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**ST. MARY’S UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**SCHOOL OF BUSINESS**

**THE INFLUENCE OF WORK MOTIVATION ON EMPLOYEES PERFORMANCE AT ST. PAUL’S HOSPITAL MILLENNIUM MEDICAL COLLEGE**

**BY**

**TEMESGEN MEKONNEN**

**ADDIS ABABA, ETHIOPIA**

**JANUARY, 2021**

**THE INFLUENCE OF WORK MOTIVATION ON EMPLOYEES PERFORMANCE AT ST. PAUL’S HOSPITAL MILLENNIUM MEDICAL COLLEGE ACADEMIC STAFFS**

**BY**

**TEMESGEN MEKONNEN**

Thesis Submitted to St. Mary’s University, School of Business in Partial Fulfillment of the Requirements for the Degree of Masters in Business Administration

Addis Ababa, Ethiopia

January, 2021

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**DECLARATION**

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all source of material used for the thesis have been duly acknowledged.

Declared by: Temesgen Mekonnen

Signature Date

**STATEMENT OF CERTIFICATION**

This is to certify that Temesgen Mekonnen has carried out his research work entitled “The influence of work motivation on employee’s performance at St. Paul’s hospital millennium medical college” for the partial fulfillment of Master of Arts in Business Administration. This work is original, which all sources of materials used for the study have been duly acknowledged and it is sufficient for submission for the partial fulfillment of Master of Arts in Business Administration.

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# Abstract

*Today’s dynamic business world requires motivated employees who can contribute their competencies and work experiences towards the achievement of the organization strategic objective The main objective of the study was, therefore, to examine the influence of work motivation factors on employee’s performance, particularly academic staff. The most value adding factors considered to influence Employee performances are promotion, responsibility, and training and development. In this study, both descriptive and explanatory research designs have been applied Correlation and regression analyses are used to show the relationship between promotion, responsibility, and training and development and Employee performance. Quantitative approach is used which entailed structured questionnaires being distributed to respondents. The sample size was 149 which are derived from a target population of 155 employees through a random stratified sampling method. The response rate is 76.6%. Finally, the data collected was analyzed by using a statistical package for social science (SPSS). The result shows the model reaches statistically significant with an R square value of 34.9%. This means 34.9% of the variation in employees performance is accounted for by the variation of training and development in Medical College academic staffs. The researcher suggested that Medical College should review its work motivational system with a view to create work environment that inspire the staff members to do their jobs in a way to better satisfy customers*

***Keyword:*** Employee Performance, Work Motivation, Academic Staff, Customer Satisfaction, Promotion,

Responsibility, Training and Development

# List of Abbreviation / Acronyms

**ANOVA** – Analysis of Variance

**HR**- Human Resources

**COVID 19**: Corona Virus

**KMO TEST-** Kaiser-Meyer- Olkin Measure of Sampling Adequacy

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# CHAPTER ONE

# NTRODUCTION

## 1.1 Background of the Study

Motivational encouragements of workforce contribute to a higher quality of human resources and better performance in organizations. Motivation in governmental and non-governmental organizations is vital and needed because it could change and improve the performance of workers in an affirmative manner (Aarabi et Bateman and Snell (1996) argued that motivation is the power that invigorates, and directs the work of a person towards the accomplishment of an objective. As a result, motivation is one of the most important issues and an effective factor on job performance and a necessity for leading the employees towards major objectives. Moreover, the main challenge facing the organization is the implementation of suitable motivational factors for enhancing job performance to achieve the main objectives of the organizations (Stella, 2008). The expectations of each approach are different from one organization to another. For classifying and addressing these expectations, the comprehension of motivating employees is required. Therefore, the idea of motivation has become a common driving power for the most successful businesses. Motivation is essential for employee’s performance. It plays a significant function in job performance and other behaviors (Roberts, 2005).

The motivation process includes important tools: Enhanced Salary: monetary incentives are important factors in motivational process. Though paying money is not a direct causal element of satisfaction in job, but payment is an external factor which motivates the workers towards their better performance (Akintoye, 2000). Supervision: in addition, supervision can also be a contributor to workers turnover (Buzzle, 2010). Promotion: promotion is an improvement of the recent position. Riketta and Dick (2005) suggested that behavior of employees in the workplace is related to satisfaction in their careers. Responsibility: responsibility as Medura (2007) stated is one of the most important motivation tools taken by all companies. Responsibility grants more authority for decision-making to the employees to carry out their given tasks. That intrinsically can motivate the employees to present creative and innovative ideas to the company. Training: training and development are useful tools to motivate the employees in the companies. Training improves the skills and knowledge of employees therefore the performance would be improved (Gomez-Mejia et al., 2007). In addition, training the employees of the organizations by providing learning opportunities is a significant motivational factor for job performance (Kress et al., 2004). Fringe benefit: Fringe benefits also are one of the monetary incentives that can be used to motivate the workers and increase their performance. Bonuses and fringe benefits are cash awards given to employees who had achieved specific performance objectives (Kinicki & Williams, 2008). Consequently, motivation is crucial to any organization since motivated employees are creative personnel, who contribute the organizations in achieving its organizational goals. So this is considered as a main target in any organizational plan. So, the motivation is an essential need within SPHMMC’s staff for achieving organizational goals.

Therefore, this research is undertaken in St. Paul’s Hospital Millennium Medical College due to time constraint and current pandemic issue the study held on three motivational variables Promotion, Responsibility and training and Development and its main objective is to examine the influence of those work motivational factors on the employee’s efficient and effective performance with special reference to academic staff. Academic department is chosen as it is the work place where core activities of the College are undertaken. The staff requires a high level of commitment and motivation to perform the day to day activities. The researcher believes this topic is relevant to be studied as an issue.

## 1.2. Statement of the problem

Motivation according to many researchers remains a key to employee performance. Many researchers describe that there exist many common and different points in the field of motivation (Aarabi et al., 2013). This study is designed to have a better understanding of employee work motivation and the influence on employee’s performance in Medical College. The research focuses on exploring variables that drive employees “motivation.

There are many kinds of research conducted so far in motivation and employee’s performance. Brown (2011) stated that the impact of motivation on performance is conducted by the manager responsible to determine the best motivational factors that lead to improved staff performance. Employees generally are motivated toward individual and organization goals when their personal needs are satisfied. Increasing the motivation and commitment of members can also improve an organization’s performance (Brown, 2011).

Motivation and employees dissatisfaction will influence significantly the overall performance of the employee (Edrak*et al*., 2013). Employees’ dissatisfaction leads to employee turnover. Excessive turnover can be a very costly problem, one with a major impact on productivity.

Motivation is a very important aspect of any workplace, if the employees are not motivated then there is no employee’s satisfaction and this leads to reduced performance and productivity. If the employee is not motivated enough, he/she will not give his/her best input to the organization.

Although there are many kinds of research written on employee motivation and its effect on employee’s performance, there is still limited research on the same area. As a result, it is not known which of motivational factors is the most influential or significant factor to employee performance at Medical College. To what extent the staff Medical College are motivated to perform better is unknown. Therefore, we can consider this as a gap, i.e. difference between the current situation and what should be done in determining the importance and impact of motivational factors on employee’s performance.

Therefore, managers need to think of the best combination of motivational techniques to maintain a good working relationship between the organization and the employees to improve performance. The scope of this research is limited to determining the level of work motivational factors and their effect on employee’s performance on employees working at Medical College academic staff.

## 1.3. Research Questions

The study aims to addresses the following basic research questions

* What is there any relationship between the level of work motivational factors and Employee performance on Medical College academic staff?
* What are the work motivational factors that influence on the Employee performance of Medical College academic staff?
* Which variable is the major predictor of Employee performance?

## 1.4. Objective of the Study

The objective of this study is to examine the influence of work motivation factors on the Employee performance of Medical College academic staff.

More specifically, the study has the following specific objectives.

* To recognize the level of work motivation factors and Employee performance on Medical College academic staff
* To identify the work motivational factors that influence on the Employee performance of Medical College academic staff?
* To identify the major predictor work motivational factor for staff Employee performance.

## 1.5. Significance of the Study

This research is very important in numerous ways. It would disclose: Whether these work motivational factors improve employee’s performance, and how the human capital department at Medical College can strategically develop the human resource potentials of the organization to the fullest during the new entrants through the achievement of motivation and development of performance.

The findings of the study is therefore provide vital information to the board of directors and human resource managers of the Medical College to continue, merge or re-think ways of motivating staff. The results of the study also add to the existing body of knowledge on the issue of motivation and employee performance in the Medical College.

The findings would benefit the management of Medical College to implement and enhance programs that can motivate their employees and improve performance. The study would contribute to the existing knowledge on the effect of motivations on employee’s performance.

It will also help future scholars as a reference on work motivation and performance studies. In addition, it would help other organizations to be informed on what practices are most effective in motivating their employees.

## 1.6. Scope of the Study

The study was conceptually confined to examine, among the many work related motivation factors, promotion, responsibility, and training and development as these are more influential in academic staff’s Employee performance.

The study employed essentially explanatory research design with quantitative approach.

The case organization is *St*. Paul’s Hospital Millennium Medical College the College is located in Addis Ababa, Gulelle sub city.

## 1.7. Limitation of the Study

Due to the Coronavirus pandemic, it was difficult for the researcher to distribute questionnaires to the sampled respondents. Most of the sample employees were on forced leave due to the pandemic. It was difficult to gain a 100% response rate from questionnaires. This being as it is the Medical College management is not willing to provide data through interview due to fear of current high Corona virus spread. These are the major limitations of the study.

## 1.8. Background of the organization

St Paul’s Hospital Millennium Medical College was established through a decree of the Council Of Ministers in 2010 while the medical school started enrolling in 2007 and the hospital was established in1968. It is under the Federal Ministry of Health and governed by a board. The college started the first integrated and modular medical curriculum and is currently expanding to different postgraduate specialty programs. It has more than 2,500academic, clinical and administrative staff that provides medical specialty services to an estimated 250,000 people annually referred from all over the country.

## 1.9. Organization of the Study

The paper consists of five chapters. The first chapter focuses on the introduction part. It states the overall concepts of the research to be done. The second chapter devoted to the review of related literature and theories about the study is discussed in detail. The third chapter focuses on the research design and methodology. The fourth chapter is concerned with the analysis and interpretation of the data. The fifth chapter, which is the closing chapter, focuses on the findings conclusion, and recommendation.

# CHAPTER TWO

# REVIEW OF THE RELATED LITERATURE

## 2.1. The Concept of Motivation

As Broussard et al. (2004, p.106) broadly define motivation as “the attribute that moves us to do or not do something”. Guay et al. (2010, p.712) refers to motivation as “the reasons underlying behavior”. From an organizational perspective, motivation can be defined as a process that highlights a person’s intensity, direction, and persistence of attempts to attain a specific goal. Intensity being the first one, states how hard a person works to achieve something but sometimes just having intensity in the work does not guarantee goal achievement, in fact, it could lead to exhaustion and failure in the result. People need a direction with intensity to achieve what they want. Employees must be briefed about what they must do and how to achieve both the organizational and employee goals, which also involves persistence. Persistence shows for how long an employee can hold up to his efforts to achieve the targets and all these three works together to achieve the milestone (Robbins, 2009).

Motivation is a critical ingredient in employee performance and productivity. Even when people have the right skills, clear work objectives, and a supportive work environment, they would not get the employees done without ample motivation to meet those work objectives (Mullins, 2010). The research elaborates that motivated employees are enthusiastic to exert a certain level of effort (intensity), for a certain amount of time (persistence), toward a distinct goal or direction (Mullins, 2010).

Essentially, motivation is the means through which an individual is provoked to move in a specific direction. Whereas, “need” is something defined as a space between what is and what is required, and “want is” the space between what is and what is desired (Gitman& McDaniel, 2009).

There are two types of motivation Work and Extrinsic Motivation. The first being Work motivation and the second is extrinsic. Work is known as the motivation that comes from the inside of an individual. It is sort of a desire that originates from feelings such as being excited by work-related challenges, pride for being a part of something of value to an individual.

Whereas, extrinsic motivation relates to external factors such as a salary raise or status and praises that have an impact on our level of motivation.

For several years, both motivation types were assumed to be independent of one another. In this case, one could, for example, attempt to motivate an employee just by making his employee’s more interesting as possible and promising him bonuses leading to employee’s satisfaction. Similarly, one could allow a manager to handle an interesting project and at the same time keeping an eye on the project through strict project control (Frey & Osterloh, 2002).

Conclusively, both Work and Extrinsic motivations are related to each other. They should both co-exist to maintain the motivation and satisfaction levels in employees so that if one of them loses its value the other one should be there to keep employees performing.

When people talk about motivation, most of the time they would think that motivation is always positive. Motivation can be positive and negative. Positive motivation is taking place when, for example, people know that they would be rewarded after accomplishing a goal. The rewards can be either in monetary terms such as salary increment, bonus, and incentives or in non-monetary terms such as praise, personal advancement, recognition, etc. Negative motivation, on the other hand, means that people are motivated by previous failures, others‟ criticism or to avoid punishment. Besides that, motivation is always goal-oriented, and it is a continuous process so that the desired goals could be achieved and maintained (Ching, 2012).

## 2.1.1 Extrinsic and Work Motivation

The most vital difference is between Work 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.

Extrinsic motivations are these sources of need satisfaction that are associated with tangible rewards such as pay, working conditions, physical surroundings, employee’s security, promotion, and interpersonal relations and such tangible rewards cannot be determined by the individual but rather at the organizational level (Houldsworth in Rees,2004:83).

On the other hand, Work motivations are these sources of need satisfaction, that derives from the individual's relation to the employees itself and it involves employees factors that reward the needs of the individual to reach his aspirations and an example are achievement, recognition, responsibility, advancement.

Extrinsic motivation is a construct that pertains whenever an activity is done to attain some separable outcome. Extrinsic motivation deals with the external environment i.e. what the organization has to offer. The extrinsic rewards often refer to employee’s characteristics that are external to the Employees themselves, providing benefits or rewards like pay, employee’s security, and recourse adequacy (Herzberg 1986).

Work motivation is defined as the actions of action for its inherent satisfactions rather than for some separable consequence. When Work motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. The phenomenon of Work motivation was first acknowledged within experimental studies of animal behavior, where it was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviors even in the absence of reinforcement or reward (White, 1959).

Work motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. The Work rewards refer to the inherent features of work and characteristics associated with the Employee itself, for instance, the capacity to confer to workers a sense of achievement, interest, responsibility, or accomplishment.

Valuation of this dimension thus reflects the workers´ desire to be stimulated and challenged by the employees and to be able to exercise acquired skills at work. According to previous research, Work rewards have important implications for workers´ overall satisfaction at work and desire to commit to their employees (Broussard and Garrison, 2004); (Guay et al 2010). People are workably motivated for some activities and not others, and not everyone is workably motivated for any Employee.

**Salary**

According to Herzberg (1986), salary includes all forms of reward and concentrates on earnings or salary increases or unfulfilled expectation of increases. The option of enhanced salary by workers raises some essential concerns on the corporate needs in the organization. The said choice is essential to allow them to finance their basic and physiological needs which are original in humans as recognized by Maslow in his hierarchy of needs model. This study is concerned with the relativity of motivational factors and rewarding employee’s needs by salary to their employee’s performance to achieve organizational purposes (Owusu, 2012).

According to oxford dictionary (2013), salary is “a fixed regular payment, usually paid monthly but frequently conveyed as an annual amount, made by an owner or company to a member of staff, especially a professional or white-collar worker”. Salary is a constant amount of money or compensation paid to an employee by an employer in return for work performed. Salary is paid, most regularly, in a bi-weekly paycheck to an exempt or professional employee. In most years, an employee's salary is paid in 26 even paychecks over the course of the year. An employee who is paid a salary is expected to complete whole employees in return for the salary. This is different from a non-exempt employee who is paid an hourly rate or by the piece produced. This employee is generally eligible to collect overtime (Heath field, 2014).

**Fringe Benefits**

According to Bacon (2002), stated that the list of fringe benefits included for example life insurance, health insurance, pension, vacation, holidays, and sick leave. On the other hand, it is not required that all employees participating in a fringe benefit plan be entitled to receive benefits from the plan always.

According to the Investopedia website (2014), a fringe benefit is a collection of various benefits provided by an employer, which are exempt from taxation if certain conditions are met. Any employee who receives taxable fringe benefits will have to include the fair market value of the benefit in their taxable income for the year, which will be subject to tax withholdings, and social security benefits payments.

Fringe benefits commonly include health insurance, group term life coverage, education reimbursement, childcare and assistance reimbursement, cafeteria plans, employee discounts, personal use of a company-owned vehicle, and other similar benefits.

Money is the fundamental inducement; no other incentive or motivational technique comes even close to it with respect to its influential value. All businesses use pay, promotion, bonuses, or other types of rewards to motivate and encourage high-level performances of employees. It has the supremacy to magnetize, maintain and motivate individuals towards higher performance.

According to Lemieux et al. (2009), the existing evidence shows that when there are good performances measures, performance-pay can enhance employee productivity and improve match quality. However, the use of performance-pay is constrained by the quality of available performance measures.

**Supervision**

Traditionally, when business leaders talk about “supervision,” they are usually referring to the managerial or leadership function of overseeing the productivity and progress of employees typically those employees who report directly to the supervisor. However, stemming from our experiences in providing both training and supervision to employees, rising Sun’s approach to supervision takes a very different perspective defining supervision more from a coaching and mentoring perspective than from a managerial perspective.

Therefore, the definition of supervision is a developmental process designed to support and enhance an individual’s acquisition of the motivation, autonomy, self-awareness, and skills necessary to effectively accomplish the employees at hand (Drucker, 2005).

Pierce and Rowell (2006) said “All too often, employees are promoted to the role of supervisor because of their strong technical expertise. However, an effective supervisory relationship requires that the supervisor not only be a content expert but that they also accept the enormous responsibility of mentorship. Unfortunately, poor supervision has an enormous impact and cost for both the individual employee, as well as the organization as a whole”.

**Promotion**

Promotion is the advancement of an employee from one employees position to another employees position that has a higher salary range, a higher-level employees title, and, often, more and higher-level employees responsibilities, which is called a promotion. Sometimes a promotion results in an employee taking on responsibility for managing or overseeing the work of other employees. Decision- making authority tends to rise with promotion as well. Visually, a promotion moves an employee’s employees up one level on an organizational chart. The new reporting relationships are displayed as vertical lines to boxes below the new level of the employee following the promotion (Heath field, 2014).

According to the Investopedia website (2014), the definition of promotion in terms of a career, promotion refers to the advancement of an employee's rank or position in a hierarchical structure. Employee’s promotions usually include a new employee’s title, a greater number of responsibilities, and a pay increase. They might also include an expansion of benefits and managerial authority over other employees. Employee’s promotions are usually based on performance or tenure.

Promotion is often a reward to an employee for work contributions. A promotion is a form of recognition for employees who make significant and effective work contributions. Consequently, a dilemma arises in organizations since repeated promotions generally place an employee in a management role. Employers are challenged to provide alternative career paths for employees who deserve the benefits and recognition provided by promotion but do not aspire to manage the work of other employees (HR newsletter, 2014).

**Responsibility**

Responsibility is a duty to oversee someone or something so that you make decisions and can be blamed if something bad happens (Longman dictionary, 2012). Responsibility is the state of being the person who caused something to happen or duty or Employee that you are required or expected to do. Also, responsibility can be something that you should do because it is morally right, legally required, etc. (Merriam-Webster 2014).

Craemer (2012) stated that all of us need to take responsibility for our Work motivation–both in our personal lives as well as our work lives. The motivation we have for doing anything is ultimately linked to this personal responsibility.

Also, every employee needs to determine whether the direction and/or support are necessary and then make this clearly known to his or her boss. Only in this way, can a boss fully understand what is required to help the employee succeed. This is the employee’s responsibility and a key component to motivation in the workplace.

Therefore, managers need to make each employee accountable in their respective roles and expect them to communicate what is necessary to succeed.

**Training and Development**

Training is a systematic approach to learning and development to improve individual, team, and organizational effectiveness. Alternatively, development refers to activities leading to the acquisition of new knowledge or skills for purposes of personal growth.

However, it is often difficult to ascertain whether a specific research study addresses training, development, or both.

Aguinis. H and Kraiger (2009) defined training as the systematic approach to affecting individuals‟ knowledge, skills, and attitudes to improve individual, team, and organizational effectiveness.

Training is often looked upon as an organized activity for increasing the knowledge and skills of people for a definite purpose. It involves systematic procedures for transferring technical know- how to the employees to increase their knowledge and skills for doing specific employees with proficiency. In other words, the trainees acquire technical knowledge, skills, and problem- solving ability by undergoing the training program.

In addition, training is a source of motivation for the employees as well. They find themselves more updated while facing challenging situations at the employees. Such skill development contributes to their career development as well. Motivated employees have lesser turnover, providing an organization with a stable workforce, which has several advantages in the long run (Sharma, 2013).

Employee training and development does not imply only obtaining new knowledge, abilities, and skills, but also the possibility to promote entrepreneurship, introduce employees to changes, encourage the changes of their attitude, introduce the employees to important business decisions and involve them actively in the process of decision making (Vemić, 2007).

The purpose of training and management development programs is to improve employee capabilities and organizational capabilities. When the organization invests in improving the knowledge and skills of its employees, the investment is returned in the form of more productive and effective employees. Training and development programs may be focused on individual performance or team performance (Watad and Ospina, 1999)

**Employees’ Performance**

Cole and Kelly (2011) describe the performance as a continuous process for improving the performance of individuals by aligning actual performance with that desired (and with the strategic goals of the organization) through a variety of means such as standard-setting, appraisal, and evaluation both informally, day-to-day, and formally/systematically through appraisal interviews and goal-setting.

Performance management is defined as the process through which managers ensure those employees, activities, and outputs are congruent with the organization’s goal. Therefore, it is the organizations‟ priority to ensure that motivational tools that encourage initiative and stimulate efforts from the employees are put in place for better performance and deliverance of quality service.

Motivation refers to the forces either within or external to a person that arouse enthusiasm and persistence to pursue a certain course of action. Employee motivation affects productivity, and part of a manager’s employees is to channel motivation towards the accomplishment of both personal and organizational goals.

Borman and Motowidlo (1993) distinguished between two types of employee’s performance, Employee performance, and contextual performance. Employee performance represents those things that are typically on an employee’s description and involve the transformation of materials into goods and services such as sales or operating manufacturing equipment.

Contextual performance refers to the “behavior that contributes to organizational effectiveness through its effects on the psychological, social, and organizational context of work” (Motowidlo, 2003). Furthermore, contextual performance can occur through its effect on other people, an individual’s development of knowledge and skills, or affecting the organization’s resources. The contextual performance also includes such things as volunteering for additional assignments, persistence in completing difficult activities, working with others to assist completion of their Employees, or supporting organizational policies and objectives, even when it might be inconvenient. Thus, in this study, performance will be measured by the integrated form of Employee performance and contextual performance (Motowidlo & Scotter, 1994).

## 2.2 Contested views on motivation and performance

The research by Weng (2012) on the impact of payment system reform in China has contrasting conclusions on the relationship between pay and performance. The implementation of the new pay policy increased the salaries and improved the social status of teachers in China (Weng, 2012). However, the increase in salaries did not motivate the teachers to exert more effort in their work. That is, the goal of linking pay to performance was not achieved (Weng, 2012).

The finding of Weng (2012) brings to light the fact that money is not always a motivator. This affirms the assertion that public servants, especially, are not always motivated by monetary rewards (Taylor, 2008). Instead, studies have proven that public servants have a predisposed tendency to exert more effort when the Employee is for the good of the public (Perry & Wise, 1990). A study by Chimhutu (2011) on pay for performance in the health sector in Tanzania revealed a strong indication that nurses in Moreover is workably motivated. The responses from the nurses on linking pay to performance showed that salary increase played little role in their performance; for nurses are motivated to perform claiming their efforts benefit their communities and families.

According to Frey et al. (2013), extrinsic incentives in the form of monetary rewards motivate an individual’s additional or marginal effort. These incentives (money) satisfy personal needs in an instrumental way because money usually serves to an end (Frey et al., 2013, p. 3). Money is essential as it is needed to meet certain basic needs. Moreover, higher salaries are likely to attract qualified personnel as it renders the profession more lucrative. Similarly, to retain lucrative employees, better-paid personnel will apply more effort in his or her Employee.

To add to that, Gneezy, Meier, and Rey-Biel (2011) have affirmed the importance of incentives, most importantly monetary incentives, by asserting that higher monetary induce more effort and higher performance in behavior. Intuitively, one can say that the higher the pay the more effort is exerted which should produce better results, outcomes, or higher performance.

Despite several kinds of research pointing out the importance of economic incentives in motivating public servants (Kingdon & Teal, 2005; Songstad, 2012), many other studies have pointed to the fact that provision of extrinsic incentives can overcrowd Work motivation (Crewson, 1997; Frey & Jegen, 2001).

In other words, offering monetary rewards to induce performance when the performance is workably motivated may rather reduce the possibility that Work rewards will motivate future behavior (Frey & Jegen, 2001). The implication is that an inner sense of accomplishment has been removed as a motivator. No longer is the Employee something under an individual’s control; it is something one is expected to do, and it will be monitored and rewarded (ibid). To put it differently, when an individual’s performance is induced by the introduction of money, it may later take away the interest and enjoyment that accompany the Employee. Consequently, performance might later diminish. Thus, Public Service Motivation Theory has been introduced to this study to explore other factors that motivate teachers.

## 2.3 Herzberg two factor theory

Herzberg looked not at motivation directly but at the causes of employee’s satisfaction and dissatisfaction to fully understand what motivates people at work leading to his “two-factor theories”. The two are motivators and hygiene factors.

Motivators were such things as a sense of achievement, psychological growth, and recognition for achievement. Hygiene factors included such things as pay, working conditions, company policies, and interpersonal relationships.

Motivators and hygiene factors are different and have different exclusive effects. If the objective is to remove dissatisfaction, then the organization will need to improve hygiene factors.

Herzberg’s motivation-hygiene theory generally known as the two-factor theory has received prevalent attention as having a practical method toward motivating workers.

## 2.4. Definitions of Motivation-Hygiene Factors

### 2.4.1 Motivational Factors

**Growth**: This comprises actual knowledge of new skills, with a better opportunity for development within the present occupational field in addition to personal growth.

**Work Itself:** it refers to the real content of the employees and its affirmative or negative impact upon the worker whether the employees is described as interesting or uninteresting, diverse or routine, inventive or stultifying, extremely easy or extremely difficult, demanding or non-demanding.

**Responsibility:** This comprises both the responsibility and power concerning the employees. Responsibility refers to the worker’s management over his or her own work or being given the liability for the employees of others.

**Achievement:** This contains the individual satisfaction of implementation an employees, solving problems, and considering the outcomes of one’s efforts.

**Advancement**: it refers to the real change in upward status in the corporation. Increased opportunity changes with no increase in status are considered under the responsibility.

**Recognition**: The gratitude by others for a work well done or personal achievement.

### 2.4.2 Hygiene Factors

**Company Policies & Administration:** The approach about the sufficiency or insufficiency of corporation organization and administration. This comprises meager communications, lack of empowered authority, procedures, policies, and rules.

**Supervision:** The capability or practical ability of the supervisor. This comprises the supervisors‟ readiness to educate or empower authority, justice, and employee’s knowledge.

**Interpersonal Relations:** The relations between the employee and his or her superiors, inferiors, and peers. This comprises both employees associated interactions and social interactions in the employees environment.

**Status:** Factors that contain some indication of status: personal office, significant sounding title, secretary, corporation car, and other perks. Changes in status would be measured in motivational factors under advancement.

**Working Conditions:** These involve the physical surroundings of the employees: quantity of work, facilities for performing employees, light, instruments, temperature, space, and general exterior of the employees place.

**Employees Security**: The worker’s employees occupancy and/or the company’s constancy or instability – goal signs of the attendance or nonattendance of employees security, not the feelings of security.

**Salary:** This comprises all shapes of compensation and focuses on income or salary increases or unfulfilled anticipation of increases.

## 2.5. Variables of the study

A variable is a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied. The variables in this study have been categorized into dependent variables and independent variables. Dependent variables are affected by the independent variables. They are termed dependent variables because they „depend or they are the outcome of the independent variable.

Independent variables on the other hand are those attributes or characteristics that cause or influence the dependent variable (Creswell, 2014).

Employee’s performance is the dependent variable for this study. Employees’ performance is operationalized as doing what the employees describes, doing it well, and getting results from the employees done. The independent variables are Work and extrinsic motivational factors.

### 2.5.1 Factors that Influence Employee Motivation

Motivation is the desire of an individual to perform his/her work well, in order to achieve the satisfaction of Work needs. In other words, an individual performs an Employee to achieve certain types of internal states, which he/she experiences as Work motivation relates to psychological rewards such as the recognition of an Employee completed. Work motives can be satisfied by the work itself.

In other words, the Employee itself is the main source of motivation, since it provides interest, stimulation, challenges, and opportunities for personal growth and achievement to the individual. Workably motivated behavior is the one that is determined by an individual's need for feeling competent and self-determining. On the one hand, a person will seek out challenges that allow him/her to behave in ways that provide him/her with a sense of competence and self-determination (Matthew et al 2009)

## 2.6 Impact of Employee Motivation on Employee Performance

**Employee Motivation and Absenteeism**

Various studies have attempted to examine the relationship between employee motivation and absenteeism. Absenteeism as the absence is commonly viewed as one of the means of withdrawal from stressful work situations. According to Luthans (1995), research has generally revealed a consistent inverse relationship between motivation and absenteeism, for instance when motivation is high, absenteeism tends to be low and when motivation is low, absenteeism tends to be high. Even though this correlation has been found to be rather moderate, the underlying assumption is that absence is at least in part, the result of dissatisfaction on the employees.

**Employee Motivation and Productivity**

According to Wentzel and Wigfield (2009), the relationship between employee motivation and productivity is not definitely established. The consensus, however, is that in the long-run motivation leads to increased productivity. The strongest implication of much of the research is that the two variables, motivation, and performance, are relatively independent of each other. There seem to be at least two possible reasons for this. The first is that in many employees variations in motivation cannot lead to variations in productivity. Secondly, even when correlations do appear, the associations may be spurious, since both may be associated with other factors.

In other words, motivation and productivity may be well largely separate casual paths: one set of factors (e.g. investment in technology) determines productivity and another set (e.g. perceived equity of rewards) produces employees-satisfaction (Westover, 2010)

**Employee Motivation and Employee Turnover**

Like absenteeism, turnover is related to employee motivation. Turnover occurs when employees leave an organization and have to be replaced. Excessive turnover can be a very costly problem, one with a major impact on productivity. Lengthy training times, interrupted schedules, additional overtime, mistakes, and not having knowledgeable employees in place are some of the frustrations associated with excessive turnover (Westover, 2010).

**Employee Motivation and Unionization**

It is proved that lack of employee motivation is a major cause for unionization. Demotivation and dissatisfaction with wages, employee’s security, fringe benefits, chances for promotion, and treatment by supervisors are reasons, which make employees, join unions. Another aspect is that employee’s dissatisfaction and lack of motivation can have an impact on the tendency to take action within the union, such as filing grievances or striking (Muhammad and Wajidi, 2013).

**Employee Motivation and Employees Stress**

According to Van and Adonis (2008), Employees’ stress is the body’s response to any employees-related factor that threatens to disturb the person’s equilibrium. In the process of experiencing stress, the employee's inner state changes thus prolonged stress can cause the employee serious ailments such as heart disease, ulcer, blurred vision, lower back pain, dermatitis, and muscle aches. Persistent employees-dissatisfaction is a powerful source of employees stress. Westover (2010) suggests that an employee trapped in demotivating employees may withdraw by such means as high absenteeism and tardiness, or the employee may quit.

## 2.7The Importance of Motivation on Organizational Effectiveness

Managers should be able to motivate their teammates or subordinates to work for a common goal to be achieved. If an employee is not motivated, then it results very badly to an organization as a whole. If an employee is not motivated enough, he/she will not give his/her best input to the organization. Therefore it is highly essential for employees to be motivated so that they work enthusiastically and willingly to achieve the organizational goals in the long run.

Every successful organization is backed by a committed employee base, and the commitment is the outcome of motivation and employees satisfaction. To create a competitive advantage organization need to have competitive employee policies and practices. Motivation is an important stimulation that directs human behavior. So an organization is supposed to frame practices that will be able to satisfy individuals and groups. Most researches have concluded that motivated employees have a positive effect on the organization's productivity and performance.

Motivation is a very important aspect of any workplace, if the employees are not motivated then there is no employees satisfaction and this leads to reduced performance and productivity.

### 2.7.1 The Importance of Measuring Employees’ Performance

Performance measurement is the ongoing monitoring and reporting of program accomplishments, particularly progress towards pre-established goals. It is typically conducted by program or agency management. Measurement is simply a sampling of current performance. It is typically compared to the desired result to see if the objective is being met. Companies, departments, and people measure to see if they are accomplishing their mission. Without measurement, we would have no idea whether we were doing the right things to achieve our mission.

Employees are evaluated on how well they accomplished a specific set of objectives that have been determined to be critical in the successful completion of their employees. If you don’t regularly measure the various aspects of agents „performance, you’ll probably find that even your star performers will start to show decreased motivation to do their best.

### 2.7.2 Improved Employee Performance

Quick and Nelson (2013) note that the main purpose of performance appraisals is to give employees performance feedback, identify their developmental needs, decide on their rewards, promotion, and termination, and also develop information on the selection and placement decisions of the organization. Once the performance evaluation has been completed, feedback on the performance should be carried out. They also suggested Even if the process is stressful, both employee and manager should try and make it a learning experience because both negative and positive feedback can have long-term implications on the employee’s performance and the working relationship.

This performance feedback according to a review has a positive effect on performance improvement. When employees feel that they have been appraised based on objective rather than subjective measures of their performance, the employees are said to feel more motivated to perform better (Kinicki and Fugate, 2012). Such objective measures are those that can be easily quantified for example output, sales, or customer complaints (Williams, 2011).

Appraisals in general may be carried out in an organization with the aim of motivating employees as well as enabling them to improve on their performance (Cole and Kelly, 2011).

### 2.7.3 Empirical Review

Elizabeth Wairimu (2017) did her study on the Effect of Motivation on Employee Performance on Pam Golding Properties Limited, Nairobi. The purpose of this study was to determine the impact of motivation on employees‟ performance.

The exploratory research design with the descriptive design used in this study the sampling frame for this study consisted of all employees of the company (total of 50). The convenient sampling technique was used. The study population will be segmented into four groups: Real- estate agents, Finance, Admin, and Marketing.

The researcher conducted a case study and administered a questionnaire to each respondent. The study was based entirely on primary data collected from the respondents. The study revealed that Pam Golding Properties Limited did not use monetary incentives to motivate their employees. The employees were unhappy with the level of pay they received and did not think that the payment received is competitive to other companies in the industry.

The study showed that the company did not maintain a competitive benefits package and did not also use monetary rewards like allowances and commissions to motivate their staff. The study showed that the company does not have a pay policy that attracts and retains high performing employees. Be a motivating factor for employees. There was a lack of regular training and development for the employees to improve their key skills and knowledge and this is an area that should be addressed. Additionally, there was no mentorship program for employees either during on-boarding or to achieve their goals and this would be greatly beneficial to them. The current recognition and reward programs do not motivate the employees. The study showed that it was important for employees to be recognized by both management and co-workers for employees well done. The study showed that the company uses recognition, inclusive decision making, and flexible working hours. However, the company did not use rewards like gift and meal vouchers to motivate employees, and rewards were not viewed as goals that employees generally strive for.

AminuBala (2018) studied the Effect of Motivation on Employees Performance in Tertiary Institution in Nigeria Katsina State. The researcher stated the factors for leading for the undertaking of this study is Employees- Management crisis, Labor Union and Management, voluntary retirement of employees, movement of staff to blue-chip Companies and lucrative Government Agencies, poor number of real research among academic staff of these Institutions, downfall in education are among the main one. The sample size for this study is 381 staff selected from four tertiary institutions in Katsina State the number of sample size is drive from the sample table of Krejcie and Morgan (1970); were they recommend 361 samples for the population that is within 5000 to 6000. The researcher intends to widen the sample size of the study from 361 (for populations of 5000 to 6000) to 381 for 8000 and above to avoid biases. A stratified random sampling technique was employed to draw the total of 381 respondents from the given 5 institutions out of 14institutions.

A relatively equal distribution of sample across educational location, gender, public, and private tertiary institutions were selected using the same technique.

The study found a significant relationship between extrinsic motivation and employee’s performance among the staff of Katsina State tertiary institutions. Work motivation is confirmed to be significantly correlated with the employee’s performance of the staff of tertiary institutions in the State.

Employee’s performance among the staff of tertiary institutions in Katsina State is significantly influenced by the employee’s motivation of the staff. The motivation of male and female staff of the tertiary institutions does not significantly differ.

Martinson (2014) did a study on the Role of Motivation on People Performance, in Ghana Unibank Ltd. The population of this study was the employees and the HR manager of Unibank Ghana limited within Ashaiman Metropolis in the Greater Accra region of Ghana.

In this regard, a random sampling technique was adopted in selecting a total of 20 respondents for the study. The random sampling technique was used to provide an opportunity for all respondents to be selected. Questionnaires and interviews formed the main data collection tools for the study.

The results showed that staff and management were given basic knowledge on the relevance of employees‟ motivation. The findings of the study showed that staffs were of the view that effective implementation of employees‟ motivational policies with clear criteria helps in the improvement of performance at work. The finding revealed that there were times that employees were sometimes demotivated which led to a decrease in work performance. There were many motivational schemes and tools available and used by many banking industries including Unibank and are necessary to enhance employees‟ work performance. The study shows that employees‟ motivation has a direct impact on performance.

Aarabi et al. (2013) studied the relationship between motivational factors and the employee’s performance of employees in the Malaysian service industry. The objective of this study was to have a better understanding of motivational factors of employee and their relationship with employee’s performance in Malaysian servicing organizations.

The theoretical framework of this study included the dependent variable is employees performance. The independent variables are motivational factors that are payment, employee’s security, promotion, freedom, friendly environment, and training.

This study used a correlation research design. And survey method was used to collect data. A structured questionnaire was the research instrument in this study. A convenience sampling technique was used to select the respondents for this study. A total of 130 employees of service organizations constituted the sample.

The findings of this study showed that among the motivational factors, two variables were found to be significant predictors of employee’s performance. The training contributed 40.4% to employee’s performance while promotion contributed an additional 3%. An interesting finding of the research is that Work motivational factors are considered more important compared to extrinsic motivational factors such as payment, employee’s security, and a friendly environment. Freedom and Work variable however was not found to be significantly related to employee’s performance.

### 2.7.4 Conceptual Framework

**Independent Variables Dependent Variable**

Promotion

Employees’ performance

Work Motivation

Responsibility

Training & Development

**Figure 1: The Conceptual Framework**

**Source:** Adapted from Aarabi et al. (2013).Relationship between Motivational Factors and Employees’ Performance of Employees in Malaysian Service Industry.

This conceptual framework is adapted from Aarabi et al. (2013).where the authors investigated the relationship between motivation and employees performance. In this framework, the extrinsic factors include dimensions as enhance salary, supervision, and fringe benefits, also, Work motivational factors that include dimensions as promotion, roles and responsibility, and training & development. Based on Herzberg’s Motivation and Hygiene Factor Theory, employees performance was covered by two different groups of factors which are the motivator factors (Work) and hygiene factors (extrinsic). Other models were compared for this study but this model seems to best suit my area of study. The model is very clear and efficient to test the problem area.

### 2.7.5 Research Hypothesis

The research hypotheses developed are presented.

H1: There is a significant effect of promotion on employee’s performance.

H1: There is a significant effect of responsibility on employee’s performance.

H1: There is a significant effect of training & development on employee’s performance.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1. Research Design and Approach

In this study explanatory and descriptive research designs were used. Explanatory research was carried out to examine the effect relationship. This is because the research topic in general and the research hypotheses in particular indicate the relation between work motivation and Employee performance.This type of research is conducted to see the relationship between independent variables such as promotion, roles and responsibility, and training & development and Employee performance which is dependent variable. On the other hand, descriptive research was employed to describe the situation being studied

Quantitative approach is used in this study. Correlation and regression analyses are applied to show the relationship and effect. Correlation enables studies in which “investigators use a co-relational statistical technique to describe and measure the degree of association (or relationship) between two or more variables” (Creswell, 2005). The regression model is appropriate for this study because the degree of association between motivation factors and employees performance can be expressed numerically.

## 3.2. Population of Study

The population of this study is the academic staff of St. Paul’s hospital medical college. There are a total of 253 employees currently working.

As the researcher couldn’t collect data from the total population, therefore, the population was delimited to 155 St. Paul hospital medical college academic members on the basis of time, cost, and geographical access parameters of interest.

The study has used a multistage sampling process for drawing a sample from the target population of 253. In this regard initially, the target population was divided into strata based on gender, i.e. Male and female. Later on, a simple random sampling technique was applied to draw sample.

## 3.3 Sampling Design

Sampling is the process of selecting a sufficient number of elements from the population. In this study, the researcher chooses to use stratified sampling which is a method of sampling that involves the division of a population into smaller groups known as strata. In stratified random sampling, the strata are formed based on members' shared attributes or characteristics. A random sample from each stratum is taken in a number proportional to the stratum's size when compared to the population. These subsets of the strata are then pooled to form a random sample.

Therefore each sub-department is going to be one stratum as the researcher uses random sampling technique because the populations should have equal chances of being selected as sample subjects in this study and it will be drawn from the total population of staff in the organization selected. In simple random sampling, the population is recognized and also an equal probability of selections. Every element is selected independently of every other element and the sample is drawn by a random procedure from a sampling frame.

## 3.4 Sampling Process

Initially, the target population was divided into strata on the basis of gender, i.e. Male and Female. Later on, a simple random sampling technique was applied to draw a sample of 155 employees.

The target population of this study is senior and junior employees of academic staff of St. Paul’s hospital medical college .A total of 253 permanent employees from the six departments currently working at the time of the study were targeted by the researcher.

Stratified random sampling was used because the academic staff of St. Paul’s hospital medical college is subdivided into six departments which make the population heterogeneous. The rationale behind this is that it is believed that the collection of data from all departments and divisions will provide enough information on the topic of study.

To confirm that an adequate number of responses were received, the sample size was determined using Slovene’s formula which provides the minimum sample size that is supposed to be used from the total population that the researcher was having.

Slovene’s formula n= N/ (1+N (e) 2)

n: is the minimum sample size

N: is the population from which the sample was drawn

e: is the margin of error estimated at 5%. Substituting in the above formula, the sample was be determined as n= 253/ (1+253(0.05)2) = minimum is 155

The confidence level is 62%.

By using this formula, the researcher came up with 155 as minimum respondents that can be used as the sample size from the total population of 253. Based on Slovene’s formula; the sample size was able to give their views on the study area.

## 3.5 Data Collection Tool

Primary data refers to the data discovered during the researcher’s investigation which can be obtained through several techniques such as a questionnaire, interviews observation, tests, or experiments. This research employs the questionnaire method which is a research instrument consisting of a series of questions and other prompts for the purpose of collecting the information required from respondents.

Secondary data is the data that has previously been gathered by someone and can be accessed by researchers. Both primary and secondary data are used as a data type of this study. The primary data collected by questionnaires from the staff of ground operations. The secondary data is collected from different HR manuals, documents, research papers, and the college portal.

The questionnaire is self-prepared to better categorize the work motivational components and to better answer the hypothesis, based on different kinds of literature. A five-point (1 - 5) Likert scale instrument (strongly agree to strongly disagree) was used.

## 3.6 Reliability and Validity Tests

### 3.6.1 Reliability Test

Reliability is the extent to which results are consistent over time and accurate of the total population under study. It is a measure of the degree to which a research instrument yields consistent results after repeated trials. The reliability is a coefficient measure of the extent of reliability. A higher coefficient leads to better reliability. To examine the internal consistency and reliability of the instrument, the alpha coefficient was applied.

Cronbach’s alpha statistics is frequently used as an indicator of the reliability of a questionnaire, demonstrating that subjects show the same response pattern throughout the questionnaire and where the results several sessions, over time (test-retest reliability) hence the reliable range of the Cronbach’s alpha coefficient applied to this study after the pilot completed in order to test the questions reliability and validity (Cronbach, 1951).

The Cronbach’s alpha internal consistency coefficient was used to estimate the reliability of each of the scales. Acceptable limits of alpha were set at a minimum of 0.70 (Cronbach, 1951).The below tables shows the reliability of each of the variable in this study

**Table 3.1 Reliability of each of the variables**

|  |  |  |
| --- | --- | --- |
| **Section** | **Number of items** | **Cronbach’s Alpha** |
| Promotion | 3 | 0.762 |
| Responsibility | 5 | 0.76 |
| Training and development | 4 | 0.761 |
| Employees performance | 9 | 0.761 |
| **Overall statements** | **33** | **0.769** |

|  |  |
| --- | --- |
| **Reliability Statistics** | |
| Cronbach's Alpha | N of Items |
| 0.769 | 37 |

According to the reliability test, each motivational factors and employees performance has a good internal consistency, with a Cronbach alpha coefficient reported of 0.769. The cumulative Cronbach's alpha is 0.769 which shows a high level of reliability.

### 3.6.2. Validity Test

Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. Validity plays a vital role in the study it determines whether the validity of the study will measure according to the research objective set.

Content validity of the research instruments was established to ensure that they reflect the content of the study concepts. Construct validity refers to the ability of a measurement tool like (survey, and experiments, etc.) whether the operational definition of variables actually reflects the true meaning of the theoretical meaning of a concept.

Therefore, this questionnaire is valid because the questions in the questionnaire are based on the operational definition adapted from previous researchers.

## 3.7 Methods of Data Analysis

After the data collected from different sources, it is organized and edited using statistical methods and tools. Data obtained through the questionnaire was cleaned, categorized and organized, analyzed, and then presented using both descriptive and inferential statistical methods. Descriptive statistics allow the researcher to describe the data and examine relationships between variables, while inferential statistics allow the researcher to examine causal relationships. Geoffrey, David, & David, (2005: 209). Descriptive statistics including mean and standard deviation were used to determine the level of motivation and employees performance among respondents.

Inferential statistics were used to draw conclusions about the reliability and generalize ability of the findings. Accordingly, Pearson Product-Moment Correlation Coefficient was used to understand the relationship between the dependent and independent variables. Pearson correlation was used to determine the relationship between Work motivational factors and employees performance.

Multiple regressions analysis to identify the most dominant motivational factors that influence employee’s performance and Analysis of Variance (ANOVA) used to test the validity of variables on demographic variables. For data processing, Statistical Package for Social Science (SPSS) was used.

## 3.8 Ethical Considerations

On this research, respondents that participate are on the basis of informed consent. The questionnaire was distributed to the staffs of the ground operation department of St. Paul’s Hospital Millennium Medical College. For the sake of a high response rate, ten days were given to complete the questionnaire. The participants are assured that their answers are kept confidential and their privacy and anonymity is maintained. The questionnaire was collected after ten days of the distribution day. No offensive or discriminatory language is used in the formulation of the questionnaires. All sources are dully acknowledged.

# CHAPTER FOUR

# DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

## 4.1. Response Rate

The questionnaire was distributed among the target departments. It is also designed to make the respondent free to fill the answer. The questions are positively connoted to avoid confusion and difficulty to answer. It is divided into 3 sections: namely demographic factors, Work motivational factors, and Employees’ performance. The total number of questions is 33.

**Table 4:1: Response Rate of Distributed Questionnaire**

|  |  |  |
| --- | --- | --- |
| Questionnaire | In Number | In Percent |
| Questionnaires Distributed | 155 | 100% |
| Questionnaires Returned | 92 | 59.35% |
| Questionnaires Unreturned | 63 | 40.65 |
| Total | 155 | 100% |

As can be seen from the above table a total of 155 questionnaires were distributed, out of which 92 of the respondents (59.35%) questionnaires were retuned. The rest 63 respondents (40.65) were not turned. There are being different possible reasons but the researched assumes that; the period in which the research has been conducted was CORONA viruses’ pandemic was big issue of curse still it is. Hence, there is a fear in individuals to exchange papers and needs to avoid personal contacts and also there were no classes in rolled at the college so there were working from home. Due to those and other reasons the repurchase decided to make the research based on the collected responses.

## 4.2 Demographic Information of the Respondents

The overall view of the respondent’s profile is analyzed in this demographic Information below

**Table 4 .2 Demographic Information of Respondents**

|  |  |  |  |
| --- | --- | --- | --- |
| Demographic Background | | | |
| Gender |  | Frequency | Percent |
| Male | 57 | 62 |
| Female | 35 | 38 |
| Age Group | 18-25 | 19 | 20.7 |
| 26-35 | 64 | 69.6 |
| 36-45 | 9 | 9.8 |
| Working Experience | 0-3 years | 32 | 34.8 |
| 4-7 years | 43 | 46.7 |
| 8-11 years | 12 | 13 |
| 12-15 years | 3 | 3.3 |
| 16-19 years | 2 | 2.2 |
| Academic qualifications | Diploma | 17 | 18.5 |
| Bachelor Degree | 65 | 70.7 |
| Master | 10 | 10.9 |
| **Total Number Of Respondents** | | 92 | 100 |

In the above table, the majority of the respondents are males (62%) and (38%) females. The majority of the age group falls under the age group of 26-35(69.6%). The age group of 18-25 is (20.7%) and the least age group is from 36-45(9.8%).

In terms of working experience of the respondent's Employees who worked from 0-3years, are (34.8%) of the total respondents, (46.7%) of respondents has a working experience of 4-7 years. (13%) are 8-11 years, (3.3%) from 12-15years, and (2.2%) are employees working experience of 16-19 years. The majority of the respondent's working experience is 4-7 years. From the respondents (18.5%) hold a diploma, (70.7%) bachelor degree and (10.9%) master degree owners. The majority of the respondents are Bachelor's Degree holders.

## 4.3 Analyses of Collected Data

### 4.3.1 Descriptive Analysis of Study Variables

According to Norliza*et al*., (2006, p.30) the mean scores were used to explain the extent of respondents‟ agreement or disagreement to a concept. The mean scores were divided into levels as low level, medium level, and high level. Mean intervals between ranges of (1.00-2.32) have a low level (degree) of agreement; mean interval (2.33-3.65) is medium level and (3.66-5.00) high level of agreement (Norlizaet *al*., 2006).

We will see the level of work motivation and employee’s performance in their descriptive statistics below.

### 4.3.1.1 Promotion

**Table 4.3: Employees Performance Linkage with Promotion**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements | N |  | strongly disagree | Disagree | neutral | agree | strongly agree | Mean | Std.  Deviation |
| Promotion is done in a fair manner | 92 | Frequency | 21 | 18 | 24 | 27 | 2 | 2.68 | 1.18 |
| % | 22.8 | 19.6 | 26.1 | 29.3 | 2.2 |
| I have good chance of promotion in this organization | 92 | Frequency | 9 | 23 | 30 | 29 | 1 | 2.89 | 0.99 |
| % | 9.8 | 25.0 | 32.6 | 31.5 | 1.1 |
| There is equal chance of promotion for everyone in the company | 92 | Frequency | 14 | 32 | 17 | 28 | 1 | 2.67 | 1.10 |
| % | 15.2 | 34.8 | 18.5 | 30.4 | 1.1 |

Table 4.3 indicates regarding the statement” promotion is done in a fair manner, 21(22.8%) of respondents strongly disagreed, 18(19.6%) of respondents disagreed, 24(26.1%) of respondents chose to remain neutral, 27(29.3%) of respondents agreed, 2(2.2%) of respondents strongly agreed. The majority of respondents believe that the promotion is done in a fair manner in St. Paul’s Hospital Millennium Medical College. Mean is 2.68 and the standard deviation is 1.18 for the statement. This shows that the respondents have a medium level of agreement towards the statement.

As table 4.3 indicates, regarding the statement” I have a good chance of promotion in this organization 9(9.8%) of respondents strongly disagreed, 23(25%) of respondents disagreed 30(32.6%) of respondents chose to remain neutral, 29(31.5%) of respondents agreed, 1(1.1%) of respondents strongly agreed. The majority of the respondents have a neutral idea regarding if they have a good chance of promotion in St. Paul’s Hospital Millennium Medical College. The statement has a mean value of 2.89 and a standard deviation of 0.99. This shows that the respondents have a medium level of agreement towards the statement.

The table also indicates, regarding the statement “There is an equal chance of promotion for everyone in the organization, 14(15.2%) of respondents strongly disagreed, 32(34.8%) of respondents disagreed 17(8.5%) of respondents chose to remain neutral, 28(30.4%) of respondents agreed, 1(1.1%) of respondents strongly agreed.

The majority of the respondents don’t believe that there is an equal chance of promotion for everyone in St. Paul’s Hospital Millennium Medical College. The mean is 2.6 and the standard deviation is 1.1. This shows that the respondents have a medium level of agreement towards the statement.

### **4.3.1.2 Responsibility**

**Table 4.4: Employees Performance Relation with Responsibility**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements | N |  | strongly disagree | Disagree | Neutral | agree | strongly agree | Mean | Std.  Deviation |
| My goals/targets are realistic and achievable | 92 | Frequency | 0 | 12 | 13 | 47 | 20 | 3.81 | 0.92 |
| % | 0 | 13.0 | 14.1 | 51.1 | 21.7 |
| I have a certain degree of authority in my work | 92 | Frequency | 4 | 7 | 20 | 59 | 2 | 3.52 | 0.84 |
| % | 4.3 | 7.6 | 21.7 | 64.1 | 2.2 |
| I am satisfied with the challenges provided by my  Work | 92 | Frequency | 5 | 4 | 22 | 56 | 5 | 3.56 | 0.88 |
| % | 5.4 | 4.3 | 23.9 | 60.9 | 5.4 |
| I have the opportunity to take part indecision  Making process | 92 | Frequency | 5 | 20 | 24 | 38 | 5 | 3.19 | 1.01 |
| % | 5.4 | 21.7 | 26.1 | 41.3 | 5.4 |
| I am allowed to decide on the methods for doing  Work | 92 | Frequency | 14 | 24 | 21 | 29 | 4 | 2.83 | 1.16 |
| % | 15.2 | 26.1 | 22.8 | 31.5 | 4.3 |

As table 4.4 indicates regarding the statement” My goals/targets are realistic and achievable” none of the respondents strongly disagreed, 12(13%) of respondents disagreed, 13(14.1%) of respondents chose to remain neutral, 47(51.1%) of respondents agreed, 20(21.7%) of respondents strongly agreed. The majority of the respondents believe that their goals/targets are realistic and achievable. The mean is 3.81 and the standard deviation is 0.924 for the statements. This shows that the respondents have a medium level of agreement towards the statement.

As the table 4.4 indicates regarding the statement” I have a certain degree of authority in my work” 4(4.3%) of respondents strongly disagreed, 7(7.6%) of respondents disagreed, 20(21.7%) of respondents chose to remain neutral, 59(64.1%) of respondents agreed, 2(2.2%) respondents strongly agreed. The majority of the respondents believe that they have a certain degree of authority in their work. Mean value is 3.52 and the standard deviation is 0.84 for the statement. This shows that the respondents have a medium level of agreement towards the statement.

As table 4.4 indicates, regarding the statement” I am satisfied with the challenges provided by my work”, 5(5.4%) respondents strongly disagreed, 4(4.3%) disagreed, 22(23.9%) of respondents chose to remain neutral, 56(60.9%) of respondents agreed, 5(5.4%) of respondents strongly agreed.

The majority of the respondents believe that they are satisfied by the challenges provided by their work. The mean value of the statement is 3.55 and the standard deviation is 0.88 for the statement. This shows that the respondents have a medium level of agreement towards the statement.

As table 4.4 indicates regarding the statement” I have the opportunity to take part in the decision- making process”, 5(5.4%) of respondents strongly disagreed, 20(21.7%) of respondents disagreed, 24(26.1%) of respondents chose to remain neutral, 38(41%) of respondents agreed, 5(5.4%) of respondents strongly agreed. The majority of the respondents believe that they have the opportunity to take part in decision making in St. Paul’s Hospital Millennium Medical College. Mean value is 3.19 and the standard deviation is 1.01 for the statement. This shows that the respondents have a medium level of agreement towards the statement.

As table 4.4 indicates, regarding “I am allowed decide on the methods for doing work”, 14(15.2%) of respondents strongly disagreed, 24(25.1%) of respondents disagreed, 21(22.8%) of respondents chose to remain neutral, 29(31.5%) of respondents agreed, 4(4.3%) of respondents strongly agreed. The majority of the respondents believe that they are allowed to decide on the methods of doing work. The mean value is 2.83 and the standard deviation is 1.16 for the statement. This shows that the respondents have a medium level of agreement towards the statement.

### **4.3.1.3 Training and development**

**Table 4.5: Employees ‘Performance Linkage with Training and Development**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Descriptive Statistics | | | | | | | | | |
| Statements | N |  | Strongly disagree | Disagree | Neutral | agree | strongly agree | Mean | Std.  Deviation |
| Everyone has equal chance to get training and development courses | 92 | Frequency | 13 | 30 | 15 | 28 | 6 | 2.82 | 1.2 |
| % | 14.1 | 32.6 | 16.3 | 30.4 | 6.5 |
| I am regularly trained to acquire and improve my knowledge, skill and attitudes towards my work | 92 | Frequency | 7 | 22 | 22 | 38 | 3 | 3.08 | 1.04 |
| % | 7.6 | 23.9 | 23.9 | 41.3 | 3.3 |
| The level of training and development I receive is satisfactory | 92 | Frequency | 6 | 16 | 20 | 42 | 8 | 3.32 | 1.07 |
| % | 6.5 | 17.4 | 21.7 | 45.7 | 8.7 |
| I participate in training to improve my own skills and competencies | 92 | Frequency | 6 | 17 | 11 | 51 | 7 | 3.39 | 1.07 |
| % | | 6.5 | 18.5 | 12 | 55.4 | 7.6 |  | |

As table 4.5 indicates, regarding the statement” Everyone has equal chance to get training and development courses”, 13(14.1%) of respondents strongly disagreed, 30(32.6%) of respondents disagreed, 15(16.3%) of respondents chose to remain neutral, 28(30.4%) of respondents agreed, 6(6.5%) of respondents strongly agreed. Majority of the respondents believe that not everyone has equal chance for training and development course in St. Paul’s Hospital Millennium Medical College ET. The mean value is 2.82 and standard deviation is 1.2 for the statement. This shows that the respondents have a medium level of agreement towards the statement.

* As table 4.5 indicates, regarding the statement” the level of training and development I receive is satisfactory” 6(6.5%) of respondents strongly disagreed, 16(17.4%) of respondents disagreed, 20(21.7%) of respondents chose to remain neutral, 42(45.7%) of respondents agreed, 8(8.7%) of respondents strongly agreed.
* Majority of respondents believe that they participate in training to improve their skills and competency. Mean value is 3.32 and standard deviation is 1.07 for this statement. This shows that the respondents have a medium level of agreement towards the statement.

### **4.3.1.4 Employees’ performance**

**Table 4.6: Descriptive Statistics of Employees performance**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Descriptive Statistics | | | | | | | | | |
| JOP PERFORMANCE | N |  | strongly disagreed | Disagree | Neutral | agree | strongly agree | Mean | Std.  Deviation |
| You meet standards for employees performance | 92 | Frequency | 3 | 9 | 12 | 57 | 11 | 3.69 | 0.92 |
| % | 3.3 | 9.8 | 13 | 62 | 12 |
| You perform administrative Employees | 92 | Frequency | 6 | 19 | 21 | 44 | 2 | 3.18 | 1 |
| % | 6.5 | 20.7 | 22.8 | 47.8 | 2.2 |
| You plan/organize your work | 92 | Frequency | 7 | 5 | 14 | 55 | 11 | 3.63 | 1.02 |
| % | 7.6 | 5.4 | 15.2 | 59.8 | 12 |
| You persist in overcoming obstacles to complete an Employee | 92 | Frequency | 10 | 7 | 17 | 48 | 10 | 3.44 | 1.13 |
| % | 10.9 | 7.6 | 18.5 | 52.2 | 10.9 |
| You love to handle extra responsibilities | 92 | Frequency | 5 | 8 | 18 | 48 | 13 | 3.61 | 1.01 |
| % | 5.4 | 8.7 | 19.6 | 52.2 | 14.1 |
| have a good overall technical performance | 92 | Frequency | 8 | 1 | 7 | 59 | 17 | 3.82 | 1.03 |
| % | 8.7 | 1.1 | 7.6 | 64.1 | 18.5 |
| You pay attention for important details | 92 | Frequency | 4 | 1 | 8 | 56 | 23 | 4.01 | 0.88 |
| % | 4.3 | 1.1 | 8.7 | 60.9 | 25 |
| You work well and cooperate with others in a team | 92 | Frequency | 3 | 3 | 6 | 53 | 27 | 4.06 | 0.88 |
| % | 3.3 | 3.3 | 6.5 | 57.6 | 29.3 |
| You support and encourage a coworker for increasing productivity | 92 | Frequency | 3 | 2 | 12 | 51 | 24 | 3.98 | 0.88 |
| % | 3.3 | 2.2 | 13 | 55.4 | 26.1 |

As table 4.6 indicates, regarding the statement” You met standard for employees performance”, 3(3.3%) of strongly disagreed, 9(9.8%) of respondents disagreed, 12(13%) of respondents chose to remain neutral, 57.2% of respondents agreed, 11(12%) of respondents strongly agreed. The majority of respondents believe that they meet standards for employee’s performance. Mean is 3.6 and standard deviation 0.92. This shows that the respondents have a medium level of agreement towards the statement.

As the table indicates, regarding the statement “You plan/ organize your work”, 7(7.6%) of respondents strongly agreed, 5(5.4%) of respondents disagree, 14(15.2%) of respondents chose to remain neutral, 55(59.8%) of respondents agreed, 11(12%) of respondents strongly agreed. Majority of the respondents believe that they plan/organize their work. Mean is 3.63 and standard deviation is1.02. This shows that the respondents have a medium level of agreement towards the statement.

As above table indicates, regarding the statement “You persist is overcoming obstacles to complete Employee”, 10(10.9%) respondents strongly disagree, 7(7.6%) of respondents disagreed, 17(18.5%) of respondents chose to remain neutral, 48(52.2%) of respondents agreed, 10(10.9%) of respondents strongly agreed. Majority of the respondents believe that they persist overcoming obstacles to complete a Employee. The mean value is 3.44 and 1.13 is the standard deviation. This shows that the respondents have a medium level of agreement towards the statement.

As table indicates, regarding the statement “You love to handle extra responsibilities” 5(5.4%) of respondents strongly disagreed, 8(8.7%) of respondents disagreed, 18(19.6%) of respondents chose to remain neutral, 48(52.2%) of respondents agreed, 13(14.1%) of respondents strongly agreed. Majority of the respondents believe that they love to handle extra responsibilities. Mean is 3.609 and standard deviation is 1.01. This shows that the respondents have a medium level of agreement towards the statement.

As table indicates, regarding the statement “You have a good overall technical performance”, 8(8.7%) of respondents strongly disagree, 1(1.1%) of disagree, 7(7.6%) respondents chose to remain neutral, 59(64.1%) of respondents agreed and 17(18.5%) of respondents strongly agreed. Majority of the respondent believe that they have a good overall technical performance**.** Mean is 3.82 and the standard deviation is 1.03.This shows that the respondents have a high level of agreement towards the statement.

The table indicates for the statement” You pay attention for important details”, 4(4.3%) strongly disagreed, 1(1.1%) disagreed, 8(8.7%) chose to remain neutral, 56(60.9%) agreed and 23(25.0%) strongly agreed. Majority of the respondents believe that they pay attention for important details. Mean is 4.0 and standard deviation is 0.88.This shows that the respondents have a high level of agreement towards the statement.

The table indicates for the statement” You work well and cooperate with others in a team”, 3(3.3%) of respondents strongly disagreed, 3(3.3%) disagreed, 6(6.5%) chose to remain neutral, 53(57.6%) respondents agreed and 27(29.3%) strongly agreed. Majority of the respondents believe that they work well and cooperate with others in a team. Mean is 4.0 and standard deviation is 0.88. This shows that the respondents have a high level of agreement towards the statement.

For the statement” You support and encourage coworker for increasing productivity”, 3(3.3%) of respondents strongly disagreed, 2(2.2%) of respondents disagreed, 12(13.0%) chose to remain neutral, 51(55.4%) of respondents agreed and 24(26.1%) strongly disagreed. Majority of the respondents believe that the support and encourage coworker for increasing productivity. The value of the mean is 3.98 and the standard deviation is 0.88. This shows that the respondents have a high level of agreement towards the statement.

**Motivation Variables and Employees’ Performance**

As per the dimensions of motivation accessed by the questionnaire the below table shows descriptive statistics of every variable; the level of motivation is decided by the mean figure.

**Table 4.7: Work Motivation Variables and Employees Performance**

|  |  |  |  |
| --- | --- | --- | --- |
| **Descriptive Statistics** | | | |
|  | N | Mean | Std. Deviation |
| Promotion | 92 | 2.75 | 0.88 |
| Responsibility | 92 | 3.38 | 0.67 |
| Training And Development | 92 | 3.15 | 0.82 |
| Employees’ Performance | 92 | 3.71 | 0.62 |

As per the dimensions of motivation accessed by the questionnaire, it indicates that the means for promotion is 2.75, which is a medium level of agreement. For responsibility, it indicates that the means value is 3.38, which is a medium level of agreement.

The mean value of employee’s performance is 3.72 which is the highest level of agreement from the questionnaire. As per the dimensions of motivation accessed by the questionnaire, the respondents‟ agreement level is very high to employee’s performance. With respect to the table, all Medical College has a medium level of motivation. The mean value indicates the areas where the employees are more likely to be motivated. In these scenarios employees in the sample are most likely to be motivated due to their responsibility, training and development, and promotion

**Table 4.8: Level of work motivation and employees performance**

|  |  |  |  |
| --- | --- | --- | --- |
| **Descriptive Statistics** | | | |
|  | N | Mean | Std. Deviation |
| Work Motivation | 92 | 3.03 | 0.46 |
| employees performance | 92 | 3.72 | 0.62 |
| Valid N (list wise) | 92 |  |  |

In table 4.8 the overall level of motivation and employees performance as experienced by the respondents was medium for the three Work motivational factors (3.03) and high for employee’s performance with mean of (3.72).

### 4.3.2 Correlation Analysis

In this study, the descriptive statistics output presented in the earlier section describes the current phenomenon as per the survey findings. In this part, inferential analysis (correlation and regression) used to determine if there is a relationship between work motivational factors and employee’s performance as well as the strength of that relationship. Hence, inferential statistics are used to reach on conclusion about associations between the variables of the study and is designed to test the hypotheses.

**The relationship between work motivation and employees’ performance;**

Pearson correlation measures the strength of the linear relationship between two variables. The value provides both the nature and the strength of the relationship. The coefficient is the change in the number of units of the dependent variable associated with an increase of 1 unit of the independent variable, controlling for the other independent variables. It describes its direction and its magnitude. In the research testing, the item that should be noticed is the probability (p) value. If p>0.05, it means that the independent variable does not influence the dependent variable. If p<0.05 it means that the independent variable influences the dependent variable (Pallant, 2010).

A high correlation means that two or more variables have a strong relationship with each other; while a weak correlation means that, the variables are hardly related. The negative correlation is a relationship between two variables in which one variable increases as the other decreases, and vice versa. The positive correlation is a relationship between two variables in which one variable increases the other does.

**Table 4.9: Scale for a measure of association and respective description Source: MacEachron, (1982)**

|  |  |
| --- | --- |
| **Descriptive adjective** | **Measure of Association** |
| Very weak or very low | > 0.00 to 0.20; < -0.00 to – 0.20 |
| Weak or low | > 0.20 to 0.40; < -0.20 to – 0.40 |
| Moderate | > 0.40 to 0.60; < -0.40 to – 0.60 |
| Strong or high | > 0.60 to 0.80; < -0.60 to – 0.80 |
| Very high or very strong | > 0.80 to 1.0; < -0.80 to – 1.0 |

**Table 4.10: The Relationship between work Motivational Factors and Employees Performance**

|  |  |  |
| --- | --- | --- |
| Correlations | | |
|  |  | employees performance |
| Promotion | Pearson Correlation | 0.098 |
|  | Sig. (2-tailed) | 0.355 |
|  | N | 92 |
| Responsibility | Pearson Correlation | 0.052 |
|  | Sig. (2-tailed) | 0.622 |
|  | N | 92 |
| Employees Performance | Pearson Correlation | 1 |
|  | Sig. (2-tailed) |  |
|  | N | 92 |
| Training Development | Pearson Correlation | .487\*\* |
|  | Sig. (2-tailed) | 0 |
|  | N | 92 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | |
| \*. Correlation is significant at the 0.05 level (2-tailed). | | |

According to the result obtained there was a moderate, positive, and statistically significant relationship between training and development and employees performance (r=0.487, N=92, p=0.000<0.05). This shows that an increase in training and development would lead to higher employee’s performance.

The level of statistical significance does not indicate how strongly the two variables are associated but instead indicates how much confidence we should have in the results obtained. So the hypothesis is accepted.

According to Aguinis; H and Kraiger (2009), training is a systematic approach to affecting individuals‟ knowledge, skills, and attitudes to improve individual and organizational performance and effectiveness. (RezkSaleh.J, 2014) also found that training and development has a positive significant moderate relationship with employee’s performance in Malaysian technology university. The result obtained in this study is similar. An increase in training and development will increase the employee’s performance of St. Paul’s Hospital Millennium Medical College employees.

In the above table promotion almost has a very weak relationship with employee’s performance. The correlation result is very near to zero with values of (r = -0.098, N=92, p=0.355>0.05). According to the result, there is no significant relationship between promotion and employees performance.

In terms of responsibility, the correlation is very weak, almost close to no relationship, with r value of near zero. The result of the correlation of responsibility with employees performance is (r =0.052, N=92, p=0.622>0.05). We can conclude that there is no significant relationship between responsibility and employees performance.

Using the accepted guideline on the degree of correlation, the survey result in Table 4.9 is interpreted like this; Out of the three independent variables included in this study, training and development have a significant correlation with the dependent variable (employee’s performance). In other words, a positive performance/change in this variable will result in better performance of St. Paul’s Hospital Millennium Medical College. In addition, the independent variables (responsibility and promotion) have no relationship with employee’s performance. In other words, the change in such factors does not have a significant impact on employee’s performance in hospital.

The results of the current study are to some extent consistent with the results of previous studies. For example, Aarabi et al. (2013) stated that there appears to be evidence to confirm the positive relationship between financial motivational factors and employees performance in service organizations in Malaysia. In this study, we can see that fringe benefit has a significant relationship with employee’s performance.

Herzberg (1986) in his Two Factor Theory, listed salary, supervision, growth (training and development), recognition, responsibility, achievement, and advancement(promotion) can consider as motivators related to people’s work (Aarabi et al., 2013). In this study, we can see employees in the sample are most likely to be motivated due to their responsibility, supervision and training and development, fringe benefits, promotion than enhanced salary which is the least motivator according to the mean value computed.

### 4.3.3 Multiple Linear Regression Analysis

Considering the cross-sectional study, the following assumption tests were made by the student researcher to see if the research meets the linear regression assumption model.

**Normality Distribution Test**

Multiple regressions require the independent variables to be normally distributed. A distribution or data set is symmetric if it looks the same to the left and right of the center point. Normality claims that the sampling distribution of the mean is normal or that the distribution of means across samples is normal. Skewness and kurtosis are statistical tools that enable the researcher to check if the data is normally distributed or not.

Skewness is a measure of symmetry. Skewness assesses the extent to which a variable’s distribution is symmetrical. If the distribution of responses for a variable stretches toward the right or left tail of the distribution, then the distribution is referred to as skewed. If the curve is shifted to the left or to the right, it is said to be skewed.

Skewness can be quantified as a representation of the extent to which a given distribution varies from a normal distribution. Kurtosis is a measure of whether the distribution is too peaked (a very narrow distribution with most of the responses in the center)

When both skewness and kurtosis are zero (a situation that researchers are very unlikely to ever encounter), the pattern of responses is considered a normal distribution. A general guideline for skewness is that if the number is greater than +1 or lower than –1, this is an indication of a substantially skewed distribution. For kurtosis, the general guideline is that if the number is greater than +1, the distribution is too peaked. Likewise, a kurtosis of less than –1 indicates a distribution that is too flat.

Distributions exhibiting skewness and/or kurtosis that exceed these guidelines are considered non normal. The test of normality distribution, the skewness, and kurtosis value for unstandardized predicted value and standardize predicted value are shown in the below table. The results show that they are within the standard limit of (-1.96 to+1.96).

According to this test, the result is within the limit of Skewness and kurtosis acceptable value. Normality claims that the sampling distribution of the mean is normal or that the distribution of means across samples is normal.

All 92 respondents are included in the normality test. In the case processing summary we can see that there is no missed case. Here the unstandardized predicted value predicts for the dependent variable whereas the standardized predicted value helps to predict the transformation of each predicted value.

**Table 4.11: Case Processing Summary**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Case Processing Summary | | | | | | |
|  | Cases | | | | | |
|  | Valid |  | | | Total |  |
|  | N | N | Percent |
| Unstandardized Predicted Value | 92 | 100.0% | 0 | 0.0% | 92 | 100.0% |
| Standardized Predicted Value | 92 | 100.0% | 0 | 0.0% | 92 | 100.0% |

**Table 4.12: Normality of Data Distribution**

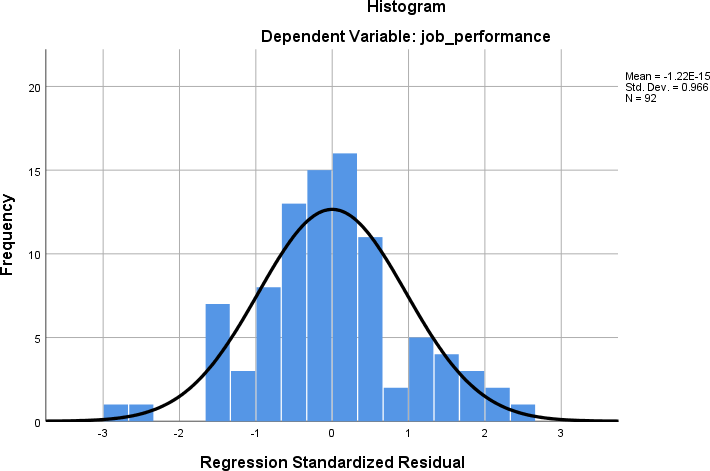
|  |  |  |  |
| --- | --- | --- | --- |
| Descriptive | | | |
|  |  | Statistic | Std. Error |
| Unstandardized Predicted Value | Mean | 3.7173913 | 0.038432 |
|  | Skewness | -0.425 | 0.251 |
|  | Kurtosis | 0.636 | 0.498 |
| Standardized Predicted Value | Mean | 0 | 0.1042572 |
|  | Skewness | -0.425 | 0.251 |
|  | Kurtosis | 0.636 | 0.498 |

**Table 4.13: Tests of Normality**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Tests of Normality | | | | | | |
|  | Kolmogorov-Smirnova | | | Shapiro- Wilk |  |  |
|  | Statistic | Df | Sig. | Statistic | Df | Sig. |
| Unstandardized Predicted Value | 0.088 | 92 | 0.073 | 0.974 | 92 | 0.059 |
| Standardized Predicted Value | 0.088 | 92 | 0.073 | 0.974 | 92 | 0.059 |
| a. Lilliefors Significance Correction | | | | | | |

In the normality test, we are looking for an insignificant result that is above 0.05 to say the data is normality distributed. In the above table labeled Tests of normality; it is given the results of Kolmogorov-Smirnov and Shapiro-Wilk statistics. This assesses the normality of the distribution of scores. A non-significant result (sig value of more than 0.05) indicates normality. Tests of normality both give sig value above 0.05. So, all variables are normally distributed. In this case, the sig value is 0.073 for Kolmogorov-Smirnova and 0.0974 for Shapiro-Wilk statistics, suggesting the assumption of normality is not violated.

In the normal P-P plot, the points will lie in a reasonable straight diagonal line from bottom left to top right. The P-P plot would suggest no major deviations from normality. See (Appendix2)



Source: Survey result IBM SPSS Statistics\_26.0

**Figure 2 Histogram for normality data distribution**

The histogram is normal, describes an asymmetrical, bell-shaped curve that has the greatest frequency of scores in the middle, with a smaller frequency towards the extreme. The scores appear to be reasonably normally distributed, with most scores occurring in the center, tapering out towards the extreme.

In the scatter plot of the standardized residuals, the hope is that the residual will be roughly rectangular distributed, with most of the scores concentrated in the center. Deviations from a centralized rectangle suggest some violation of the assumptions. In the above scatterplot, we can see that the assumptions are met. See (Appendix 3)

Homoscedasticity is the variance of the residuals about predicted dependent variable scores should be the same for all predicted scores. Another way of thinking of this is that the variability in scores for the independent variables is the same at all values of the dependent variable. In this study, we can confirm that the assumption of homoscedasticity is not violated by looking at the same residuals plot talked about in the linearity and normality sections. See (Appendix 3)

**Multicollinearity**

SPSS performs Collinearity diagnostics on variables as part of the multiple regressions. The result is presented in the below coefficient table.

**Table 4.14 Multicolliniarity**

|  |  |  |  |
| --- | --- | --- | --- |
| Collinearity Statistics | | | |
| Model 1 | (Constant) | Tolerance | VIF |
|  | Promotion | 0.67 | 1.491 |
|  | Responsibility | 0.714 | 1.401 |
|  | Training and development | 0.854 | 1.171 |
| a. Dependent Variable: employees performance | | | |

Two values are given in the table; Tolerance and VIF. Tolerance is an indicator of how much of the variability of the specified independent is not explained by the other independent variables in the model and is calculated using the formula 1-R squared for each variable.

If this value is very small (less than .10), it indicates that the multiple correlations with other variables are high suggesting the possibility of multicolliniarity. The other variable VIF (variance inflation factor), which is the inverse of the tolerance value. VIF values above 10 would be a concern here, indicating multicolliniarity.

In this study Tolerance value for each independent variable is between 0.588 and 0.85, which is not less than 0 .10; therefore we have not violated the multicolliniarity assumption. The VIF value, which is an average of 1.47, is well below the cut off 10. The results are not surprising given the Pearson correlation coefficient between these three independent variables was around 0.487 of the highest point.

**The Effect of Motivational Factors on Employees Performance**

The rest of the hypothesis is answered in this part. The effects of all the three Work motivational factors on employee’s performance and the most contributor factor of employee’s performance will be known by using multiple regressions. Finding a significant correlation is not a pre-requisite for running a regression. There are many cases where two variables might not show a strong bivariate correlation but may show a strong association in regression once other variables are controlled for. Even if we found some significant and some insignificant correlations, we must run the regression because the hypothesis should be tested.

Multiple regressions are used to measure the relationship between the dependent variable and one or more independent variables. The level of significance was set at p = 0.05. Preliminary analyses were conducted to ensure no violation of the assumption of normality, linearity, and homoscedasticity.

In this section first, the results of the multiple regression are presented.

**Table 4.15: Model Summary for Multiple Regression of Analysis with Motivation Factors as predictors of employee’s performance**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model Summary | | | | |
| Model | R | R Square | Adjusted R  Square | Std. Error of the Estimate |
| 1 | .591a | 0.349 | 0.303 | 0.52105 |
| a. Predictors: (Constant), training development, Fringe benefits, promotion, responsibility, Supervision, Enhanced salary |  |  |  |  |

**Evaluating the model**

The R Squared will give an estimate of the relationship between movements of a dependent variable based on an independent variable's movement.

In the model summary, R square explains how much of the variance in the dependent variable (employees performance) is explained by the model (which includes the variables of Work motivation). In this case, the value is 0.349 expressed as a percentage; this means of our model explains 34.9% of the variance in the employee’s performance. Other factors not included in the model explained 65.1%. Further research should be conducted to explain these factors that affect employees performance.

Here we see the R square value is 34.9%. This means 34.9% of the variation in employees performance is accounted by variations in the work motivational factors. In other words, 34.9% of the variation in employee’s performance is accounted by the variation of training and development in staffs of St. Paul’s Hospital Millennium Medical College. As we see earlier in the correlation part, promotion and responsibility have no relationship with employees’ performance.

This was an early indication that these two variables will have no effect on employees’ performance. Therefore these variables variance will not have any impact on employees’ performance.

SPSS also provides an Adjusted R square value. When a small sample is involved, the R square value in the sample tends to be a rather optimistic overestimation of the true value in the population. The Adjusted R square statistic corrects this value to provide a better estimate of the true population.

To assess the statistical significance of the result, it is necessary to look at the table ANOVA as presented below.

**Table 4.16: ANOVA for Enter Method**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ANOVAa | | | | | | |
| Model |  | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 12.366 | 6 | 2.061 | 7.591 | .000b |
|  | Residual | 23.077 | 85 | 0.271 |  |  |
|  | Total | 35.442 | 91 |  |  |  |
| a. Dependent Variable: employees performance | | | | | | |
| b. Predictors: (Constant), training development, Fringe benefits, promotion, responsibility, Supervision, Enhanced salary | | | | | | |

This tests the null hypothesis that multiple R in the population equals 0. The model in this research reaches statistical significance (sig =.000 which means p<0.0005).

The result of ANOVA presented in the above table is p<0.05. It indicates the regression model of Work motivation on employee’s performance is found to be statistically significant.

In other words, at least one of the three Work motivational factors or independent variables can be used to explain the employee’s performance of the sample staffs of St. Paul’s Hospital Millennium Medical College.

It also expresses the adjusted R square (30.3%) is statistically significant. So the variables accounted for (30.3%) of variance in employees performance. The other variance is due to the unexplored variables.

**Evaluating each of the independent variables**

To know which of the variables included in the model contributed to the prediction of the dependent variable. This information is found in the output box labeled Coefficients.

**Table 4.17: Coefficients** a**for the Relationship between the Predictor Variable and Employees**

**Performance**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Coefficients | | | | | | |
| Model |  | | | Standardized Coefficients | T | Sig. |
|  | Beta |  |  |
| 1 | (Constant) | 3.42 | 0.38 |  | 8.997 | 0 |
|  | Promotion | - 0.043 | 0.075 | -0.062 | -0.577 | 0.565 |
|  | Responsibility | 0.038 | 0.096 | 0.041 | 0.394 | 0.695 |
|  | training and development | 0.359 | 0.071 | 0.476 | 5.029 | 0 |
| a. Dependent Variable: employees performance | | | | | | |

This table presents the correlation between the three factors and employees performance. Standardized coefficient means that these values for each of the different variables have been converted to the same scale so that to compare them. Beta value is used for comparing the contribution of each independent. The negative sign in the beta is ignored. In this case, the largest Beta coefficient is 0.476, which is for training and development.

This means that this variable makes the strongest unique contribution to explain the dependent variable when the variance explained by all other variables in the model is controlled for.

Beta value from the table is 0.041 for responsibility, indicating that it made less of a contribution. Sig value tells us whether the variable is making a statistically significant unique contribution to the equation.

Here there is significant relationship between training and development and employees performance.

So hypotheses are going to be accepted.

So we can conclude that training & development have significant effect on employee’s performance.

**Table 4.18: Model summary of stepwise regression**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Model Summary** | | | | |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .487a | 0.237 | 0.228 | 0.54821 |
| 2 | .552b | 0.304 | 0.289 | 0.52634 |
| 3 | .582c | 0.339 | 0.316 | 0.51608 |
| a. Predictors: (Constant), training development | | | | |
| b. Predictors: (Constant), training development, Supervision | | | | |
| c. Predictors: (Constant), training development, Supervision, Fringe benefits | | | | |

Stepwise multiple regressions are used to assess the most contributing factor or to assess the ability of training and development to predict employee’s performance. Preliminary analyses were conducted to ensure no violation of the assumption of normality, linearity and homoscedasticity.

Training and development was entered at step 1 explaining 23.7% of variance in employee’s performance.

The results of current study are consistent with results of previous studies such as (RezkSaleh, J. (2014)) had similar results related to the effect study of motivational factors in this research. His results exposed that only training & development were found to be significant in the study. The analysis demonstrated that the most significant motivational factor of employee’s performance was responsibility .Where as in this study, training and development is significant factor, J. (2014)).

## 4.4. Summary of Hypothesis Testing

**Hypothesis 1:** Training & development have a significant and positive relationship with employee’s performance.

According to the result obtained there was a moderate, positive, and statistically significant relationship between training and development and employees performance (r=0.487, N=92, p=0.000<0.05). Therefore (H1) is accepted, which indicates that an increase in training and development would lead to a higher employee’s performance among the employees of St. Paul’s Hospital Millennium Medical College.

**Hypothesis 2:** There is a significant effect of promotion on employee’s performance.

Regarding to the second hypothesis, the result of table 22 shows that standardized coefficient beta and p value was negative and insignificant. Therefore, (H2) is rejected, which shows that promotion doesn’t have a significant effect on employee’s performance of ground operation employees.

**Hypothesis 3:** There is a significant effect of responsibility on employee’s performance.

Regarding the seventh hypothesis; the result of table 22 shows that the standardized coefficient beta and the p-value were positive and insignificant. Therefore, (H3) is rejected, which shows that responsibility doesn’t have a significant effect on the employee’s performance of ground operation employees.

# CHAPTER FIVE

# FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

## 5. 1. Summary of Findings

The major findings were derived from data discussion, analysis, and interpretations. The findings of the study are discussed in terms of the objectives of the study.

* According to the mean figures analyzed, respondents have mean of (2.75) for promotion, mean of (3.15) for training and development, and mean of (3.71) for employee’s performance. The result shows that the respondents have a medium level agreement towards all the three motivational factors and a high-level agreement towards employee’s performance.
* From the three motivational factors, the respondents tend to be more likely to be motivated towards responsibility .The mean value indicates that the employees of St. Paul’s Hospital Millennium Medical College have a medium level of motivation and a high level of employee’s performance.
* The promotion has a very weak, negative, and insignificant relationship with employee’s performance. The correlation result was very near to zero with values of (r= -0.098, N=92, p=0.355>0.05)
* .In terms of responsibility, there was a very weak, positive, and insignificant relationship with employee’s performance (r=0.052, N=92, p=0.622>0.05). The obtained result shows that there was a moderate, positive, and statistically significant relationship between training and development and employees performance (r=0.487, N=92, p=0.000<0.05).
* From the three motivation factors only training and development, have a significant effect on employee’s performance.
* Beta value is used for comparing the contribution of each independent variable. The largest Beta coefficient is 0.476, which is for training and development this means that the training and development variable makes the strongest unique contribution to explain the dependent variable. The total variance explained by the model as a whole was 33.9%. Training and development was explaining 23.7% of the variance in employee’s performance.
* The model in this research reaches statistical significance (sig=.000 which means p<0.0005). This indicates the regression model of motivation on employee’s performance is found to be statistically significant. In other words, at least one of the three motivational factors or independent variables can be used to explain the employee’s performance of the sample staffs of St. Paul’s Hospital Millennium Medical College.
* In the model summary, R square explains how much of the variance in the dependent variable is explained by the model. In this research R square value is 0.349, which means the model explains 34.9% of the variance in the employee’s performance. Other factors not included in the model explained 65.1%. In other words, 34.9% of the variation in employee’s performance is accounted for by the variation of training and development in staffs of St. Paul’s Hospital Millennium Medical College. Since promotion and responsibility have no relationship with employee’s performance, these variables variance will not have any impact on employee’s performance.

## 5.2. Conclusions

This study is conducted to find the intrinsic motivational factors and their effect on the employee’s performance of St. Paul’s Hospital Millennium Medical College. In this study, there were three hypotheses developed in the research question. On the hypothesis test, only one is accepted, the rest are rejected depending on the statistics done. According to the result, the employees have a medium level of motivation and a high level of employee’s performance. The result shows s highest correlation for training and development. Multiple regressions are used to find the effect, the result shows 34.9% of variance found on the employee’s performance is accounted by the independent variables.

The study indicates that training and development significantly affect the employee’s performance of employees of St. Paul’s Hospital Millennium Medical College. In the study it is found that there is a very low nearly no relationship between employee’s performance with responsibility and promotion. This was an early indication that these two variables will have no effect on employee’s performance. The result shows a change in promotion and responsibility will result no change in employees performance. Despite the reviewed literatures in earlier chapters of the study, the result shows different.

The study found that there is a medium positive significant relationship between training and development and employee’s performance. Training and development is also found to be the most significant factor for employee’s performance.

The change in training and development leads to a change in employee’s performance. Therefore the company could benefit by maintaining and enhancing this factor for better employee performance.

By increasing competitive surrounding in the work area, the organization could increase its performance by knowing the factors that affect the employee’s performance of employees. The study indicates that the HR and the board of management in St. Paul’s Hospital Millennium Medical College should increase motivational factors that positively affect employee’s performance and should identify the motivational factor that negatively motivates employees.

Also, the managers should give attention to employee’s Work motivation since it affects their employee’s performance. The findings of the current study indicate training and development significantly affect the employee’s performance of the employees of the company. So the HR should enhance these factors for better employee’s performance. Since a change in these factors leads to a change in employee’s performance, maintaining and enhancing these factors could lead to enhanced employee’s performance.

Therefore it is concluded that the management of the organization with the HR bureau should not neglect the impact of Work motivation on the companies output. They should enhance some factors and further studies should be done to found the unknown variables in order to motivate employees. For the overall success of the organization, staffs of St. Paul’s Hospital Millennium Medical College should get conscious of what situations they motivate to do good employees.

## 5.3. Recommendations

Based on the study finding and the conclusions drawn the following recommendations are made for St. Paul’s Hospital Millennium Medical College management considerations.

* The HR and the board of management in Medical College should identify the best way to motivate employees by helping more scientific researches to be done. They should give attention to variables that affect the employee’s motivation towards performing well.
* In area of promotion, providing equal chance of promotion for everyone and making a fair promotion will benefit the organization. The result of the study shows, promotion has less effect on employee’s performance. Therefore, detail study should be done why this happened. The company should review the existing employee appraisal method to find this gap.
* In area of responsibility, setting realistic and achievable goals will be beneficiary. The organization will get advantage by giving certain degree of authority in employees work and giving employees opportunity in decision making. Since the result shows there is no relationship between responsibility and employees performance, the organization should improve the existing method of motivation by responsibility.
* In area of training development, employees should be given equal chance of training and development. The study revealed that this variable is the most contributors to employee’s performance. Therefore the organization should continue the good work by finding other ways to motivate more employees providing new ways of training that encourage employees to improve their skill and competency.
* The result shows employees have a high level of performance, helping employees to pay attention in detail, and supporting them to cooperate and work in team and individually will benefit Medical College. By setting standards for employees and participation the employees in planning and organizing work, the organization will motivate the employees to go extra miles in performing their jobs and overcoming their obstacles in their employees.

### 5.3.1 Recommendation for St. Paul’s Hospital Millennium Medical College

The result of this study shows training and development is most significant Work motivational factors. So the HR and board of management should increase these factors to the target population of the study staffs of Medical College to motivate them towards better employee’s performance.

The Medical College should maximize the training and development package that is given by respective agencies and organizations, since it is the major predictor to the employee performance according to this study. It should also assign attractive educational opportunities.

Most organizations think that they have fair competitive motivational packages. But they could benefit more if they restructure the current package.

### 5.3.2 Recommendation for future researchers

The relationship between intrinsic motivational factors and employee’s performance is indicated by this study. The study is small and limited to only one institution and limited number of respondents. Therefore future study needs to be conducted on bigger sample to have inclusive understanding and generalization of the results.

Generally more scientific researcher should be conducted to better understand the influence of intrinsic motivation on employee’s performance. The researcher also recommends future researchers to explore other unexplored variables that affect the performance of employees.

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# APPENDICES

## Appendices I: Questioner

****

**School of Graduate Studies**

**School of Business**

**Research on the Assessment of the Influence of Work Motivation on Employees Performance at** St. Paul’s hospital millennium medical college

**Questionnaire to be filled by the Academic Staff**

**Dear Respondents!**

This questionnaire’s designed to gather information for a research entitled **‘Influence of Work Motivation on Employees Performance at** St. Paul’s hospital millennium medical college Academic STAFFS. The information you are going to give has important value in attainment of the research objectives .Your valid and honest response is, determine the end result of the research. Any information provided will be treated with extreme confidentiality and will not be used for any other purpose other than for this academic study.

Do not indicate your name, anywhere in the questionnaire.

Your assistance is highly appreciated. I look forward to your prompt response.

Yours Faithfully,

**TemesgenMekonnen (Researcher)**

Tel. 0923665954

**Part A: Demographic Information of the Respondents**

**ክፍል 1፡ ግለሰባዊ መረጃዎች**

1. **Gender /ጾታ**

( ) Male/ወንድ ( ) Female/ ሴት

1. **Age/ዕድሜ**

( ) <25

( ) 26-35

( ) 36-45

( ) >45

1. **Working Experience /በተቃሙ ውስጥ በሥራ ላይ የቆይታ ጊዜ**

( ) 0-3years

( ) 4-7years

( ) 8-11years

( ) 12-15years

( ) 16-19years

( )>20years

1. **Academic Qualifications /የትምሕርት ደረጃ**

( ) Diploma / ዲፐሎማ

( ) Bachelordegree /ዲግሪ

( ) Master /ማስተርስ

( ) PhD

**Part B: Work motivation**

**ክፍል 2፡ ሥራ ተነሣሽነትን የተመለከቱ ጥያቄዎች**

This part is aimed to identify your opinion about Work motivational factors.

Instruction: By using five-point Likert scale pleases mark () for your suitable answer.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| **Strongly**  **Disagree**  **በጣም አልስማማም** | **Disagree**  **አልስማማም** | **Neutral**  **ታዕቅቦ** | **Agree**  **እስማማለሁ** | **Strongly agree**  **በጣም ዕስማማለሁ** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Promotion/የሥራ ላይ አድገት** | **1** | **2** | **3** | **4** | **5** |
| 1 | Promotion is done in a fair manner  በተቋሙ ውስጥ ሚዛናዊ በሆነ መልኩ ዕድገት ይሰጣል |  |  |  |  |  |
| 2 | I have good chance of promotion in this organization  በተቋሙ ውስጥ ጥሩ የሆነ የማደግ ዕድል አለኝ |  |  |  |  |  |
| 3 | There is equal chance of promotion for everyone in  the company  በተቋሙ ውስጥ ለሁሉም እኩል የሆነ የማደግ ዕድል አለ |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Responsibility/ የሥራ ላይ ሃላፊነት** | **1** | **2** | **3** | **4** | **5** |
| 4 | My goals/targets are realistic and achievable  ሥራዬ በዕውነታ ላይ የተመረኮዘ እና የሚተገበር ነው |  |  |  |  |  |
| 5 | I have a certain degree of authority in my work  በሥራዬ ላይ በተወሰነ መልኩ መወሰን እችላለሁ |  |  |  |  |  |
| 6 | I am satisfied with the challenges provided by my  Work  ሥራዬ ላይ በሚያጋጥሙኝ ተግዳሮቶች ደስተኛ ነኝ |  |  |  |  |  |
| 7 | I have the opportunity to take part in decision making  Process  ውሣኔዎችን በማሣለፍ ሂደት ላይ እሣተፋለሁ |  |  |  |  |  |
| 8 | I am allowed to decide on the methods for doing  Work  ሥራዬ በዕውነታ ላይ የተመረኮዘ እና የሚተገበር ነው |  |  |  |  |  |
| **No.** | **Training and development**  የሥራዬ ላይ ሥልጠና እና ዕድገት | **1** | **2** | **3** | **4** | **5** |
| 9 | Everyone has equal chance to get training and development courses  ሁሉመ ሰራተኛ እኩል ስልጠናና ዕድገት የማግኘት ዕድል አለው |  |  |  |  |  |
| 10 | I am regularly trained to acquire and improve my  knowledge, skill and attitudes towards my work  በተደጋጋሚ ክሕሎቴንና እውቀቴን የሚያሻሽሉ ለስራዬ ሚጠቅሙ ስልጠናዎችን ወስጃለሁ |  |  |  |  |  |
| 11 | The level of training and development I receive is  Satisfactory  የወሰድኳቸው ስልጠናዎች በቂ ናቸው |  |  |  |  |  |
| 12 | I participate in training to improve my own skills and  Competencies  የግል ችሎታዬን እውቀቴን የሚያሻስልልኝ ስልጠናዎችን ወስጃለሁ |  |  |  |  |  |

**Part C: Employee’s performance**

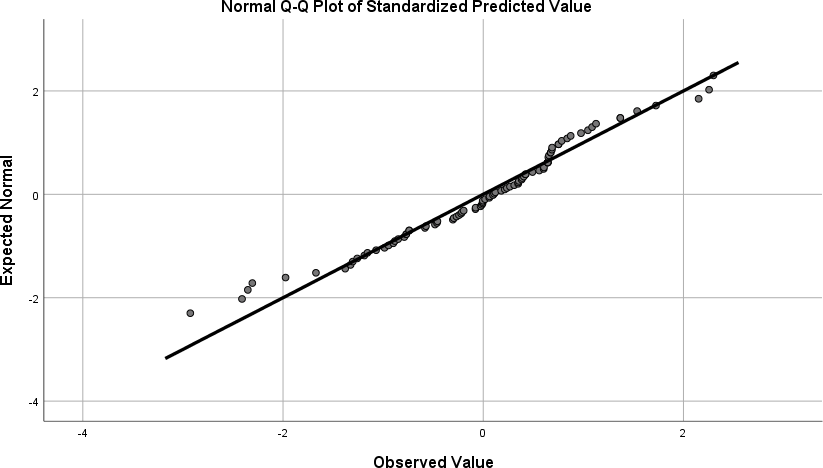
**ከ**ፍል 3፡ የሰራተኞች ሥራ አፈፃፀም

This part aim to identify the employee’s performance;

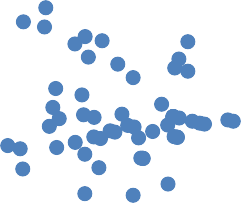
Instruction: by using five-point Likert scales please mark () for your suitable answer.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | | 2 | 3 | 4 | | | | 5 | | | |
| Strongly  Disagree | | Disagree | Neutral | Agree | | | | Strongly agree | | | |
| No. | Employee’s Performance/የሰራተኞች ሥራ አፈፃፀም | | | | 1 | 2 | 3 | | 4 | 5 |
| 13 | You meet standards for employee’s performance  የሰራተኞች ሥራ አፈፃፀም መመዘኛን ያማላሉ | | | |  |  |  | |  |  |
| 14 | You perform administrative Employees  የሰራተኞችን የሥራ አፈፃፀም ይገመግማሉ | | | |  |  |  | |  |  |
| 15 | You plan/organize your work  ሥራዎትን ያቕዳሉ ያደራጃሉ | | | |  |  |  | |  |  |
| 16 | You persist in overcoming obstacles to complete your task  መሰኛክሎችን በማለፍ ስራዎትን ይከውናሉ | | | |  |  |  | |  |  |
| 17 | You love to handle extra responsibilities  ተጨማሪ ሃላፊነቶችን የቀበላሉ | | | |  |  |  | |  |  |
| 18 | You have a good overall technical performance  ባጠቃላይ የተሻለ የሥራ አፈፃፀም | | | |  |  |  | |  |  |
| 19 | You pay attention for important details  የለዝርዝር ጉዳዮች ትኩረት ይሰጣሉ | | | |  |  |  | |  |  |
| 20 | You work well and cooperate with others in a team  የሥራዎትን በኣግባቡ ይሰራሉ ከሌሎች ጋር ይተባበራሉ | | | |  |  |  | |  |  |
| 21 | You support and encourage coworker for increasing productivity  ምርታማነትን ለመጨምር ሌሎችን ያበረታታሉ | | | |  |  |  | |  |  |

## Appendix II: Normal Q-Q plot of standard predicted value



## Appendix III: Scatterplot



-3

Regression Standardized Predicted Value

3

2

1

0

-1 0

-2

-1

-2

-3

-4

Scatterplot

3

2

1

Regression Standardized

Residual

Source: Survey result, IBM SPSS Statistics\_26.0