) of them strongly disagree, 8 (8.2%) disagree, 18 (18.4%) neither agree nor disagree, 47 (48%) agree and 15 (15.3%) strongly agree. The obtained mean value is 3.5 at the standard deviation 1.16. The implication is that the largest portions of the respondents identify that the management certainly provide the employees different kinds of job in order to reduce boredom within the employees.

The 4th item in Table: 4.9 show the levels of agreement with in employees about whether they have an opportunity to do what they believe to do. To this end 4 (4.1%), 17(17.3%), 28 (28.6%), 35 (35.7%) and 14 (14.3%) of respondents strongly disagree, disagree, neither agree nor disagree, agree and strongly agree respectively. The obtained mean value is 3.39 at the standard deviation 1.06. The implication is that average numbers of present employees are certain about the opportunity to choose what they believe to do.

Item 5 in Table: 4.9 shows the levels of agreement about the individual independence to innovate and work by their own initiatives. To this end 4 (4.1%) strongly disagree, 9 (9.2%) disagree, 17 (17.3%) neither agree nor disagree, 39 (39.8%) agree, 29 (29.6%) strongly agree. The achieved mean value is 3.82 at the standard deviation 1.09. The implication is that more than half of the present employees agree that they have an opportunity to choose what they believe to do and innovate something new in order to enhance the work method and the outcome.

Item 6 in Table: 4.9 represent the result for the question do employees have free to choose their own work method. To this end, 7 (7.1%) respondents strongly disagree, which indicates there is no opportunity for individual's to choose their own work method, 18 (18.4%) employees also disagree, 16 (16.3%) respondents neither agree nor disagree, 30 (30.6%) employees agree and 22 (22.4%) strongly agree. The obtained mean value is 3.33 at the standard deviation of 1.34. According the research translation of level ranking analysis criteria the mean value (3.33) refers neither agree nor disagree. This implies employees have no idea to determine whether they are free to choose their work method or not.

#### 4.4.5- LEVEL OF EMPLOYEE MOTIVATION- training and development

One major area of the Human Resource Management function of particular relevance to the effective use of human resources is training and development. since the performance of the organization depends on the competence of the workforce, training and development are important, not only for the present job but also for the future job and organization. However, few people these days would argue against the importance of training as a major influence on the success of an organization. Thus, in order to gather information regarding to the effectiveness of the training and development practices at UMC. The following questions are raised

Table: 4.10 Respondents' Level of Agreement On Company's training and development practice.

Item	Frequency					Mean	Std. Deviation
	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree		
Does the company have a training and development policy applicable to all employees?	40 (40.8%)	26 (26.5%)	20 (20.4%)	9 (9.2%)	3 (3.1%)	2	1.1
Does the Company invest in employees through training and development?	55 (56.1%)	37 (37.8%)	4 (4.1%)	2 (2%)	0	1.5	0.6
Do you agree that training is of sufficient duration?	63 (64.3%)	26 (26.5%)	7 (7.1%)	0	2 (2%)	1.5	0.8
Does training improve your skills, knowledge, attitude change, new capability?	55 (56.1%)	32 (32.7%)	6 (6.1%)	3 (3.1%)	2 (2%)	1.6	0.89
Does the training program is well planned that helpful in personal growth?	55 (56.1%)	29 (29.6)	11 (11.2%)	1 (1%)	2 (2%)	1.6	0.87
<b>Aggregated value.</b>	54 (54.69%)	30 (30.61)	9.6 (9.8%)	3 (3.1%)	2 (1.84%)	1.64	0.85

The first item in table: 4.10 show the level of agreement with in employees about the availability of the company's training and development policy that is applicable to all employees. To this end, 40 (40.8%), 26 (26.5%), 20 (20.4%), 9 (9.2%) and 3 (3.1%) employees strongly disagree, disagree, neither agree nor disagree, agree and strongly agree respectively. The acquired mean



value is 2.7 at the standard deviation 1.1. The implication is that the majority of respondents do believe the college does not have a valid policy regarding training and development.

The second item in table: 4.10 report about the college's investment practice in employees through training and development. As a result 55 (56.1%) of respondents says strongly disagree, 37 (37.8%) disagree, 4 (4.1%) neither agree nor disagree and 2 (2%) agree. The obtained mean value is 1.5 at the standard deviation 0.6. The implication is that the largest portions of the respondents deny that the college having practically sufficient resources to provide for employees' development.

The 3rd item of table: 4.10 explains about whether the college give training and development program within a specific time interval or not. As the respondents level of agreement reveal 63 (64.3%), 26(26.5%), 7 (7.1%) and 2 (2%) as strongly disagree, disagree, neither agree nor disagree and strongly agree respectively. The acquired mean score to this end is 1.6 with the standard deviation of 0.8. This implies that majority of employees do believe that the college has no specific duration for training and development.

According to the forth item in table: 4.10 response 55 (56.1%) of respondent's strongly disagree, 32 (32.7%) disagree, 6 (6.1%) neither agree nor disagree, 3 (3.1%) agree and 2 (2%) strongly agree about the training and development exercise capability towards the improvement of their skills, knowledge, attitude change or provide new capability. The attained mean score to this end is 1.6 with the standard deviation of 0.89. This implies that almost all employees do agree that the college does not have satisfactory training and development policy that is capable to change employees' skills and attitude.

The last item of table: 4.10 indicate the respondent's level of agreement about how helpful the planned training program towards individual growth. In this regard 55 (56.1%) and 29 (29.6%) of respondent's strongly disagree and disagree respectively. In addition 11 (11.2%) employees says neither agree nor disagree 1 (1%) and 2 (2%) as agree and strongly disagree correspondingly. The acquired mean value is 1.6 at the standard deviation 0.87. This implies that the largest portion of the respondents believed that the training and development policy of the college does not add any value up on them.

#### 4.4.6- LEVEL OF EMPLOYEE MOTIVATION- reward and promotion

Reward management as one of the strategies used by Human Resource Managers for attracting and retaining suitable employees as well as facilitating them to improve their performance through motivation and to comply with employment legislation and regulation. However, because most organizations give less attention about reward and promotion practice as a result the employee motivation level seems decline. Thus, in order to gather information regarding to the effectiveness of the reward and promotion practices at UMC. The following questions are raised

Table 4.11 Respondents' Level of Agreement On Company's reward and promotion practice

Item	Frequency					Mean	Std. Deviation
	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree		
Does the company have a reward and promotion policy applicable to all employees?	50 (51.3%)	15 (15.3%)	22 (22.4)	11 (11.2%)	0	1.9	1.09
Do you agree that the Company reward and Job promotion practices are fair and without bias?	61 (62.2%)	19 (19.4%)	9 (9.1%)	5 (5.1%)	4 (4.1%)	1.69	1.09
Do you agree that the company maintains a competitive pay and benefits package?	71 (72.4%)	16 (16.3%)	8 (8.2%)	2 (2%)	1 (1%)	1.42	0.81
Does the Company pay policy helps attract and retain high performing employees?	63 (64.3%)	27 (27.6%)	6 (6.1%)	2 (2%)	0	1.45	0.7
Do you feel that your supervisor is always trying to make sure you are fairly compensated?	53 (54.1%)	15 (15.3%)	8 (8.2%)	16 (1.3%)	6 (6.1%)	2.05	1.35
<b>Aggregated value.</b>	60 (60.82%)	18 (18.78%)	11 (10.82%)	7 (7.35%)	2 (2.24%)	2.84	1.68

The first items in table 4.11 give a picture for the level of agreement with in employees about the company reward and promotion policy availability and applicability to all employees. To this end, 50 (51.3%), 15 (15.3%), 22 (22.4) and 11 (11.2%) as strongly disagree, disagree, neither agree nor disagree and agree respectively. The acquired mean value is 1.9 at the standard deviation 1.09. The implication is that the majority of respondents' strongly believe the college hasn't a valid policy regarding reward and promotion.

The second item in table 4.11 reports about the college practical achievements towards reward and promotion fairness. To this end 61 (62.2%) of respondents says strongly disagree, 19 (19.4%) disagree, 9 (9.1%) neither agree nor disagree and 5 (5.1%), 4(4.1%) employee agree and strongly agree. The obtained mean value is 1.6 at the standard deviation 1.09. The implication is that the largest segment of the respondents believed that the college hasn't fair and non biased reward and promotion policy.

Item 3 of Table: 4.11 clarify about the college remuneration competitiveness and benefits package. As the respondents level of agreement reveal 71 (72.4%), 16 (16.3%), 8 (8.2%), 2(2%) and 1(1%) employees strongly disagree, disagree, neither agree nor disagree, agree and strongly agree respectively. the acquired mean score to this end is 1.4 with the standard deviation of 0.81. this implies that majority of employees strongly disagree the college policy according to remuneration and other benefit package.

Item 4 of Table: 4.11 reveal the extent of the company pay policy helps to attract and retain high performing employees. To this end, 63 (64.3%) and 27 (27.6%) of them rated as strongly disagree and disagree respectively. Only 6 (6.1%) and 2 (2%) of them rated as neither agree nor disagree, agree. The achieved mean value is 1.45 at the standard deviation 0.7. The implication is that the largest portions of the respondent's recognize that the pay policy of the college seems unattractive and discourage good performer as will.

The last item of Table: 4.11 indicate the respondent's level of agreement about the feeling they have regarding their supervisor intention towards their compensation. Accordingly 53 (54.1%) and 15 (15.3%) of respondent's strongly disagree and disagree respectively. In addition 8 (8.2%), 16 (1.3%) and 6 (6.1%) employees says neither agree nor disagree, agree and strongly agree correspondingly. The acquired mean value is 2.05 at the standard deviation 1.35. This implies that the largest portion of the respondents believed that supervisors don't care about the compensation and benefit package their subordinate received in UMC.

#### **4.8- CORRELATION ANALYSIS BETWEEN THE VARIABLES**

In this section, correlation analysis between employee performance and explanatory variables; organization policy and administration, supervisor support, co-workers support, job design,

training and development and reward and promotion were undertaken. According to Kothari (2004), correlation analysis deals with the joint variation of two or more variables for determining the amount of correlation between two or more variables. The coefficient shows the direction and magnitude of the relationships, whether it is strong, moderate, weak, positive and negative. A strong relationship has higher coefficient value where as smaller coefficient value is an indicator of weak relationship.

Similarly, according to Singh (2006) for expressing the degree of relationship quantitatively between two sets of measures of variables, we usually take the help of an index that is known as coefficient of correlation. It is a kind of ratio which expresses the extent to which changes in one variable are accompanied with changes in the other variable. It involves no units and varies from -1 (indicating perfect negative correlation) to + 1 (indicating perfect positive correlation).

Accordingly the following values correlation  $r$  is closest to:

+0.30=> A weak uphill (positive) linear relationship

+0.50=> A moderate uphill (positive) relationship

+0.70=> A strong uphill (positive) linear relationship

Exactly +1=>A perfect uphill (positive) linear relationship

0= No linear relationship

-1<=A perfect downhill (negative) linear relationship

-0.70<= A strong downhill (negative) linear relationship

-0.50<= A moderate downhill (negative) relationship

-0.30<=A weak downhill (negative) linear relationship

Table 4.12 correlation matrix between variables

Correlations								
		Employee Performance	Reward And Promotion	Training And Development	Supervisor Support	Organization Policy	Co-Workers Support	Job-Design
Employee Performance	Pearson Correlation							
	Sig.							
Reward And Promotion	Pearson Correlation	.345**						
	Sig.	.000						
Training And Development	Pearson Correlation	.368**	-.027					
	Sig.	.000	.794					
Supervisor Support	Pearson Correlation	.491**	.201*	.113				
	Sig.	.000	.047	.268				
Organization Policy	Pearson Correlation	.531**	.259*	.205*	.262**			
	Sig.	.000	.010	.043	.009			
Co-Workers Support	Pearson Correlation	.539**	.158	.113	.265**	.385**		
	Sig.	.000	.119	.268	.008	.000		
Job-Design	Pearson Correlation	.528**	.071	.155	.294**	.337**	.354**	
	Sig.	.000	.489	.127	.003	.001	.000	
**. Correlation is significant at the 0.01 level (2-tailed).								
*. Correlation is significant at the 0.05 level (2-tailed).								

The main result of a correlation is called the correlation coefficient (or "r"). It ranges from -1.0 to +1.0. The closer r is to +1 or -1, the more closely the two variables are related.

If r is close to 0, it means there is no relationship between the variables. If r is positive, it means that as one variable gets larger the other gets larger. If r is negative it means that as the independent variable gets larger, the dependent variable gets smaller (often called an "inverse" correlation). While correlation coefficients are normally reported as r = (a value between -1 and +1), squaring them makes them easier to understand. The square of the coefficient (or r square) is equal to the percent of the variation in one variable that is related to the variation in the other.

As shown on the above table 4.12 correlation result between employee performance and reward and promotion, training and development and supervisor support accounts a Pearson correlation coefficient result of 0.345, 0.368 and 0.491 respectively. This means that those independent variables have a moderate relationship and positive correlation with the dependent variable (employee performance). The positive direction indicating that, when the independent variables increase dependent variable also increases and vice versa. All the three independent variables (reward and promotion, training and development and supervisor support) relationships have also statistically significant since the p value 0.000 and 0.001 <0.05.

The above correlation coefficient table 4.12 also shows the correlation result between employee performance and Organization Policy, Co-Workers Support and Job-Design. In this case, the Pearson correlation coefficients between variables are 0.531, 0.539 and 0.528 respectively with the significant level of p=0.000. This means the variables has a strong uphill linear relationship and the value has 95% level of confidence to be true and 5% chance of error. The value positive indication shows that, when the independent variables increase dependent variable also increases and vice versa.

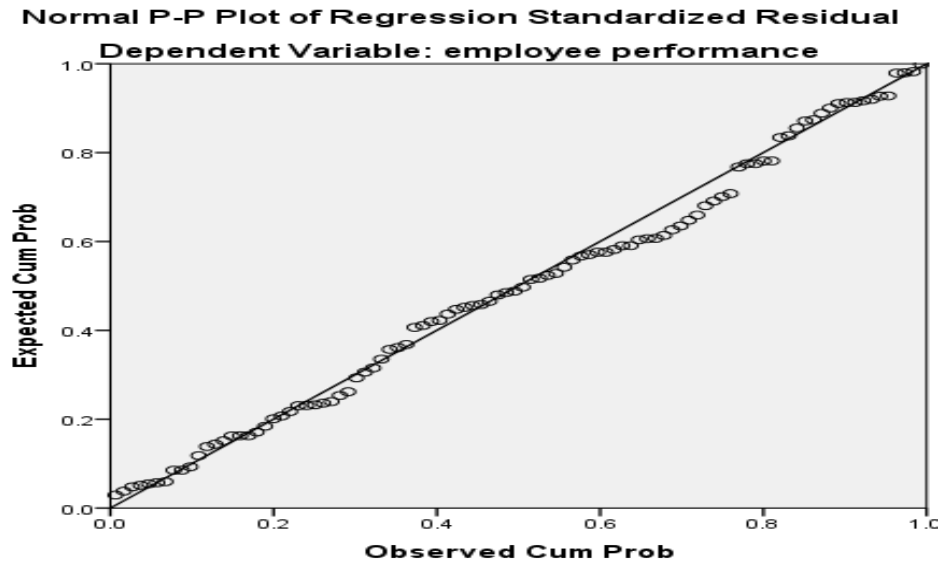
#### 4.9- **REGRESSION ANALYSIS ASSUMPTION TEST**

Before applying regression analysis, the researcher tests its assumptions like normality, linearity and multicollinearity.

- **Normality test** □ in order to determine normality graphically, we can use the output of a normal P-P Plot. If the data are normally distributed, the data points will be close to the

diagonal line. If the data points stray from the line in an obvious non-linear fashion, the data are not normally distributed. As we can see from figure 4.1 the normal P-P plot above, the data is normally distributed.

Figure 4.1 normal P-P plots test



Source: SPSS report

- **Multicollinearity analysis test:** Multicollinearity is a state of very high intercorrelations or inter-associations among the independent variables. It is therefore a type of disturbance in the data, and if present in the data the statistical inferences made about the data may not be reliable.

Multicollinearity can also be detected with the help of tolerance and its reciprocal, called variance inflation factor (VIF). If the value of tolerance is less than 0.2 or 0.1 and, simultaneously, the value of VIF 10 and above.

As table 4.13 shows the calculated tolerance value of the dimensions of the independent variable is ranging from 0.739 up to 0.940 indicate all the Tolerance values are within the acceptable level of greater than 0.1, whereas the VIF values are also less than the cut of value of 10. The fact that the Tolerance and VIF values are falling within the acceptable limit entails in this particular study multicollinearity is not a serious problem and it is possible testing multiple regression analysis.

Table 4.13 Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Reward and promotion	0.901	1.110
Training and development	0.940	1.064
Organization policy	0.739	1.353
Supervisor support	0.848	1.180
Co-workers support	0.778	1.285
Job-design	0.790	1.265

A. Dependent Variable: employee performance

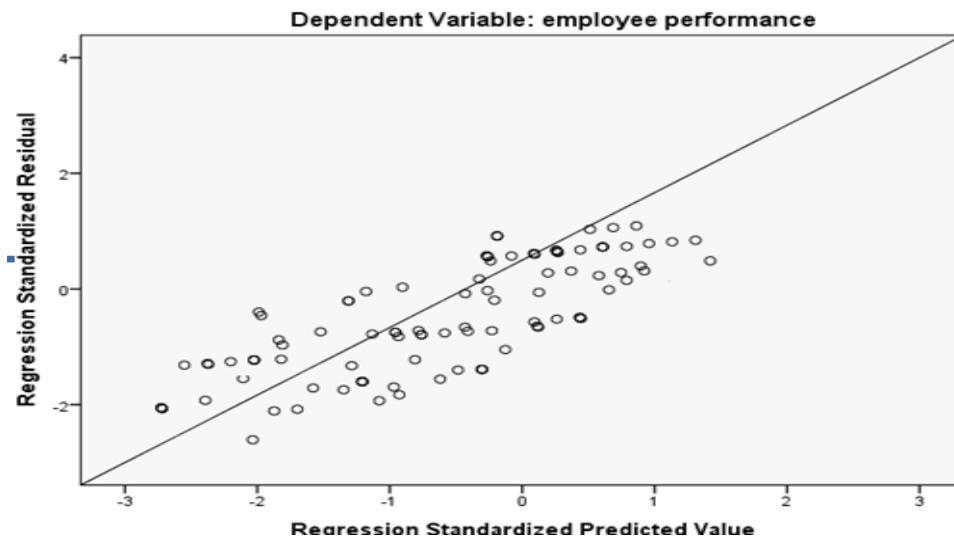
Source: SPSS report

- **Scatter plot analysis test** □ scatter plot graphs the actual values the data against the values predicted by the model. The scatter plot displays the actual values along the X-axis, and displays the predicted values along the Y-axis. It also displays a line that illustrates the perfect prediction, where the predicted value exactly matches the actual value.

Figure 4.3 show the patterns in scatter plots of employee performance against the independent variables weather they have linear relation and the assumption have met. From the graph above the straight line shows the expected linear relationship, and the points scattered around that line show how the actual data diverges from the expected. This analysis tells you at a glance how closely a set of results is correlated with a particular input, and how much variation there is from the ideal model.



Figure 4.2 scattered plot test



Source: SPSS report

#### 4.10- REGRESSION ANALYSIS

To determine the effect of the independent variables on employee performance multiple regression analysis was conducted.

##### 4.7.1- THE EFFECT OF THE INDEPENDENT VARIABLE ON THE DEPENDENT VARIABLE

To determine the effect of independent variable (organization policy and administration, supervisor support, co-workers support, job-design, reward and promotion and training and development) on the dependent variable (employee performance) multiple regressions analysis was conducted. Regression analysis helps in establishing a functional relationship between two or more variables and predicts the values of dependent variables from the value of independent variables. In this model, employee performance as dependent variable and organization policy and administration, supervisor support, co-workers support, job-design, reward and promotion and training and development as independent variables were used. The regression analysis results are present in table 4.13 and 4.14.

Table 4.13 modal summary of the independent variable

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.801 <sup>a</sup>	0.642	0.618	3.50282
a. Predictors: (Constant), job-design, reward, training, supervisor support, co-worker support, and organization policy and administration				

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2001.862	6	333.644	27.192	.000 <sup>b</sup>
	Residual	1116.546	91	12.270		
	Total	3118.408	97			
a. Dependent Variable: employee performance						
b. Predictors: (Constant), job-design, reward, training, supervisor support, co-worker support, and organization policy and administration						

**R (Coefficient of Correlation)** shows the magnitude of the relationship between the dependent variable and the predictor variables. In this case, the six independent variables (job-design, reward, training, supervisor support, co-worker support, and organization policy and administration) accounts  $R=0.801$  which shows there is a strong (positive) relationship between dependent (employee performance) and independent variables (reward and promotion and training and development).

**R Square (Coefficient of Determination):-**the model summary shows that,  $R^2 = 0.642$ . Adjusted  $R^2 = 0.618$ , which means that the whole six independent variables explains 64.2% of the variability of the dependent variable (employee performance) in the population. As table 4.12 shows the regression model is statistically significant, since the  $p = 0.000 < 0.05$ . This indicates that, overall, the model applied can statistically significantly predict the dependent variable. Accordingly,  $p=0.000 \leq 0.05$  this implies the R square value has a 95% level of confidence to be true and 0.05 (5%) chance of error.

Table 4.14 coefficients (job-design, reward, training, supervisor support, co-worker support, and organization policy and administration)

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.901	4.524		0.641	.523
	Reward And Promotion	0.122	.041	.199	3.008	.003
	Training And Development	0.128	.034	.241	3.718	.000
	Supervisor Support	0.251	.074	.232	3.408	.001
	Organization Policy And Administration	0.120	.048	.184	2.519	.014
	Co-Workers Support	0.177	.049	.257	3.617	.000
	Job-Design	0.183	.050	.255	3.617	.000
A. Dependent Variable: employee Performance						

B. Represent co-efficient of the independent variable

Sig. Represent the statistical significant level of the model

Table 4.14 shows the result of coefficients analysis of the dependent variable and the independent variables. To predict the goodness of fit of the regression model, Significant (P-value) were examined. The analysis shows that the level of significant is less than 5% (range between 0.014-0.000). This implies that the regression equation was well specified.

Therefore, a linear regression estimates the coefficients of the linear equation, involving one or more independent variables that best predict the value of the dependent variable. In multiple regression we use an equation of  $Y_i = a + b_1X_1 + b_2X_2 + b_3X_3 + \dots + b_nX_n + E_i$  Where:  $y$ =the outcome variable  $a$ =the the constant slop of the equation,  $b_1$ =the coefficient of the first predictor ( $X_1$ ),  $b_2$ =the coefficient of the second predictor ( $X_2$ ),  $b_3$  = the coefficient of the third predictor ( $X_3$ ),  $b_4$  = the coefficient of the forth predictor ( $X_4$ ),  $b_5$  = the coefficient of the fifth predictor ( $X_5$ ) and  $b_6$  = the coefficient of the sixth predictor ( $X_6$ )

Therefore, in this study, for this case the following multiple regressions were used:

$EP = a + b_1R\&P + b_2T\&D + b_3Ss + b_4OP\&A + b_5CWs + b_6JD$
$Y = 2.901 + 0.122(x_1) + 0.128(x_2) + 0.251(x_3) + 0.120(x_4) + 0.177(x_5) + 0.183(x_6)$

Where: EP(Y) = Employee performance

R&P (X1) = Reward and promotion

T&D (X2) = Training and development

Ss (X3) = Supervisor support

OP&A (X4) Organizational Policy and Administration

CWs (X5) Co-Workers support

JD (X6) Job-Design

To assess the significance of independent variable on the dependent variable (EP), the above table reports the actual impact of the independent variable in predicting the dependent variable.

**Unstandardized coefficients ( $\beta$ )** interpreted as the size of the difference in the dependent variable that corresponds with a one unit difference in the independent variable. As shown in the table, the coefficient for R&P is 0.122 it indicated that for every one unit increase in the R&P, there is a predicted increase in the EP by 12.2%. And also the relationship is significant since the P-value is less than 0.05 ( $p=0.003$ ). i.e. the independent variable (Reward and promotion) is making a significant contribution to the prediction of the dependent variable (employees performance). These mean employees are of the view that Reward and promotion is a strong factor in order to raise their performance.

From the analysis the co-efficient value for training and development was 0.128. This means that all things being equal, when the other independent variables are held constant, performance would increase by 12.8%. This was statistically significant ( $0.00 < 0.05$ ) i.e. the variable (training and development) is making a significant unique contribution to the prediction of the dependent

variable (employees performance). So that management must give appropriate attention towards the effectiveness of training and development, because the effect of T&D heavily influences employee's performance.

From the analysis the co-efficient value for Supervisor Support was 0.251. This means that all things being constant, when the other independent variables are held constant, performance would increase by 25.1%. This was statistically significant ( $0.001 < 0.05$ ) i.e. the variable (Supervisor Support) is making a significant unique contribution to the prediction of the dependent variable (employees performance). This implies that Supervisor Support in poor state seems at 25% chance of losing employee productivity. So that management must find ways of improving to the supportiveness of supervisors on the daily bases in order to achieve the best performance.

As shown on the table also, the coefficient for organization policy and administration practice has 0.120 it indicated that for every one unit increase in the employee's motivation by the effective application of the organization policy and administration practice, there is a predicted increase in the EP by 12%. And also the relationship is significant since the P-value is less than 0.05 ( $p=0.014$ ). i.e. the independent variable (Organization Policy And Administration practice) is making a significant contribution to the prediction of the dependent variable (employees performance). These mean employees are of the view that Organization Policy and Administration is a strong factor in order to raise their performance.

From the analysis the co-efficient value for Co-Workers Support was 0.177. This means that when the other independent variables are held constant, performance would increase by 17.7%. This was statistically significant ( $0.00 < 0.05$ ) i.e. the variable (Co-Workers Support) is making a significant unique contribution to the prediction of the dependent variable (employees performance). This implies that Co-Workers Support in poor state seems at 17.7% chance of losing employee productivity. So that management must find ways of improving to the interrelation of employees through different retreat programs.

As shown on table 4.14 the coefficient for Job-Design has 0.180 it indicated that for every one unit increase in the employees motivation towards Job-Design, there is a predicted increase in

the EP by 18 %. And also the relationship is significant since the P-value is less than 0.05 ( $p=0.000$ ). i.e. the independent variable (Job-Design) is making a significant contribution to the prediction of the dependent variable (employees performance). These mean employees are of the view that Job-Design is a strong factor in order to raise their performance.

#### 4.11- HYPOTHESIS TESTING AND DISCUSSIONS

Proposed hypothesis are tested based on the results of the correlation analysis. By looking at the Sig.-value in Table 4.12, it is possible to interpret whether the particular independent variable has a significant relationship with the dependent variables. Two approaches can be used to test the significance level: either by comparing p-value and correlation coefficient. The rules of thumb for this study if P- value.  $< \alpha = 0.05$ ,  $H_0$  rejected, and conversely, if Sig.  $> \alpha = .05$ ,  $H_0$  was not reject (Accepted). Hypothesis is supported when the Sig. value is smaller than 0.05; and a null hypothesis is rejected when the Sig. value is equal or larger than 0.05. Beta coefficients were used to evaluate the direction of each linear relationship (i.e. negative or positive). Therefore, interpretation of by comparing Sig and beta estimates preceded for each hypothesis.

$H_1$ = The Organization policy and administration practice has a positive relationship with Employee performance in UMC

Regarding the association between the organization policy and administration practice and employee performance, Pearson correlation analysis reported that it has 0.531 at a significance level of 0.000. This mean organization policy and administration practice has a strong positive relationship with employee performance. Hence, it is possible to conclude that organization policy and administration practices have a linear relationship with employee performance in UMC. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted.

$H_2$ = Supervisor support has a positive relationship with Employee performance in UMC.

Regarding the association between Supervisor support and employee performance, Pearson correlation analysis reported that it has 0.491 at a significance level of 0.000. The result indicates Supervisor support has significant and positive moderate relationship with employee performance. Hence, it is possible to conclude that Supervisor support have a relationship with employee performance in UMC. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted.

H<sub>3</sub>= Co-workers support has a positive relationship with Employee performance in UMC.

Regarding the association between Co-workers support and employee performance, Pearson correlation analysis reported that it has 0.539 at a significance level of 0.000. This implies Co-workers support has a strong positive relationship with employee performance. Hence, it is possible to conclude that Co-workers support have a relationship with employee performance in UMC. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted.

H<sub>4</sub>= Job-design has a positive relationship with Employee performance in UMC.

Regarding the association between Job-design and employee performance, Pearson correlation analysis reported that it has 0.528 at a significance level of 0.000. This implies Job-design has a strong positive relationship with employee performance. Hence, it is possible to conclude that Job-design support have a relationship with employee performance in UMC. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted.

H<sub>5</sub>= Reward and promotion has a positive relationship with Employee performance in UMC.

Regarding the association between Reward and promotion and employee performance, Pearson correlation analysis reported that it has 0.345 at a significance level of 0.000. This implies

Reward and promotion has a moderate positive relationship with employee performance. Hence, it is possible to conclude that Reward and promotion have a relationship with employee performance in UMC. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted.

H<sub>6</sub>=Training and Development has a positive relationship with Employee performance in UMC.

Regarding the association between Training and Development and employee performance, Pearson correlation analysis reported that it has 0.368 at a significance level of 0.000. This implies Training and Development has a moderate positive relationship with employee performance. Hence, it is possible to conclude that Training and Development have a relationship with employee performance in UMC. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

This chapter presents the summary of major findings, conclusions, recommendations and limitation of the study. The conclusion links the results and findings to the general literature. Recommendations for actions as well as suggestion for further research of the study are also outlined.

#### **5.1 SUMMARY OF THE MAJOR FINDINGS**

After the information gathered and analyzed, the following major findings were identified; The results of the demographic characteristics of the respondents indicated that the majority of the total respondents were aged in the range of 26-40 years (64.3%), regarding to gender distribution from 98 respondents 55 of them were male correspondingly (56.1%), and working experience at the college range between 0 to 2 years (46.9%). In addition, 40 respondents representing 40.8% were with educational level of first degree

Regarding on level of employee performance at UMC, the study categorized performance in to four distinct dimensions (task performance, contextual performance, Adaptive performance and counterproductive work behavior). Accordingly, as Table: 4.2- 4.4 indicates task performance, contextual performance and Adaptive performance most frequently occurring at the level of perception in the distribution: i.e. mode for 'task performance' is 3.6, for 'contextual performance' 4.00, while for 'Adaptive performance' it is 3.6. This means the arithmetic average on for the three variables level of perception is 'Very good'.

However, regarding counterproductive work behavior, as table 4.5 shows most frequently occurring level of perception in the distribution is 'Good'. This means employees' perception towards organizational belongingness seems average. As a result, the employees' performance scale shows that it has a tendency in employees that harms the well-being of the organization that include behaviors such as absenteeism, being late for work, engaging in off-task behavior, theft,

and substance abuse. In this regard UMC has face under performance on productivity as expected.

Regarding the employee's level of agreement six employee's motivational factors (organizational policy and administration practices, supervisor support, co-workers support, job-design, training and development and reward and promotion) are examine. The analysis's presented on Table: 4.6-4.9. To this end, from 98 respondents 34.90% of them are not satisfied or motivated by the organizational policy and the management practices of the college. Beside that 46 employees which accounts 46.55% from the total population show their agreement or satisfaction on the about the organizational policy and administrative practice of the institute. The rest 17 respondents which accounts 18.6% stayed in the middle (neither agree nor disagree). The implication is that, UMC articulate its policy towards the satisfaction of the majority of employees. However, to some extent it requires some modification in order to accommodate all employees

Regarding the supervisor support, table 4.7 shows the aggregated value and mean scores of respondent agreement. In this regard from the total population 19 respondents were 'disagree' and only 16 employees neither agree nor disagree. The rest 63 employees which is accounts 64.06% out of the total population feel satisfied and motivated by the supervisors help and support practices. These specify the employees' perception and relationship towards their immediate boss look positive.

According to table 4.8 employees agreement towards colleague help and support activities, 39 respondents which accounts 39.54% declare that as they are not satisfied or motivated. However from the total population 51.75% of the respondent agreed that the relation and connection of work meet would help them to be motivated. The rest 9 employees stay silent in this topic. These specify the employees' the college has build good relationship within employees that can enhance motivation and reduce anxiety.

Table 4.9 present the employee's agreement towards the job-design. To these end from the total population 18 (18.37%) of respondents confirm about the content and the Variety of there. But the majorities which accounts 6.8% from the total population confirm that the job design which including the opportunities that allowed to choose work method and Verities of activity make them satisfied and motivated. The rest 16 employees say noting in this regard.

This implies majority of the respondents are feeling as they are in good working atmosphere that encourage doing the best out of them.

According the effectiveness of training and development practice: table 4.10 shows that from 98 respondents 54.6% were 'strongly disagree', 30.6% disagree, 9.7% 'neither agree nor disagree', 3% 'agree' and 1.8% 'strongly agree'. In this case 85.2% of respondents disagree at all. These specify the employees' perception towards the effectiveness of training and development is very low. Literally, employees perceive the college has no effective training and development practice at all.

The same as true with the college's reward and promotion policy as well as it indicated on table 4.11 the variable (R&P) has a percentile value of 60.2%, 16%, 11%, 7.3% and 2.4%, strongly disagreed, disagreed, neither agree nor disagree, agree and strongly agree respectively. Consequently, 76.2% of respondents disagree at all. These specify the employee's perception towards the effectiveness of reward and promotion is very low. Literally, the college has no effective reward and promotion practice according to employee awareness.

Regarding the magnitude effect of independent variable over the dependent variable table 4.13 shows the result of coefficients analysis (multiple regressions analysis) of the dependent variable (EP) and the independent variables (organizational policy and administration practice, supervisory support, co-workers support, job-design, training and development and reward and promotion).

As shown in table 12 the independent variables correlation coefficient  $R=0.801$  which indicates the independent variables have a strange uphill correlations with the dependent variable (EP). As a result Coefficient of Determination  $R^2 = 0.642$ . That means that all the independent variables explanation which accounts' 64.2% of the variability of the dependent variable (employee performance) from the population.

As table 4.13 shows the coefficient for R&P is 0.122. This indicates that for every one unit increase in the R&P, there is a predicted increase in the EP by 0.122 correspondingly (12.9%). And also the relationship is significant since the P-value is less than 0.05 ( $p=0.003$ ). I.e. the variable (reward and promotion) is making a significant unique contribution to the prediction of the dependent variable (employees' performance). Pearson correlation analysis reported that it

has 0.345 at a significance level of 0.000. This implies the variable has positive moderate relationship with employee performance. As a result the college employees are considered that reward and promotion as a useful factor in order to elevate workers performance.

In addition the table shows, the coefficient for T&D is 0.128 it indicated that for every one unit increase in the T&D, there is a predicted increase in the EP by 12.8%. The relationship is also significant since the P-value is less than 0.05 ( $p=0.000$ ). I.e. the variable (training and development) can make significant contribution to the prediction of the dependent variable (employees' performance). Since Pearson correlation analysis reported that it has 0.368 at a significance level of 0.000 and a positive moderate relationship with employee performance.

From the analysis the co-efficient value for supervisor support has a value of 0.251. This means that all things being equal, when the other independent are held constant, performance would increase by 25.1%. This was statistically significant since the P-value is less than 0.05 ( $p=0.001$ ). Therefore the variable (supervisor support) is making significant contribution to the prediction of the dependent variable (employee's performance) in this case Pearson correlation analysis reported that Ss has 0.491 at a significance level of 0.000. This indicates the variable has positive moderate relationship with employee performance.

From the analysis the co-efficient value for Organization Policy and Administration practices has Unstandraized B value of 0.120. This means that all things being equal, when the other independent are held constant, performance would increase by 12%. This was statistically significant since the P-value is less than 0.05 ( $p=0.014$ ). Therefore the variable (Organization Policy and Administration) is making significant contribution to the prediction of the dependent variable (employee's performance) in this case Pearson correlation analysis reported that Organization Policy and Administration has 0.531 at a significance level of 0.000. This indicates the variable has positive strong relationship with employee performance.

In addition table 4.14 shows, the coefficient for Co-Workers Support is 0.177 it indicated that for every one unit increase in the Co-Workers Support perception there is a predicted increase in the EP by 17.7%. The relationship is also significant since the P-value is less than 0.05 ( $p=0.000$ ). I.e. the variable (Co-Workers Support) can make significant contribution to the prediction of the dependent variable (employees' performance). Since Pearson correlation analysis reported that it

has 0.539 at significance level of 0.000. This indicates the variable (co-workers support) has positive strong relationship with employee performance.

In addition table 4.14 shows, the coefficient for Job-Design is 0.183 it indicated that for every one unit increase in the Job-Design there is a predicted increase in the EP by 18.3%. The relationship is also significant since the P-value is less than 0.05 ( $p=0.000$ ). I.e. the variable (Job-Design) can make significant contribution to the prediction of the dependent variable (employees' performance). Since Pearson correlation analysis reported that it has 0.528 at significance level of 0.000. This indicates the variable (Job-design) has positive strong relationship with employee performance.

## **5.2 CONCLUSION**

In order to measure employees' performance at the college, the study used four indicators task performance, contextual performance, adaptive performance and counterproductive work behavior. Accordingly, the study found that the college completely achieved the first three dimensions of work performances. However, the college seems under performance regarding counterproductive work behavior. As a result the college faces lack of organizational belongingness. Consequently, employees develop negligence and unexpected errors during operation, which lead the college to drop customer/student and finally end up financial crash.

From the data analysis presented above the researcher clearly come to the decision that the factors taken into account during the survey (organizational policy and administration practice, supervisor support, co-workers support, job-design training and development and reward and promotion) applied in the college 'very well'

According to the finding, the college employees perceived that the reward/promotion and training/development practices applied in UMC's are not as such effective in order to supporting their performances.

In addition to that, the regression analysis indicates the magnitude effect of the all variables. Accordingly, the whole variables positively affect the dependent variable (EP) which means if the independent variable increases the dependent variable also increases and vice versa.

### 5.3 RECOMMENDATION

Based on the results of the analysis the following recommendations are given

1. Performance is an evaluation of the results of a person's behavior. Accordingly, the study has revealed that UMC has under performance particularly on counterproductive work behavior performance. It is therefore recommended that the college should hire people with the right values and attitude, communicate the behavior what the college want, reinforce the right behavior, understand the cause and motive of the employee, respond to behaviors and inspire others.
2. The employee perception towards the college motivational practice show that 'very good' but low in the area of wages and employees career development. Hence, UMC appears to be paying lowest wages and salaries in the industry compared with other similar institutions. It is therefore recommended that the college (management) should investigate (conduct a research) on the market price of the industry and need to make adjustment in wages and salaries as a matter of urgency which will go a long way to reduce the high incidence of employee turnover.
3. According to Nda and Fard (3013) training and development ultimately upgrade not only the productivity of employees but also of the organization. In addition to that Imran *et al.* (2015) approved training and development serve as a tool for employee motivation towards organizational goal. In this regard UMC has practiced unsuccessful training and development policy throughout the study period. It is therefore recommended that the college should articulate suitable training and development policy which can be applicable to all employees and invest on employees in order to get what the college wants to be.
4. Reward and promotions is a tool that can greatly influence employees to achieve their targets as well as in motivating them to be more productive in their work Njanjaet *al.* (2013). In this regard the study reveals that UMC has promoted unproductive reward and promotion practice throughout the study time. It is therefore recommended that the management should gather information about the reward and promotion practice in other institute in order to compete in the industry and make a new revision with participation of employees from whole department in order to make them responsible for the implementation and the collage should apply the new revised system as fast as possible.

5. According to (Nabi, *et al.* 2017) employee motivation is pragmatically dominates employees' will to perform. To this end The college should acknowledge the effect of the absence of employee motivation on productivity, employee absenteeism levels, employee turnover rates as well as employee stress levels. Therefore, the organization and the general management should consider implementing policies and practices that positively affect employee motivation. Such a strategy should be taken together with the general organizational goals and objectives and should contribute to both the long-term and the short term human resource strategy.

#### **5.5- SUGGESTION FOR FURTHER RESEARCH**

The study was limited to single private Medical College, at Addis Ababa. The researcher suggests that future studies should be expanded to cover many organizations in other sectors like industrial sectors, marketing sectors, business sectors etc.

As this study used only 98 respondents, future studies should consider using large sample that support rigorous statistical analysis to throw more light on the topic understood

## Reference

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## **APPENDIX: Questionnaire**

**St. Mary's University**

**School of Graduate Studies**

**Masters of Business Administration (MBA- General Management) program.**

**Questionnaire to be filled by all Staff of Universal Medical College.**

Researcher: Abebual Teklu.

Research Topic: The effect of motivation on employee performance the case of Universal Medical College.

Dear Respondent:

This questionnaire is designed for academic purpose towards partial fulfillment of Masters of Business Administration Degree specializing in General Management to collect valuable ideas and comments from you. It is also intended as a high level diagnostic tool to highlight opportunities for possible solution to the problems. I would, therefore, like to express my sincere appreciation and deepest thanks in advance for your willingness, effort and cooperation in completing this questionnaire.

General guidelines: please put "X" mark for those questions that are followed. You are not required to write your name. I ask you in all due respect, to fill the questionnaire carefully and at your best knowledge.

Confidentiality: I want to assure you that this research is only for academic purpose authorized by St. Mary University school of Graduate studies, and the result will by no means be presented for other purposes. Thus, your ideas and comments are highly honored and kept confidential.

Contact address: For any query please do not hesitate to contact me at (Tele. 0912042146 or e-mail a0911abbey@yahoo.com)

Thank you



**SECTION I: GENERAL INFORMATION**

The following four questions are concerned with demographic data. Please, indicate your selection by checking the circle (X) which describes your demographic characteristics.

Age Group:

Under 25  26-40  46-60  61 and above

Gender

Male  Female

Year of Service

0-2 years  3-5 years  4-6 years  above 6 years

Level of Education

Level Program  Certificate  Diploma  Degree   
 Second degree (masters)  other \_\_\_\_\_

**SECTION II: INDICATORS OF LEVEL OF EMPLOYEE PERFORMANCE**

Work performance is an abstract, latent construct that cannot be pointed to or measured directly. It is made up of multiple components, or dimensions. These dimensions, in turn, are made up of indicators that can be measured directly, such indicators distinguished: task performance, contextual performance, Adaptive performance and counterproductive work behavior.

Please rate your performance as of the number indicates,

Insufficient	More Or Less	Good	Very Good
Never	Rarely	Intermittently	Often
1	2	3	4



<b>Task performance</b>		1	2	3	4
1	How do you rate the quality of your own work by comparing with the standard settled by the college?				
2	How often you plan and organize your own work?				
3	How do you rate the quantity of your own work by comparing with the standard settled by the college?				
4	How often you keep in mind the results that you have to achieve in your work?				
5	How often you perform your work well with minimal time and effort.				
<b>Contextual performance –interpersonal</b>					
1	How do you rate the ability you have in order to fulfill responsibilities?				
2	How often you communicate with others constructive ideas that lead to the desired result?				
3	How do you rate your initiative when there was a problem to be solved?				
4	How often do you come up with creative ideas at work?				
5	How do you rate the customers/student satisfaction on your work?				
<b>Adaptive performance</b>					
1	How willing you are to keeping job knowledge up-to-date?				
2	How often do you demonstrate flexibility?				
3	How do you rate your capability to adjust to change in work?				
4	How often you cope well with uncertainty and unpredictable situations at work?				
5	How do you rate your adaptability to changes in work?				
<b>Counterproductive work behavior</b>					
1	How often you show excessive negativity (e.g., complaining, making problems bigger than they are)?				
2	How often you doing things that harm your co-workers or supervisor (e.g., arguing, leaving work for others to finish)				
3	How do you rate your behaviors that harm your organization (e.g., not following rules, discussing confidential information)?				

### SECTION III: INDICATORS OF LEVEL OF EMPLOYEE MOTIVATION

This questionnaire will allow to determining how motivated the employee's are and feel in their current role.

Levels Of Agreement				
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

*Please indicate the level of agreement with each statement as indicated below:*

<b>Organizational Policy And Administration practice</b>		1	2	3	4	5
1	The mission or purpose of my organization makes me feel my job is important.					
2	I have all the materials and equipment I need to do my best every day.					
3	I am adequately remunerated for what I do.					
4	In the last year I have had opportunities to learn and develop.					
5	I am consulted and my opinions seem to count.					
<b>Supervisor Support</b>						
1	My boss or someone at work seems to care about me as a person.					
2	My boss leads by example.					
3	I know what my boss thinks of my performance.					
4	The relationship with my boss enables me to be open when discussing work problems and concerns					
5	My boss keeps me informed about what is going on.					

<b>Co-Workers Support</b>		1	2	3	4	5
1	Working relationships in my team are good.					
2	In the last 6 months, someone has talked to me about my progress					
3	I have friends at work.					
4	In the last seven days I have received recognition or praise for doing good work					
<b>Job Design</b>						
1	I know what results are expected of me.					
2	The quantity of my work is enough to keep me busy but not too much to over-burden me.					
3	There is sufficient variety at work to maintain my interest.					
4	I have the opportunity to do what I do best every day.					
5	I have opportunities to innovate and work on my initiative.					
6	I am free to choose my own method of working.					
<b>Training And Development</b>						
1	Does the company have a training and development policy applicable to all employees?					
2	Does the Company invest in employees through training and development?					
3	Do you agree that training is of sufficient duration?					
4	Does training improve your skills, knowledge, attitude change, new capability?					
5	Does the training program is well planned that helpful in personal growth?					

<b>Reward And Promotion</b>						
1	Does the company have a reward and promotion policy applicable to all employees?					
2	Do you agree that the Company reward and Job promotion practices are fair and without bias?					
3	Do you agree that the company maintains a competitive pay and benefits package?					
4	Does the Company pay policy helps attract and retain high performing employees?					
5	Do you feel that your supervisor is always trying to make sure you are fairly compensated?					