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PREDICTORS OF JOB PERFORMANCE OF ADMINISTRATIVE STAFF OF

SELECTED DISTRICT EDUCATION OFFICES IN NORTHERN GHANA

WASILATU ALHASSAN

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PREDICTORS OF JOB PERFORMANCE OF ADMINISTRATIVE STAFF OF SELECTED DISTRICT EDUCATION OFFICES IN NORTHERN GHANA

BY

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DECLARATION

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DECLARATION

Candidate's Declaration

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

Candidate's Signature: ………… Date: 04/03/2025

Name: Wasilatu Alhassan

Supervisor's Declaration

I hereby declare that the preparation and presentation of this thesis was supervised in accordance with the guidelines on thesis supervision laid down by the University for Development Studies.

Supervisor's Signature: ………… Date: 04/03/25

Supervisor's ame: Dr. Edward Abasimi

ABSTRACT

The purpose of this study was to examine the predictors of job performance among administrative staff in selected district education offices in Northern Ghana. Specifically, the study sought to assess perceived job performance, determine motivational factors influencing job performance, investigate the impact of job training, and evaluate the role of organizational support in shaping employee performance. The study was philosophically underpinned by positivism, which emphasizes objective measurements and observable phenomena. A quantitative research approach was adopted, allowing for numerical analysis and statistical inference. The study employed a descriptive research design, which was suitable for capturing and analyzing the factors influencing job performance among administrative staff. The population of the study consisted of administrative staff from selected district education offices in Northern Ghana, who are responsible for various clerical, financial, human resource, and operational functions. Using Krejcie and Morgan's (1970) sample size determination table, a sample size of 283 was determined. A multi-stage sampling technique was employed, beginning with zoning the study area into four main zones (North, East, South, and West). Two district education offices were randomly selected from each zone, and proportional allocation was used to distribute the sample. Simple random sampling was then employed to select respondents from each district. A semi-structured questionnaire was used for data collection. The instrument comprised sections on job performance, motivation, job training, and organizational support, with some scales adapted from validated sources. The instrument's validity was ensured through expert review, and reliability was confirmed through a pilot test. For data analysis, descriptive statistics (mean and standard deviation) and inferential statistics (multiple regression analysis and ANOVA) were used to examine relationships among variables. The study found that intrinsic motivation significantly predicted job performance ($\beta = .359$, $p < .001$), while extrinsic motivation had no significant impact. Additionally, organizational support positively influenced job performance ($\beta = .314$, $p < .05$). It was concluded that enhancing intrinsic motivation, providing structured training programs, and strengthening institutional support could significantly improve job performance. The study recommends that education policymakers create career development opportunities and ensure a fair and supportive work environment to optimize administrative staff performance in education offices.

Keywords: District Education, Job Performance, Administrative Staff, Northern Region

DEDICATION

I dedicate this work to my family and friends.

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First of all, I say thanks and praises be to Allah for bringing me this far in the field of academia. I want to sincerely thank my supervisor, Dr. Edward Abasimi, for providing me with the role of supervisor that he rightfully granted me. I cannot forget my lovely husband, Mr. Fuseini Yakubu, my children, course mates, especially, Mr. Mohammed Wadudu. I cannot also forget the efforts of Mr. Hafiz and all the lecturers who have supported or encouraged me in diverse ways. Thank you all and may Allah bless us all.

TABLE OF CONTENTS

Contents

UNIVERSITY FOR DEVELOPMENT STUDIES

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The concept of "employee performance" refers to an individual's accomplishments at work, achieved through their required efforts. It is linked to having fulfilling work, being engaged, and having supportive colleagues and employers (Vuong et al., 2021). To maximize the potential of human resources and enhance organizational success, it is crucial for organizations to have an effective employee performance management system. This approach involves aligning performance goals with organizational policies, moving away from an emphasis on specific events to a more strategic and human-centered approach (Vuong et al., 2021).

The idea of performance is complex, and scholars have attempted to define it in various ways. According to several scholars (Mesfin et al., 2020 and Mesfin et al., 2020) performance is described as a measurable concept that includes the actions, behaviors, and outcomes of employees, all directed towards contributing to and achieving the objectives of an organization.

Performance is commonly divided into task and contextual performance. Task performance refers to the proficiency in activities crucial to an organization's "technical core," while contextual performance includes activities supporting the organizational, social, and psychological environment in which organizational goals are pursued (Borman and Motowidlo, 1993). Johari and Yahya (2009) highlight the significance of job performance as a key indicator for managing organizational performance. They stress that

1

employees' job performance is vital for gaining a competitive edge, enhancing responsiveness, and improving overall organizational effectiveness.

The shared values, beliefs and ideology within an organization, including administrative staff, can significantly impact the job performance of its personnel. Employee well-being and organizational success hinge significantly on job performance (Vuong et al., 2021). This holds true for administrative staff, who are integral to the seamless operation of any organization. It is imperative for employers to grasp the factors that predict job performance among administrative staff to foster a conducive work environment and retain talent (Mesfin et al., 2020).

According to the Society for Human resource Management (SHRM), job performance assessment may involve both quantitative and qualitative measures, such as output, timeliness, customer satisfaction, and collaboration (Vuong et al., 2021). The success of any organisation hinges on the performance of its members and employers are continually focused on improving employee job performance.

Effective job performance is crucial for organizational prosperity, impacting productivity, profitability, customer contentment, and employee morale. Consequently, many organizations invest in performance management systems and tools to evaluate, track, and improve employee performance (Imjai et al., 2023). Elevated employee performance not only boosts competitive prowess but also aids in goal attainment, fostering confidence and happiness (Imjai et al., 2023). Attaining high performance levels necessitates overcoming various hurdles and challenges, which may stem from individual

factors, situational contexts, or a combination of both (Cervone Mercurio, and Lilley, 2020).

The performance of educational administrators in pre-tertiary institutions is a crucial determinant of the general effectiveness and success of the education system. Understanding the predictors of job performance among these administrators is essential for improving educational outcomes. While there is a significant body of research on this topic, it is important to consider the context of both developed and sub-Saharan African countries, as the factors influencing job performance may vary between these regions (Bayona et al., 2020). (Jahanzeb Khan, 2021).

In a cross-sectional study investigating the influence of job competency on job performance among administrative staff at a Korean research university, it was found that interpersonal skills significantly affect overall job performance. Additionally, each aspect of job intelligence (institutional understanding, problem-solving, inter-personal skills, ICT skills and world competency) had a distinct effect on various aspects of job effectiveness (job field, workplace and job task) (Jung and Shin, 2015).

In developed countries, several predictors of job performance among pre-tertiary educational administrators have been identified. One key predictor is leadership style, with transformational leadership being associated with higher job performance. Transformational leaders inspire and motivate their staff, leading to increased job satisfaction and performance. Another predictor is organizational climate, including factors such as support from superiors, collegial relationships, and resource availability. Positive

organizational climates have been linked to higher job performance among educational administrators.

Additionally, the level of experience and professional development opportunities are important predictors of job performance. Administrators with more experience tend to perform better, as they have developed the necessary skills and knowledge over time. Professional development programs can also enhance job performance by keeping administrators updated with the latest trends and practices in education management.

In a descriptive cross-sectional study focusing on the predictors of job performance among administrative staff in South West Nigeria Universities, 400 respondents from various departments were evaluated by their heads of departments. The study found that leadership quality emerged as the most significant predictor of job performance (Olorunsola, 2013).

A cross-sectional survey conducted among 320 sub-county chiefs in local Ugandan communities identified age, job involvement and satisfaction as the primary indicators of job performance (Matagi et al., 2022).

In a study conducted among education office staff in the Brong Ahafo region of Ghana, Boamah (2014) highlighted promotion and opportunities for advancement as significant motivational factors affecting staff performance.

In contrast, the predictors of job performance among pre-tertiary educational administrators in sub-Saharan African countries may differ due to unique contextual factors. One important predictor is the availability of resources, including financial

resources, infrastructure, and teaching materials. Limited resources can hinder job performance by restricting the ability of administrators to implement effective strategies.

Another predictor is the quality of teacher training and support. In many sub-Saharan African countries, there are shortages of qualified teachers, which can impact the performance of educational administrators. Administrators must navigate these challenges to ensure that teachers receive the support and training they need to perform effectively.

Additionally, the political and socio-economic context of sub-Saharan African countries can influence job performance. Factors such as political instability, corruption, and economic challenges can create additional barriers for educational administrators, affecting their ability to perform their jobs effectively.

While motivation, particularly through promotion and advancement opportunities, is widely recognized as a crucial driver of performance, it may not represent the sole path to achieving desired outcomes. According to Mesfin et al. (2020), the influence of job satisfaction among administrative staff extends beyond personal well-being and affects organizational outcomes like employee turnover, productivity, and overall performance.

Therefore, the identification and comprehension of predictors of job satisfaction are not only advantageous for boosting employee morale and retention but also for fostering organizational success and efficacy endeavor. While several studies have looked at the elements that lead to job performance, only a small number have looked at organizational support, motivation, and training among administrative workers at the GES in Northern

Ghana. Hence, conducting a comprehensive examination of these factors is crucial, laying the groundwork for this research.

1.2. Problem Statement

In Northern Ghana, district education offices play a crucial role in the effective implementation of educational policies, resource allocation, and the overall management of schools. The administrative staff within these offices handle essential responsibilities such as record-keeping, financial management, communication, and coordination of activities. Their job performance directly influences the efficiency and effectiveness of education service delivery at the district level.

However, despite the significance of administrative staff in district education offices, there is a lack of research on the specific factors that predict their job performance in Northern Ghana. This knowledge gap presents a critical issue because understanding what influences the performance of these staff members is essential for improving administrative efficiency, ensuring better policy implementation, and enhancing the overall quality of education service delivery. Existing studies on job performance in educational settings have largely focused on teachers and school leaders, neglecting the unique roles, challenges, and workplace conditions of administrative staff in district education offices.

This gap in research is problematic for several reasons. First, administrative inefficiencies in district education offices can lead to delays in decision-making, mismanagement of resources, and poor communication, all of which negatively affect school operations and educational outcomes. Second, due to variations in organizational structures, job roles, and contextual challenges, findings from studies conducted in other sectors may not be directly applicable to administrative staff in district education offices

(Ahmad, and Umrani, 2019; Amissah et al., 2016; Essiam et al., 2015 and Frempong et al., 2019). Third, factors such as workplace environment, leadership support, job motivation, and professional development opportunities may have a significant impact on job performance, yet these have not been thoroughly explored in the specific context of Northern Ghana's district education offices.

Given these issues, it is crucial to investigate the predictors of job performance among administrative staff in district education offices. A deeper understanding of these factors will provide valuable insights for policymakers, education managers, and human resource practitioners to develop targeted interventions that enhance staff efficiency, improve service delivery, and ultimately strengthen the education sector in Northern Ghana.

1.3. Research Objectives

The study's ultimate objective was to ascertain the predictors of job performance of administrative staff of selected district education offices in Northern Ghana.

To achieve the ultimate objective, the study specifically aimed at:

1. To evaluate the perceived job performance of administrative staff of the district education offices in the Northern Region of Ghana

2. To determine motivational factors influencing job performance

3. To investigate the influence of job training on job performance

4. To assess the influence of organizational support on the job performance

1.4 Research Questions

The following research questions were addressed by the study

7

1. What is the perceived job performance of administrative staff of education offices in the Northern Region of Ghana?

2. What motivational factors influence job performance?

3. How does organizational training influence job performance?

4. What is the relationship between organizational support and job performance?

1.5. Significance of the Study

The study's outcome holds value for academics and researchers, enriching the discourse on human resource management and motivation within the education domain. These findings offer insights that extend beyond scholarly circles, benefiting stakeholders, especially those within Ghana's education sector. They illuminate key predictors of job performance of educational administrators in the GES, thereby helping in refining recruitment practices by pinpointing traits, skills, and attributes that align positively with effective job execution. Such understanding aids in the identification and selection of personnel ideally suited for administrative roles within educational institutions.

Through the identification of job performance predictors of educational administrators, the district education offices of GES can customize management strategies to capitalize on strengths and mitigate weaknesses among administrative staff. This may encompass initiatives such as targeted training programs, mentorship schemes, or adjustments to job roles.

Moreover, the findings of this study hold relevance for policy makers across sectors. Understanding the factors influencing job performance of Pre-tertiary education administrators enables more strategic resource allocation. For instance, if particular skills or competencies prove pivotal for success in a role, resources can be channeled towards

training initiatives or professional development opportunities tailored to enhance those specific areas.

Again, the study's suggestions could aid stakeholders, especially those in human resources, in directly influencing educational outcomes within the district. By enhancing job performance of educational administrators through tailored interventions informed by research insights, district education offices can more effectively assist teachers, students, and families in attaining academic success.

Last but not the least, the study will bridge the research gap regarding predictors of job performance among educational administrators of the district education offices, uncovering areas where administrative staff may require additional support or resources. This understanding facilitates proactive measures to tackle potential challenges, such as enhancing communication channels, optimizing processes, or ensuring access to pertinent tools and technologies.

1.6 Delimitations

This study focuses specifically on selected district education offices in Northern Ghana. The findings will be applicable only within this geographical scope and may not be generalized to other regions or sectors. Additionally, the research focuses exclusively on administrative staff within district education offices, excluding teachers, school leaders, and other education stakeholders. The study aims to investigate key predictors of job performance, such as workplace environment, motivation, leadership support, and professional development, rather than examining general trends in job performance across the entire education sector. Furthermore, the study is restricted to data collected within a

9

specific period, meaning any changes in administrative performance beyond this timeframe will not be considered.

1.7 Limitations

Despite its strengths, this study has some inherent limitations. One major limitation is the restricted generalizability of findings, as the study focuses only on selected district education offices in Northern Ghana. The conclusions drawn are not entirely applicable to other regions or organizational settings. Another challenge is the potential for self-reporting bias, as respondents may have provided socially desirable answers rather than completely accurate assessments of their job performance. Additionally, the study was constrained by time and resource limitations, which impacted the ability to reach all intended participants and gather extensive data. Variability in organizational structures and leadership styles across different districts also introduce inconsistencies in the findings, making it difficult to establish universally applicable conclusions. Lastly, access to participants was also challenging, as some administrative staff were unwilling to participate or provide full disclosure, thereby affecting the depth and reliability of the insights gathered.

1.8 Definition of Terms

To ensure clarity, the following key terms are defined:

1. **Job Performance** – The effectiveness, efficiency, and productivity of administrative staff in executing their assigned duties and responsibilities.

2. **Predictors of Job Performance** – Factors that influence or determine the level of job performance, including workplace conditions, leadership support, motivation, and professional development opportunities.

3. **Administrative Staff** – Non-teaching personnel working in district education offices responsible for managing records, finances, communication, and coordination of education-related activities.

4. **District Education Office** – A local education authority responsible for implementing national education policies, managing resources, and supporting schools within a district.

5. **Northern Ghana** – The geographical region of Ghana comprising the Northern, Upper East, Upper West, Savannah, and North East regions, where the study is conducted.

6. **Workplace Environment** – The physical, social, and organizational conditions in which administrative staff work, including office facilities, support systems, and job-related challenges.

7. **Leadership Support** – The extent to which supervisors, managers, and policymakers provide guidance, motivation, and resources to enhance staff performance.

8. **Motivation** – The intrinsic and extrinsic factors that drive administrative staff to perform their duties efficiently, such as job satisfaction, incentives, and career growth opportunities.

9. **Professional Development** – Training, workshops, and skill-building programs that enhance the competencies and job performance of administrative staff.

1.9. Organization of the Study

The study has been put into five chapters. The introductory chapter deals with the background to the study, the problem statement, objectives of the study, research questions, significance of the study, delimitations, limitation, definition of terms and organization of the study. Chapter two has a review of available literature relevant to the study and theoretical underpinning while chapter three discusses the methods and techniques that were adopted to collect and analyze the data. Chapter four focuses attention on the analysis of data and discussion of findings and implications. Finally, a summary, conclusion and recommendations have been covered in chapter five.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter reviews relevant literature on the predictors of job performance of administrative staff of the GES at the district education offices. The literature is divided into theoretical, conceptual, and related studies. Under conceptual review, various concepts and especially the variables of the study have been conceptualized. Under theoretical review, the review focuses on theories that underpin this study. Finally, under related literature review, relevant empirical related literature has been reviewed and this covers the objectives of the study. Under the related literature review, the literature has been reviewed under sub-heading such as perceived job performance of administrative staff of the GES. Motivational elements and administrative staff performance; training and administrative staff performance; and organizational support and administrative staff performance.

2.1 Theoretical review

Various theories can be utilized to elucidate predictors of job performance among administrative staff in educational offices. These theories offer unique viewpoints on the factors that impact job performance and furnish valuable insights for comprehending and enhancing the effectiveness of administrative staff. But for the purposes of this work the Job Characteristics Theory was what best aligns with the study objectives.

Job Characteristics Theory offers practical implications for enhancing job performance by suggesting strategies to redesign jobs to make them more motivating and

satisfying. It emphasizes, for instance, how crucial it is to give administrative employees chances for skill variation, task significance, autonomy, and feedback as they might improve their performance and motivation. By putting such concepts into practice, district education offices can see noticeable increases in employee performance.

2.1.1 The Job Characteristics Theory

Job Characteristics Theory (JCT), developed by Hackman and Oldham (1976), posits that specific core job dimensions skill variety, task identity, task significance, autonomy, and feedback affect critical psychological states, which in turn influence work outcomes such as job satisfaction, motivation, and performance. This theory has been instrumental in understanding how job design impacts employee behavior and attitudes across various sectors.

In the context of educational administration, particularly within district education offices, the application of JCT provides valuable insights into how job design can enhance administrative staff performance. A study by Matilu and K'Obonyo (2018) reviewed existing literature on the relationship between job characteristics and employee performance, highlighting the relevance of JCT in understanding these dynamics. They emphasized that well-designed jobs that incorporate the core dimensions proposed by JCT can lead to improved employee performance and satisfaction.

Further research by Asamani et al. (2020) examined the effects of job design on administrative staff performance in higher education institutions in Ghana. Their findings indicated that job characteristics such as autonomy and feedback were significant predictors of job performance among administrative staff. This suggests that applying JCT

14

principles in designing administrative roles can enhance performance in educational settings.

A systematic literature review by Morgeson and Humphrey (2006) expanded upon JCT by integrating additional job characteristics and their impact on work outcomes. They proposed an extended framework that includes social and contextual characteristics, providing a more comprehensive understanding of how various job aspects influence employee attitudes and behaviors. This extended model can be particularly relevant in the context of district education offices, where social interactions and organizational context play crucial roles in administrative functions.

2.1.2 Goal-Setting Theory

Goal-Setting Theory, developed by Locke and Latham (1990), posits that specific and challenging goals, coupled with appropriate feedback, enhance employee performance by directing attention, mobilizing effort, increasing persistence, and encouraging the development of strategies for goal attainment. In the context of administrative staff in district education offices in Northern Ghana, understanding the application of Goal-Setting Theory is crucial for improving job performance and achieving organizational objectives.

A study by Nwankwo (2022) examined the impact of administrative control on employee productivity within the Rivers State Ministry of Education. The research highlighted that clear goal-setting and performance expectations significantly enhance employee productivity. This finding underscores the importance of well-defined goals in administrative settings, suggesting that when administrative staff have clear objectives, their performance improves.

In Ghana, the Ministry of Education adopted a delivery approach in 2018 to achieve the goals outlined in its 2018–2030 Education Strategic Plan. This approach involved setting specific performance targets at various administrative levels, including district education offices. A report by the Education Commission (2023) indicated that the introduction of performance contracts and clear goal-setting at the district level led to improved implementation of educational policies and better alignment of administrative activities with national educational objectives.

Furthermore, a study by Muo (2019) explored performance management practices in the Lagos State Public Service, focusing on goal-setting, training and development, and performance appraisal. The research found that effective goal-setting practices are positively correlated with enhanced employee performance. This suggests that when administrative staff in educational settings are involved in setting specific and challenging goals, their motivation and performance levels increase.

Additionally, a case study on performance management in Ghana's local government by Ohemeng and Owusu (2019) emphasized the role of clear goal-setting in enhancing employee performance. The study found that when local government employees, including those in educational administration, have well-defined goals, their performance and service delivery improve significantly.

2.3 Conceptual Review

2.1 Conceptual framework on predictors of job Performance

Job performance is a complex concept shaped by numerous elements, such as individual traits, organizational climate, and external stimuli. Appreciating the

16

determinants of job performance is crucial for organizations aiming to enhance employee efficiency and output. This conceptual framework delves into the primary predictors of job performance, synthesizing insights from established literature and theoretical viewpoints.

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┌─────────────────────┐        ┌─────────────────────┐
│  Motivation Factors │────────│   Job Satisfaction  │──────┐
└─────────────────────┘        └─────────────────────┘      │
                                                             ▼
┌─────────────────────┐        ┌─────────────────────┐  ┌──────────────────┐
│     Job Demands     │────────│      Employee       │─▶│  Job Performance │
└─────────────────────┘        │     Engagement      │  └──────────────────┘
                               └─────────────────────┘      ▲
┌─────────────────────┐                                     │
│      Perceived      │─────────────────────────────────────┘
│ Organizational Support │
└─────────────────────┘
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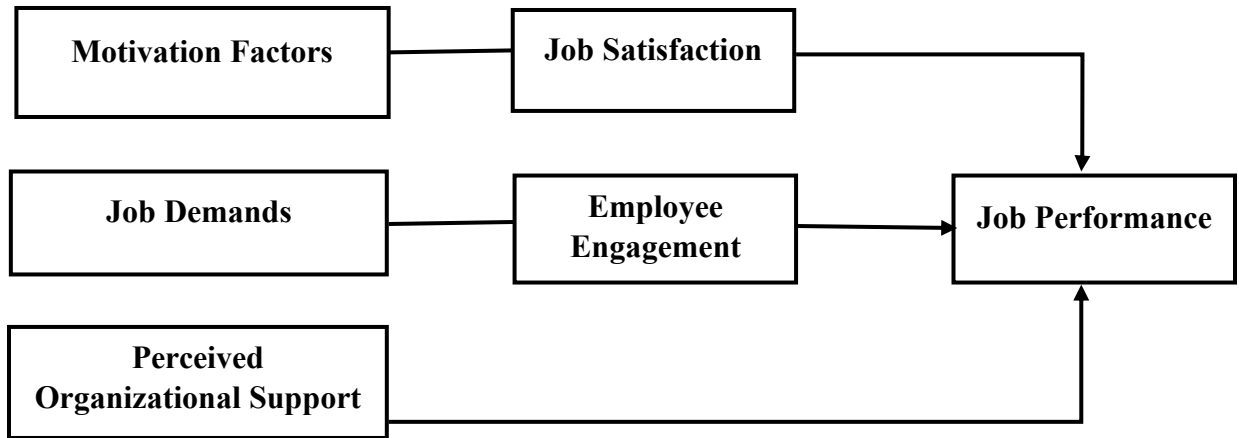
Figure 2.1: Conceptual Framework

Source: authors' construct

The conceptual framework above illustrates how the variables such as Motivation Factors, Job Demands, and Perceived Organizational Support influence Job Satisfaction, Employee Engagement, and ultimately, Job Performance. Motivation Factors like recognition, rewards, and career growth opportunities directly enhance Job Satisfaction, creating a positive work environment. On the other hand, Job Demands, such as workload or task complexity, can affect Employee Engagement, either positively by challenging employees or negatively if they lead to stress. Similarly, Perceived Organizational Support (POS), where employees feel valued and cared for, directly impacts both Job Satisfaction and Employee Engagement, fostering a sense of belonging and commitment.

Job Satisfaction serves as a mediator between the inputs and Employee Engagement, ensuring that employees who feel satisfied are also likely to be more engaged.

Employee Engagement, in turn, acts as the critical driver of Job Performance, as engaged employees are more productive, motivated, and committed to achieving organizational goals. In this framework, addressing motivation, demands, and support not only improves job satisfaction and engagement but also enhances overall performance, showcasing the interconnectedness of these variables in driving organizational success.

2.2 The Concept of Motivation

Motivation encompasses the factors that heighten an employee's enthusiasm, leading them to wholeheartedly dedicate their efforts and willingness towards achieving an organization's objectives. It is a multifaceted concept influenced by cultural, historical, ethnic, and individual components, which collectively contribute to its intricate nature.

According to Matsie (2008), motivation is the result of a number of psychological processes that lead to a person's intentions and desire to behave in a particular way. According to Fosu (2019), the Latin word "movere," which denotes the act of moving or changing something, is where the word "motivation" first appeared. Graham et al. (2012) contend that motivation serves as the impetus propelling an individual's actions, infusing them with energy and direction toward goal-oriented behavior.

Ololube et al. (2013) posit that a motivated worker can be identified through attributes such as agility, dedication, enthusiasm, focus, zeal, and overall performance, all of which contribute to the achievement of organizational objectives and goals, Ampofo (2012) perceives motivation as both the guiding force and the endurance behind an individual's actions. In this context, organizations bear a responsibility to address factors such as incentives, rewards, recognition, leadership, and the work environment. By doing

so, they create a conducive setting that minimizes obstacles and challenges, thereby facilitating smooth operations and favorable outcomes (Ololube et al., 2013).

Levesque et al. (2010) outline two primary methods of instilling motivation in employees. Firstly, intrinsic motivation hinges upon an individual's desire to undertake a particular task due to its alignment with their personal beliefs and values. Examples include factors like acceptance, honor, curiosity, and social standing. Secondly, extrinsic motivation draws from external factors that impel or incentivize an individual to engage in tasks that may not necessarily resonate with their beliefs and values. This category encompasses incentives such as employee of the month recognition, monetary rewards, bonuses and organized events.

At its core, motivation is the result of basic needs being met for an individual. If these requirements are not met, it may be less likely that a worker will want to grow in their career and personal life. The theories around human wants form the foundation of motivation. There are two types of motivation: monetary and non-monetary. Non-cash incentives are important because they help workers develop new skills that could lead to promotions or transfers to other divisions within the company (Aguinis et al., 2013). The idea that workers leave their managers instead of their companies suggests that the latter are vulnerable to failure because their designated managers are not able to successfully motivate and enhance worker performance.

2.2.1 Forms of Motivation

Each person is ultimately the source of motivation, which is the inner desire to satisfy a need and encourage others to perform well. People can be motivated by a variety of things, and motivation itself can be divided into two categories: extrinsic and intrinsic.

The internal drive that drives someone to participate in an activity is known as intrinsic motivation, and it usually comes from within. A project's sheer curiosity or receiving praise from coworkers are two examples of intrinsic drive. According to Deci et al. (2013), humans exhibit intrinsic motivation when they act without the need for outside incentives, such as hunger, a sense of obligation, altruism, or the need to be appreciated. Deci (2013) goes on to say that when there are no outward benefits beyond the intrinsic joy of the activity, people engage in intrinsically motivated behaviors.

High levels of intrinsic motivation are defined by a keen interest in and intense involvement in the activity, as well as a flawless match between the difficulty of the task and the person's level of expertise. People who experience strong levels of intrinsic motivation may experience a psychological state known as "flow," in which they feel as though they are becoming one with the task they are performing.

To put it briefly, motivation is an innate force that propels individuals to fulfill their needs and ignites their innate desire to do well. It falls into two categories: extrinsic motivation and intrinsic motivation. Intrinsic motivation is fueled by an innate desire and sense of fulfillment from the activity itself.

On the other side, behavior motivated by the desire to receive financial or social benefits or to avoid punishment is referred to as extrinsic motivation. Here, the behavior itself is not the source of motivation; rather, it is the result or consequence of the behavior. Extrinsically motivated behaviors, according to Deci (2013), are those in which the governing factor is clearly visible. In their research, Ryan and Deci (2020) went on to say that behaviors driven by external influences are usually extrinsically motivated and can lead to lowered self-esteem and elevated anxiety.

Specifically, monetary incentives like pay, bonuses, promotions, and other comparable rewards are what drive extrinsically motivated work behavior. People join and work in organizations to achieve particular goals, regardless of whether they are motivated by internal or external factors. Anything that a person obtains from their employment or association with a company is referred to as an outcome.

Intrinsically motivated behavior is influenced by a number of factors, including autonomy, responsibility, a sense of success, and the pleasure of doing fascinating or rewarding work (Locke et al., 2019). However, other results, including pay, job security, perks, and paid time off, encourage behavior that is driven by external factors.

2.2.2 Theories of motivation

This section elaborates upon the theories that elucidate the motivation of individuals. The key elements underpinning Abraham Maslow's theory of needs and Douglas McGregor's theory X and Y are underscored, serving as the cornerstone for comprehending how to drive employees toward improving their productivity and performance.

2.2.3 Abraham Maslow's Theory of Needs

The introduction of Maslow's hierarchy of needs theory (1943) was rooted in individual assessment. As articulated by Schermerhorn (2011), Maslow's theory posits that individuals who grow in environment where their needs are satisfied tend to exhibit good health and positive adaptation.

Abraham Maslow ranks human needs in the following order:

i. The fundamental necessities essential for human survival, categorized as physiological needs, encompass essentials like water, sustenance, rest, healthcare,

21

education, and so on. About this, Schermerhorn (2011) made a connection and deduced that organizations facilitate individuals in meeting these essential needs through competitive wages, benefits and favorable working conditions. Once these foundational needs are reasonably satisfied, individuals become cognizant of more elevated needs.

ii. These needs guarantee an individual's safeguarding against scarcity, physical peril, and emotional distress. This emphasis ensures the availability of a secure residence, steady income, and lasting advantages, thereby being termed safety needs by Maslow. Schermerhorn concurred and remarked that these needs can also find fulfillment within the professional sphere through the establishment of a suitable work framework. This encompasses reasonable work hours for employees, physical comfort in the workplace, and intervals for rest and rejuvenation, among other factors.

iii. According to Maslow's perspective, given that individuals are inherently social creatures, they possess a requirement for companionship and acceptance within the circle of friends and family. The rationale behind the need for affection and belonging encompasses activities like engaging in social interactions with the community. Maslow designated this particular emphasis as social needs.

iv. People experience a desire for recognition and to be regarded with admiration by their social circle. This need encompasses both internal factors that shape self-esteem, such as self-respect, accomplishment, and autonomy, as well as external factors like acknowledgment, attention, and status. Maslow aptly termed these requirements as esteem needs. This fulfillment can be achieved through cultivating

an affable atmosphere and promoting harmonious interactions among both colleagues and supervisors within the organization.

v.   The ultimate requirement in Maslow's hierarchy is self-actualization. Maslow asserts that individuals possess an inherent need to realize their full potential, which employees achieve by optimizing their abilities, expertise, and job proficiency to enhance productivity. As Schermerhorn suggests, this can be fulfilled for employees through the provision of a creative and intellectually stimulating workplace. This involves opportunities for participation in decision-making processes, as well as advancement to elevated positions within the organizational hierarchy.

As a typical pattern, human beings inherently pursue the fulfillment of their fundamental needs, progressing to the satisfaction of subsequent needs as each prior need is met. Maslow proposed that while many individuals might not consciously grasp this hierarchy or its significance, their actions and survival inherently adhere to this structure. A person's needs are arranged in a hierarchical manner, starting with their basic physiological demands and ending with their higher desire of self-actualization, according to the Maslow Theory of Needs Hierarchy.

Yudhvir and Sunita (2012) used Frederick Herzberg's Two-Factor Theory to refute Maslow's Theory. According to this other viewpoint, hygienic considerations like status, job security, pay, and benefits contribute to the maintenance of a positive work environment, while motivational elements like challenging assignments, acknowledgment, and responsibility provide positive job satisfaction. The authors argue that accomplishments, the nature of the work itself, and the company's overarching vision can

all contribute to job discontent. In this context, factors that can promote motivation at work include accountability, acknowledgment, and supervision.

2.2.4 Douglas McGregor: Theory X and Y

According to McGregor (1960), managers' perceptions of their staff members can be divided into two different and conflicting theories about human nature: Theory X and Y. The core idea of this concept is that employees' motivation can be greatly impacted by a manager's attitude toward them.

Theory X portrays employees as indolent, pessimistic, unchangeable, and resistant to motivation, consequently fostering a tightly regulated environment characterized by adverse reinforcement and coercion. Such an environment often results in employees performing inadequately, displaying aggression, and ultimately yielding low productivity within the organization.

In contrast to Theory X, Theory Y strives to optimize personal aspirations and contributions by promoting autonomy and increased engagement in work. Consequently, employees are allowed to develop and achieve goals they set for themselves within the organization. Within this framework, employees are perceived as positive assets, capable of growth and improvement. These theories provide constructive guidelines for management practices, organizational advancement, and the cultivation of a robust organizational culture.

In essence, McGregor's theory postulates the existence of two distinct worker groups: the lethargic workers emblematic of Theory X and the proactive workers embodying Theory Y. From McGregor's standpoint, the approach to lackadaisical

employees should involve positive reinforcement to enhance performance and productivity within companies.

Discussions concerning the aforementioned motivation theories underscore the significance of employee motivation as a fundamental determinant of a firm's core competency in achieving a competitive advantage within the evolving landscape of work. Presently, there has been a convergence of viewpoints highlighting that a key attribute of motivated employee behavior is its alignment with specific goals.

2.2.5 Public service motivation theory

Public Service Motivation (PSM) theory posits that individuals are driven to serve the public and advance societal well-being, which can significantly influence their job performance, especially in public sector roles. In the context of administrative staff within district education offices in Northern Ghana, understanding PSM is crucial for enhancing job performance and service delivery.

A study by Adu-Gyamfi et al. (2016) examined PSM within the Ghanaian Civil Service, focusing on the Ejisu-Juabeng Municipality. The research found that PSM motives, such as commitment to public interest and civic duty, were prevalent among civil servants, including those in the Ghana Education Service. These intrinsic motivations were linked to increased productivity and effectiveness in service delivery. The study suggests that fostering PSM can lead to improved job performance among administrative staff in educational settings.

Further research by Abane and Phinaitrup (2022) explored performance management practices and motivation in Ghana's local governments. The study revealed

25

that employees with high levels of PSM were more committed to their key performance indicators and the strategic goals of their organizations. This finding implies that enhancing PSM among administrative staff in district education offices can lead to better alignment with organizational objectives and improved performance outcomes.

Additionally, a report by Sigman et al. (2017) assessed civil service management practices in Ghana and their impact on employee motivation and performance. The findings indicated that management practices that recognize and nurture PSM such as providing opportunities for public service, acknowledging contributions to societal well-being, and aligning tasks with public interest can enhance job satisfaction and performance among public servants. This underscores the importance of implementing management practices that support PSM to improve the performance of administrative staff in district education offices.

2.4.5 Motivation and employee performance

Clearly, the most important factor affecting how well an organization performs is motivation. In companies, managers use employee motivation as a strategy to improve workers' ability to manage their jobs well (Hammed et al., 2009). When employees are motivated, they become responsive to specific goals and objectives, directing their efforts toward achieving them. Without motivated individuals to utilize organizational resources efficiently, these facilities could go to waste. Undoubtedly, employee motivation and performance play a pivotal role in propelling a business forward. Supervisors, managers, and business owners are fully aware that increased productivity and better performance are correlated with positive motivation.

However, the use of inappropriate motivational tools may inadvertently lead to employee dissatisfaction and subpar performance. It's important to recognize that motivation boosts workers' willingness to work, consequently enhancing the overall effectiveness of the organization. Therefore, in order to attain greater performance, the organization's main focus should be on creating motivated individuals and fostering their morale in their various jobs (Hammad et al., 2009).

2.2.6 Motivational Factors and Employee Engagement

There are several motivational factors. Training and compensation will be studied in this research as motivational factors. Training is an essential part of employee performance because it allows workers to focus on the most important aspects of their job (Dajani, 2015). Training and education may be used as a motivation to encourage employee development and improve personal employment goals by fulfilling fundamental human needs such as the desire for stability, teamwork, and skills (Khan, 2012). The findings of Oyovwe et al., (2021) revealed a substantial association between training and work performance. Additionally, quality training will reduce learning durations, encourage training transfer to the workplace, and increase workers' enthusiasm to transmit training results to the organization (Garavan et al., 2020). Compensation can be a huge motivator for leaders (Rasheed et al., 2016). The authors found that poor earnings contribute to stress. Compensation is the primary measure of motivation since people often accomplish more than they expect in exchange for their efforts (Bao and Nizam, 2015). In reality, "compensation" encompasses both monetary and nonmonetary rewards. Swapna and Narayanamma (2019) investigated the influence of monetary and nonmonetary incentives on employee performance and satisfaction. They discovered that top-level employees are

more satisfied and perform better with nonmonetary incentives, but lower-level employees are more satisfied and perform better with monetary incentives. Oetomo et al. (2020) found compensation had a substantial influence on employee anxiety; compensation had a substantial influence on job performance, and anxiety had a substantial influence on job performance.

2.2.7 Effect of Competence on Motivation

As employees perceive higher compensation, their performance likewise tends to increase. Conversely, when compensation is perceived as lower, employee performance tends to decrease. Therefore, it is reasonable to conclude that the first hypothesis can be confirmed or accepted. These results indicate that a compensation policy that is appropriate and accepted by employees will improve employee performance. Such as the issue of direct compensation, among others, which includes salary / wages and incentive pay. If compensation payments are not on time, it will result in decreased employee discipline, morale and work passion. The company should recognize that employees and their families rely on compensation to fulfill immediate needs that cannot be delayed, such as providing for essential necessities like food. A well-structured compensation policy, encompassing aspects like the amount, composition, and timing of payment, has the potential to ignite and fuel employees' enthusiasm and motivation to achieve peak performance, thereby contributing to the attainment of company objectives (Dwiyanti et al., 2019; Pariesti and Christa, 2022; Riyanto and Anto, 2022).

2.2.8 Effect of Compensation on Motivation

Available literature suggest that increased company-provided compensation positively impacts employee work motivation. One effective managerial approach for

enhancing employee job satisfaction and performance involves the use of compensation, as proposed by Stone et al. (2020). In its simplest form, compensation represents the remuneration employees receive in exchange for their work. Imbron and Pamungkas (2021) emphasizes the critical role of financial compensation in meeting employees' immediate needs, particularly those of a physiological nature.

However, employees also expect their compensation to reflect the non-financial contributions they make, which is vital for their career development. These findings align with previous research conducted (Candradewi and Dewi, 2019; Dewi and Ardana, 2022; Parisuda and Mujiati, 2019), which indicated a favorable and substantial correlation between compensation and work motivation. Offering suitable compensation is a vital consideration in an individual's decision to join a company. Aligning the compensation with both the employee's expectations and the organization's capacity fosters a positive working relationship and contributes to improved company performance. Furthermore, meeting employees' compensation expectations can boost their motivation, leading to enhanced job performance over time. Contentment with the compensation level is essential for fostering job satisfaction and can significantly influence an employee's demeanor at work.

2.2.9 Nature of Motivation in the Public Service

Within the realm of public services, there is an observable uptick in management's focus on motivation, paralleled by a notable surge in literature dedicated to the public sector. Employee dynamics vary from one organization to another (Klarner, and Diefenbach, 2011). Those employed within the public sector may derive motivation from distinct factors compared to their private sector counterparts.

Various other studies delve into the examination of the relationship between public sector and private sector services, often highlighting variables such as job characteristics or the context of work. Therefore, a unified theory of organizational behavior should ideally encompass, if not fully account for, substantial distinctions observed across sectors. Nevertheless, Rainey concurs that any existing sector-based dissimilarities possess vital implications for applying or interpreting theories aimed at describing and enhancing work motivation within the public sector (p.563).

2.2.10 Motivation for Results in Public Organizations

Irrespective of an institution's ownership structure, motivation functions as a driving factor that stimulates employees to pursue their aspirations and meet the objectives established by their respective companies (Dobre, 2013). The imperative to enhance work performance and the caliber of products and services stands as a central focus for the majority of institutions and organizations. This stems from the diverse array of organizational objectives; a particularly noteworthy aim involves cultivating commendable work performance by ensuring a steady and robust work environment within organizations. A pivotal strategy employed by organizations to facilitate goal attainment and corporate advancement is reinforcement; employees who possess a satisfactory level of motivation tend to exhibit high levels of productivity, underscoring the indispensable role of motivation in an institution's progression. To achieve success, organizations must adeptly "attract, retain, and cultivate proficient employees," as emphasized by Osabiya in 2015. Notably, according to the UNDP in 2014, motivation takes on distinct facets for public servants due to the varied working conditions they encounter.

2.2.11 Motivation and Job Performance

Within the corporate realm, incentives stand as the foundational pillars supporting elevated employee performance. Private enterprises typically allure and engage adept professionals through reward systems. Furthermore, these proficient workers are effectively retained as rewards substantiate their diligent efforts, making them feel suitably compensated. The composition of an organization's workforce can thus metamorphose into a competitive edge (Liu and Tang, 2011).

The performance of employees hinges significantly on their motivation (Kulchmanov and Kaliannan, 2014). Raza (2012) further corroborates the idea that motivation positively impacts a firm's performance, and its absence can yield severe repercussions. Firms can enhance employee performance by incentivizing hard work and dedication.

Managers must factor in both inputs (behaviors) and outputs (results) that contribute to an organization's productivity or performance when making decisions (Ferguson et al., 2010). Additionally, consideration should extend to technological advancements and working conditions. While an approach of dismissing underperformers and recruiting high achievers might yield short-term gains for an organization, it could foster job insecurity among employees, resulting in elevated employee turnover.

Quoting Branson (2008) as referenced by Ampofo (2012), motivation holds the utmost significance for an organization because of the following benefits:

a. Deploys human resources promptly. The concern of every institution or organization involves physical, financial and human resources to accomplish

objectives. Motivation becomes the means through which human resources can be harnessed to their fullest potential. This can be achieved by cultivating proficiency in employees to function effectively, aiding the project in ensuring optimal resource utilization.

b. Enhances workers' proficiency. The competence of a subordinate or an employee is not solely determined by their inherent skills and capacities. To extract the highest level of work performance, it's imperative to bridge the gap between capability and skill, a step that contributes to elevating the performance level of subordinates. This, in turn, leads to increased productivity, reduced operational costs and overall enhancement in efficiency.

c. Leads to the achievement of organizational goals. The attainment of an institution or company's objectives hinges upon a combination of factors: optimal resource utilization, fostering a harmonious work environment, aligning employees with objectives, and ensuring purposeful and coordinated efforts. Effectively achieving these goals requires proper coordination, a facet that can be efficiently realized through motivation.

d. Foster harmonious relationships. Motivation plays a pivotal role in ensuring employee satisfaction. This can be achieved by devising and implementing a comprehensive incentive scheme tailored to the workforce. This initiative might encompass financial and non-monetary incentives, opportunities for employee advancement and disincentives for inefficiency.

2.3 The concept of training

Training is the deliberate effort of an organization to assist its employees obtain job-related skills, knowledge, abilities, and certain behaviors, with the aim of using them to enhance the fortunes of such an organization (Noe and Hollenbeck, 2019)). Training can therefore be said to be the systematic modification of behaviour through the process of learning, in order to acquire specific skills, qualification and enhanced knowledge required to accomplish efficiently a particular task. Khan et al. (2011) noted that the performance of both employers and employees are enhanced through training. Training also assists the labour force to adapt to new technology thus improving their efficiency and performance (Khan et al., 2016).

2.4 The concept of perceived organizational support

Perceived organisational support refers to how much employees believe their organisation values their work and is concerned about their welfare (Eisenberger and Stinglhamber, 2011; Kurtessis et al., 2015). Within the field of organizational psychology, the concept of exchange between employees and organizations has long been a part of the study of employee-organization interaction, which gave rise to the idea of perceived organizational support.

This tradition gave rise to the concept of perceived organisational support. Early theories on organisations provided a description of how organisations exchange inducements such as pay raises, bonuses, or promotions for employees' commitment to or participation in organisational activities. Etzioni (1961) emphasized the relevance of the role that each employee plays in the organisation, stated that one of the most important approaches to accomplish organisational goals is to make sure that employees have a

positive orientation toward the organisation. Etzioni (1961) went on to say that employees are most dedicated when they feel that their efforts are real, rewarding, and congruent with their own needs.

In order to clarify that an employee's involvement must correspond with the organization's incentives, Gould (1979) combined previous research with Adams's (1965) equity theory. Gould (1979) explains that employees base their level of commitment on the prospective and real value of the incentives and advantages that the company provides.

These early viewpoints were similar in that they recognized the importance of employee perspectives in preserving and advancing these connections, as well as the need of employee-organization interactions for accomplishing organizational goals. Some researchers placed greater emphasis on any potential relationships that could form between an organization and an employee, whereas some early studies largely concentrated on the interactions between an employer and employee.

For example, Barnard (1938) said that every employee possessed two personalities: an individual personality and an organizational personality. According to Barnard, workers form bonds with the "cooperative system" based on how the company handles them (1938).

In essence, rather than the "objective" of the organisation itself, a person's association with an organisation provides them with meaning through the "burdens it imposes" and the "benefits it affords". Levinson (1965), who suggested that employees relate to organisations as though they were humans, built on similar ideas. Similar ideas were developed by Levinson (1965), who suggested that by imputing human traits onto organisations, employees relate to them as though they were people. People generalize their opinions of other organisation members and apply those generalizations to the group as a

34

whole, according to Levinson (1965). Employees consider organisational members as "agents" of the organisation, acting on its behalf and consolidating its power. The ambiguity of these situations enables employees to build relationships with a generalized "organisation" that resembles a person, just like they might with a spouse or friend. This is particularly true given that employees might not always be able to pinpoint the exact person inside an organisation who made a particular choice or acted in a particular manner.

The benefits of organisational support for both employees and the organisation are numerous. Employees that feel supported by the organisation exhibit higher levels of initiative, accountability, job satisfaction, organisational commitment, and organisational citizenship behaviors, as well as lower levels of stress, exhaustion, absenteeism, and intention to leave the organisation (Dağlı and Kalkan, 2021). According to the research, organisational support boosts workers' productivity and dedication to the organisation (Cropanzano, 1999; Bishop, 2000; Meyer et al., 2002; Erdoğan and Ender, 2007). Additionally, related to employees' psychological well-being and positive attitudes towards their jobs are perceptions of organisational support (Rhoades and Eisenberger, 2002; Eisenberger and Stinglhamber, 2011). According to Rhoades and Eisenberger (2002), workers are more likely to work more contentedly and positively when they believe that their employer is rooting for them. Consequently, research has shown a decrease in the prevalence of worry, tension, headaches, and burnout. Effective organizational support sets up the right environment for workers to carry out their tasks and responsibilities as efficiently as possible.

Benefits of perceived organisational support, however, are not just shown in other sectors but also in the education sector and more specifically in the public sector. The

education sector's stakeholders are more willing to help the nation achieve its educational objectives when they feel encouraged (Nayir, 2012). According to literature, organisational support is positively correlated with stakeholders in the education sector's perceptions of organisational support, organisational trust, job satisfaction and work engagement (Miao, 2011; Chinomona and Sandada, 2014; Dağlı and Kalkan, 2021). On the other side, it has a negative correlation with organisational cynicism attitudes and intentions to leave (Dağlı and Kalkan, 2021).

2.5 Employee Engagement and Job Performance

When employees are engaged, they recruit and combine various aspects of their cognitive and psychological self to transform their job tasks and special interactions into concrete accomplishments (Byrne, 2014). Unlike disengaged employees, those with a high level of involvement are enthusiastic about their employment, focused on their professions, and demonstrate their dedication to their organizations (Ismail et al., 2019). Parker and Griffin (2011) demonstrated that organizational commitment results in increased job performance by fostering constructive emotions and increasing passion for finishing work assignments and responsibilities. Employee motivation clearly affects job outcomes (Stairs and Galpin, 2009). Evidence-based research showed that worker involvement directly impacts job success (Ismail et al., 2019). Gorgievski et al. (2010), for example, used a multidimensional analysis to examine the relationship between employee involvement and achievement among 54 Dutch educators. They discovered a positive bond. This result is consistent with Gorgievski et al. (2010), who evaluated 2,162 staff over 1.5 years and discovered that employee conduct has a significant impact on the project and qualitative results. Anitha (2014) and Ismail et al. (2019) reiterated their findings of the close

association between employee motivation and work success. Many previous studies have found a direct correlation between employee motivation and job success because dedicated employees are expected to perform more than others (Demerouti and Cropanzano, 2010).

2.5.1 Effect of Work Environment on Employee Performance

According to the results of the hypothesis test, the study confirms the significant impact of the work environment on employee performance. The work environment constitutes a highly significant factor in shaping employees' engagement in their work tasks. Attending to a favorable work environment or establishing conditions that can instill motivation among employees has a discernible impact on their enthusiasm and dedication to work. A conducive work environment, characterized by positive relationships among colleagues and between employees and leaders, fosters improved work performance. Conversely, an unfavorable work environment correlates with decreased performance. This corresponds with research by (Rulianti et al., 2021), (Titik and Winarningsih, 2015) which also indicates the significant influence of the work environment on employee performance. Several other studies (Adha et al., 2019; Bahri, 2019; Elizar and Tanjung, 2018; Lestary and Chaniago, 2017; Nabawi, 2019) have similarly demonstrated the pivotal role of the work environment in shaping employee performance. This also aligns with the theory proposed by (Nitisemito, 2012), which suggests that a favorable work environment is one in which employees can perform their tasks optimally, in a healthy, safe, and comfortable manner. In such an environment, work is efficient, and employees are able to enhance their performance. Conversely, an unfavorable work environment demands more effort and time, hindering the establishment of an efficient work system and consequently diminishing employee performance. Therefore, a quality work environment is

characterized by its ability to facilitate optimal, healthy, safe, and comfortable working conditions for individuals.

2.5.2 Effect of Competence on Employee Performance

Enhancing proficiency in the field of science can be achieved through attending relevant training programs, enabling employees to deepen their knowledge and skills, thus enhancing their job performance. Moreover, work experience plays a pivotal role in influencing work outcomes, as employees with extensive work experience tend to exhibit a deeper understanding, leading to improved performance. Accumulated work experience contributes to an employee's ability to navigate different work conditions, take calculated risks, and deliver commendable results, thereby fostering competence. These findings correspond with earlier research results conducted (Cesilia et al., 2018; Rosmaini and Tanjung, 2019).

2.5.3 Positive effect of organizational support on employee performance

The extent to which a corporation cares about its workers and rewards them for making a positive impact on the company's success is an example of organizational support (Untari et al., 2021). This research examined thirty papers on the topic of organizational support and found that twenty-six of them demonstrated a favorable relationship between support from management and performance. Nabila and Ratnawati (2020) study found that employees' productivity increased when they felt supported by their company. The article goes on to discuss how the fifth hypothesis may be accepted because the Organizational Support Variable has a greater impact on Employee Performance at Hotel Chanti Semarang than the Work Motivation Variable and the Knowledge Management Variable. Employees will be more invested in their work and inspired to do their best if they believe they have

the full backing of PT KAI (Persero) Daop IV Semarang. Employee productivity is impacted by this kind of organizational backing, according to research by (EY and Arini, 2023). Problem here Employees' perceptions of organizational support, as described by Nabila and Ratnawati (2020), have a significant effect in their output. Perceived organizational support is another way in which a company shows its dedication to its employees (Welem, 2018). The findings of Ningrum and Agung (2021) study corroborating the importance of organizational support to CV employees' productivity are more proof of this. Metro, this can be seen from the fact that the t-value is less than 0.05 and the t-count is more than the t-table (2.594 > 2.004). Because workers see management's backing as evidence of the company's dedication to them. Care, well-being, company aims and values, employee goals and values, help, and honesty are all markers of how much workers feel supported by the business (Amali Rivai et al., 2019). Incentives, focus, praise, acceptance, and familiarity with Kraimer in Delviyandri and Aziz (2010) in Lansart et al. (2019) are all part of this organizational support.

2.5.5 Negative effect of organizational support on employee performance

Previous research has shown a negative correlation between organizational support and performance in the workplace. The fact that four of the 30 papers utilized to produce this study found statistically significant negative results lends credence to this theory. Ariyanti and Rijanti (2022) found that the organizational support variable has a negative and negligible effect on production. This study suggests that attempts to improve worker output via institutionalized forms of assistance have fallen flat. Consistent with the findings of Fitriani et al. (2022), who found that Organizational Support negatively impacted BPBATSG workers' performance, albeit not significantly. According to the publication,

BPBAT Sungai Gelam Organizational support is not the sole factor that affects employee performance. The level of employee involvement may be greatly influenced by the level of backing from management. Employee engagement is a direct result of the level of support provided by the company. However, if employees don't feel valued by the company, they won't be invested in its success. Engaged workers are more productive, and for good reason. This suggests that a high level of employee engagement correlates with excellent business results. However, if workers aren't invested in the company's success, that success will be hampered. Through employee motivation, organizational backing has a significant and beneficial influence on output. Organizational support uses the following indicators: a) paying attention to employee goals and b) involving employees in decision-making; c) appreciating the work of employees; d) listening to the input of employees; e) caring about the welfare of employees; and g) being proud of the work of employees; h) providing benefits to employees; i) assisting employees with difficulties; j) paying employees in accordance with regulations; and k) paying employees according to regulations. Altering the circumstances under which workers toil (Ariyanti and Rijanti, 2022).

2.6 Review of Related Studies

2.6.1 Perceived job performance of administrative staff of GES

Studies reveal that workers who view their performance reviews as high-quality display favorable attitudes and actions, including better work output, greater dedication, and greater job satisfaction (Solfema and Wahid, 2018). This aspect of performance reviews helps employees feel more accountable to their company, which in turn promotes positive attitudes and actions.

In industrialized nations, there is a greater body of research on administrative staff job satisfaction and performance. For instance, a systematic study that looked at public agents' job satisfaction in Africa between 1990 and 2014 discovered that most of the material comes from rich countries. Relatively few studies have been conducted on job satisfaction in developing nations, especially in African public administrations (Vigan and Giauque, 2018).

 Conversely, a study investigated the applicability of the Psychology of Working Theory (PWT) within the context of sub-Saharan Africa, focusing specifically on Togo. The research offered potential insights into the job performance of administrative staff within the region (Atitsogbe, Kossi, Pari, and Rossier, 2021).

In developed environments, investigations into the perceived job performance of administrative staff frequently highlight factors like job satisfaction, organizational culture, and leadership approaches. Judge et al. (2002) conducted a study revealing a robust positive correlation between job satisfaction and perceived job performance within a corporate setting. This implies that employees' content with their roles typically view themselves as performing at a higher level.

Moreover, Govender et al. (2020) conducted research emphasizing the significance of organizational culture in molding employees' perceptions of their job performance. Their findings underscored that a supportive and inclusive culture can substantially augment employees' perceived effectiveness and productivity within administrative positions.

Additionally, leadership styles have been subject to extensive scrutiny concerning job performance. For instance, Abbas et al. (2024) illustrated through their study that transformational leadership positively impacts employees' self-perceptions of performance by instilling motivation and nurturing a sense of empowerment.

On the contrary, analyzing perceived job performance in less-developed countries brings forth unique obstacles, such as limited resources, lower educational levels, and cultural differences. Fadahunsi's (2022) research conducted in a Nigerian setting unveiled that despite these constraints, elements like job training and organizational support had a positive influence on administrative staff's perceived job performance. This emphasizes the importance of customized interventions designed to enhance job performance in less-developed contexts.

Moreover, cultural elements wield considerable influence over employees' perceptions of job performance in less-developed environments. According to cross-sectional study by Hwang and Hopkins (2012) in a South Korean setting, unveiling that collectivist cultural ideals, like harmony and organizational loyalty, shape administrative staff's self-assessment of performance. This implies that initiatives geared towards enhancing job performance in these contexts must account for cultural intricacies and customize strategies accordingly.

In both developed and less-developed countries, there is a noticeable focus on the significance of organizational elements, including job satisfaction and organizational culture as well as leadership, in influencing employees' perceptions of their job

performance. Nevertheless, the particular expressions of these factors and the obstacles encountered vary between the two environments.

In developed countries, characterized by potentially ample resources, interventions commonly target bolstering job satisfaction through offering perks and benefits, nurturing a supportive organizational culture, and adopting transformational leadership approaches. Conversely, in less-developed countries, interventions may necessitate a more tailored approach, considering resource limitations and cultural nuances.

As a result, while a sizable body of research has been written about job satisfaction and educational policies in Sub-Saharan Africa, there are surprisingly few empirical studies that concentrate on how administrative staff members in these offices view their job performance. On the other hand, in industrialized nations, there is a greater body of study on administrative staff job satisfaction and performance.

2.6.2 Motivational factors and job performance of administrative staff of GES

Research has examined the motivational drivers impacting the job effectiveness of administrative personnel within educational institutions, spanning from developed nations to those in sub-Saharan Africa.

Findings from cross-sectional study conducted in Nepal revealed that part-time faculty members in community colleges are notably motivated by factors such as opportunities for professional advancement, personal growth, social engagement, and feelings of belongingness (Gaihre, Khanal, and Ghimire, 2022).

Likewise, findings from two cross-sectional investigations in additional sub-Saharan African nations among administrative staff in the education sector, such as the research by Moloantoa (2014) in Lesotho and Situma (2015) in Kenya, reinforce these conclusions. These studies underscore the importance of motivational elements such as career progression and job contentment in shaping the efficacy of administrative personnel within educational settings.

Likewise, research examining non-academic personnel within university settings revealed that both the work environment and opportunities for professional advancement and growth significantly impacted motivational levels, showing a positive correlation with job performance (Manalo and Apat, 2021).

In the educational landscape of sub-Saharan African nations, the pivotal role of school administrators' motivation has garnered attention as a significant determinant of the effectiveness of the education system. Scholars emphasize the importance of comprehensively examining and dissecting the motivational drivers influencing administrators (Mulang, 2021).

These research findings underscore the critical role of motivational aspects, including professional advancement, working conditions, and job contentment, in bolstering the performance of administrative personnel within educational settings, irrespective of global location. Investigations conducted across developed nations and sub-Saharan Africa underscore the pivotal influence of motivational elements like career progression, workplace atmosphere and job satisfaction on the efficacy of administrative staff in educational institutions.

Nonetheless, although the fundamental principles of motivation seem to hold universal relevance, contextual variables like socio-economic circumstances and cultural norms could potentially moderate the influence of motivational factors on job performance (Amin et al., 2014; Onditi et al., 2018). Consequently, while intrinsic motivators retain their significance across varied environments, customized strategies that consider contextual intricacies might be essential for optimizing the job performance of administrative staff in both developed and sub-Saharan African nations. These findings emphasize the universal importance of understanding and addressing the motivational needs of employees to enhance their job performance, regardless of the country or region.

The amalgamation of competence, motivation, and the learning environment has a discernible and noteworthy impact, whether direct or indirect, on teacher performance, as well as the precursor variables influencing educational excellence. This encompasses the effectiveness of educators and its cascading effects on the educational standard (Mulang, 2021).

A cross-sectional study carried out in Mirpurkhas city, exploring the correlation between motivation and teachers' job performance found that the provision of external motivators, such as job security and performance-based rewards and compensation, leads to a notable improvement in their performance levels (Kumar, 2023).

Moreover, according to Kumar (2023), additional elements that inspire teachers encompass an equitable promotion structure, sufficient resources, a favorable workplace atmosphere, incentivization, competitive employee salaries, effective supervision methods,

training and growth opportunities, well-defined organizational policies, and performance evaluation.

The Effutu Municipality of Ghana hosted a cross-sectional study by Forson et al. (2021) with 678 educators. The study revealed that motivational factors like employee compensation, job design, performance management, and the general work environment emerged as significant indicators influencing job performance within educational institutions.

Corresponding outcomes from prior cross-sectional research carried out in Pakistan by Khwaja et al. (2018), revealed that all external factors exerted a positive and substantial impact on employees. This indicates that organizational support is a driving force behind any form of performance, leading to enhanced productivity and heightened job performance.

According to a cross-sectional survey conducted among Universiti Teknologi Malaysia employees, the primary driver of job satisfaction was found to be responsibility followed closely by fringe benefits (Ghaffari et al.2017).

Additionally, in a cross-sectional study involving Ghana Commercial Bank employees within the Kumasi Zone, findings indicated that fringe benefits ranked as the second most influential motivational factor for employees (Owusu, 2012).

Akerlof and Kranton (2010) found that offering payment in the form of fringe benefits can act as an incentive to boost employee performance. They highlight the

widespread use of fringe benefits, bonuses, and various rewards across all types of businesses to motivate and elevate employee performance levels.

2.6.3 Training and job performance of administrative staff of (GES)

Studies conducted in Sub-Saharan African countries often highlight unique challenges and contextual factors that influence the impact of organizational training on job performance among educational administrators.

Improving workforce performance and driving productivity in organizations encompasses various types of training, spanning from practical and interpersonal to cognitive and psychological growth (Abdulla et al., 2017). Therefore, training initiatives should be tailored to meet the distinct requirements of school administrators (Anwar and Balcioglu, 2016).

The impact of organizational training on school administrators' work performance has been thoroughly studied in the literature. Studies have shown that efforts aimed at training and development are associated with increased levels of job satisfaction, employee commitment, and organizational success (Kulkarni, 2013; Beydoun and Saleh, 2023).

Research conducted in both Sub-Saharan African countries and developed nations consistently demonstrates the positive impact of training on employee performance, productivity and innovation (Aragón et al., 2014; Beydoun and Saleh, 2023).

However, disparities observed in these studies can be attributed to varying levels of resource access, the quality of training programs, cultural nuances, and the specific requirements of educational administrators in different contexts (Beydoun and Saleh, 2023). For instance, educational administrators in Sub-Saharan African countries may

encounter challenges related to limited resources and infrastructure, which could hinder the efficacy of training initiatives. Conversely, developed nations might offer more sophisticated training facilities and possess distinct organizational cultures, potentially influencing the outcomes of training on job performance.

A study conducted in Nigeria by Adeniran, Ayeni, and Jegede (2016) highlighted that while training programs were beneficial, obstacles such as inadequate funding, restricted access to training resources, and cultural barriers obstructed the full realization of training objectives. Similarly, research by Machingambi and Mapfumo (2018) in Zimbabwe emphasized the importance of culturally sensitive training interventions tailored to the local context, particularly for educational administrators, to effectively address issues within the education system.

Again, research in rich countries frequently focuses on assessing how well training initiatives enhance the effectiveness of school administrators working in environments with ample resources. For example, Donnelly and Ward's (2019) meta-analysis in the United States found a significant beneficial relationship between school administrators' job performance and their training programs.

The presence of ample financial resources, sophisticated technology, and established professional development structures in developed nations frequently fosters more thorough and influential training endeavors.

For an individual to do their tasks effectively and efficiently, they must acquire knowledge, which includes abilities, skills, comprehension, and information (Andaavar et al., 2020). (Abdullah and Rahman, 2015). Although equipment, supplies, and money are

important, human resources are the most important resource since, as we can see, nothing can happen without them.

According to Hameed and Anwar (2018), in order for employees to perform particular activities or roles, they must acquire the information, abilities, and attitudes that are promoted through organized training (Damit et al., 2019). There are several approaches to implement this kind of training, both within and outside of the workplace and during regular business hours.

Anwar and Ghafoor (2017) clarified that employee development and training can be used to increase an organization's overall profitability and effectiveness (Prabhu et al., 2020). After that, Anwar and Climis (2017) presented an organized training methodology that included the basic components needed for training to be successful (Faraj et al., 2021).

The individuals who work and organize for an association determine its efficacy and success. As a result, the competence and training of the organization's staff determines whether the goals will be achieved. Organizations offer varying degrees of training programs to accommodate varying workforce levels in order to handle this (Prabhu et al. 2019).

Prior to the implementation of training or development programs, the identification of training needs is frequently accomplished through organizational and individual assessments. Following these initiatives, a review is conducted to ascertain whether the needs that were identified have been satisfied (Anwar and Qadir, 2017). It is imperative to acknowledge that the advancement of an individual is congruent with the advancement of the organization (Abdullah and Rahman, 2015).

Notably, the expansion of the persons who found an organization corresponds with the growth of the organization (Ali, 2016). Employees with the right knowledge and skills are essential to an organization's success (Abdullah, 2019).

Results from a survey of 100 workers at a variety of Pakistani companies with headquarters in Islamabad show that elements including on-the-job training, training design and delivery methods, and training and development have a big impact on organizational performance. Furthermore, these variables show a favorable link with organizational performance, which raises organizational performance levels all around (Khan et al., 2011).

A cross-sectional study conducted at Ahwaz Oil Company with 800 employees revealed that, in this particular society, job satisfaction and organizational education quality both have a significant and favorable impact on employees' performance. Additionally, the study supported the notion that job satisfaction is positively impacted by organizational training quality. Notably, the findings showed that the relationship between employee performance and the caliber of organizational education is mediated by job satisfaction (Karmi et al., 2018).

Organizational success and training/development activities are positively correlated, according to the findings of a cross-sectional study done among Nigerian public sector employees. Notably, the study emphasizes that increased job satisfaction and lower staff turnover are two benefits of such training and development initiatives in the public sector.

Interpersonal skills and teamwork have also been recognized as training/development outcomes that have a favorable impact on organizational success. The study's final finding

is that investing in human resources through good training has both short- and long-term benefits for a company (Obi-Anike, and Ekwe, 2014).

Studies indicate a reverse connection between turnover and job satisfaction where lower turnover rates correspond with heightened organizational productivity and performance (Gebregziabher et al., 2020). Furthermore, an investigation exploring the link between training/development and organizational effectiveness revealed a positive association between these factors. Hence, the evidence substantiates the idea that allocating resources to training and development initiatives can yield substantial advantages for organizational performance (Burhan Ismael et al., 2021).

Hence, although the overall advantages of training on job performance remain consistent across diverse environments, the precise impact may fluctuate owing to contextual influences.

2.6.4 Organizational support and job performance of administrative staff of GES

Using a cross-sectional questionnaire survey, 700 faculty members from six Chinese institutions participated in the study. The results showed that job satisfaction (JS), positive affectivity (PA), and affective commitment (AC) all mediated the relationship between organizational support and employee performance. Furthermore, it was discovered that distributive and procedural fairness enhanced organizational support, which in turn impacted output (Guan et al., 2014).

Additionally, the results of the study show a favorable relationship between employee performance, intrinsic motivation, and perceived organizational support (POS).

This implies that the relationship between POS and performance may be mediated by intrinsic motivation (Li et al., 2022).

Furthermore, studies show that improving organizational support has a favorable effect on frontline employees' productivity. The association between POS and performance is mediated by a strong sense of belonging (Chen et al., 2023).

Job performance is highly impacted by the perception of organizational support, particularly during difficult times such as the COVID-19 epidemic. This emphasizes how important it is to perceive organizational support at these moments (Hassan et al., 2023).

A systematic review exploring organizational supports' effect on employee performance revealed a strong and favorable relationship in the majority of studies analyzed (Tamimi and Tamam, 2023).

Collectively, these studies emphasize the crucial role of organisational support in fostering employee performance and job satisfaction. Prioritizing and investing in adequate support for employees becomes essential for their motivation and overall success.

2.7 Perspective from Northern Ghana

The performance of administrative staff within district education offices is pivotal to the effective delivery of educational services in Northern Ghana. A comprehensive review of literature from the past decade reveals several studies that, while not exclusively focused on Northern Ghana, provide insights applicable to this context.

Eyiah-Wilson et al. (2013) conducted a study examining factors influencing the retention of administrative staff in the Ghana Education Service (GES) within the Northern Region. The research identified key issues such as unattractive remuneration, inadequate motivation, lack of appreciation for staff efforts, insufficient working logistics, poor

working conditions, and limited promotion opportunities as primary reasons for staff attrition. These findings highlight systemic challenges that could adversely affect job performance among administrative personnel in district education offices.

In a broader study encompassing various regions, the Education Commission (2023) assessed the impact of management practices on the performance of mid-level bureaucracies, including district education offices. The report emphasized the importance of effective management practices, such as clear goal-setting and performance monitoring, in enhancing the efficiency of these offices. While not specific to Northern Ghana, the findings are pertinent, suggesting that improved management practices could bolster administrative performance in the region.

A study by Segbenya and Berisie (2020) explored the effect of training and development on the performance of senior administrative staff at the University of Education, Winneba. The research concluded that targeted training programs significantly enhance job performance, leading to increased efficiency and effectiveness in administrative roles. Although this study focuses on a tertiary institution in Southern Ghana, the implications are relevant for district education offices in Northern Ghana, where similar training initiatives could be beneficial.

Collectively, these studies emphasized the multifaceted challenges affecting administrative staff performance in Ghana's education sector, including inadequate compensation, limited professional development opportunities, and suboptimal management practices. However, there is a notable gap in literature specifically addressing the unique context of Northern Ghana's district education offices. Future research should

focus on this region to develop tailored strategies that address the specific needs and challenges faced by administrative staff, thereby enhancing educational service delivery.

2.8 Association between sociodemographic characteristics with motivation and performance

Research conducted across various regions sheds light on the intricate interplay between staff motivation, job satisfaction and several influencing factors within different workplace settings.

In the public health sector, a study by Sowunmi (2022) emphasized the substantial impact of sociodemographic variables, including age, marital status, level of education and occupational status, on both job satisfaction and motivation. Furthermore, it highlighted the correlation between motivation, job contentment, and individual personality traits, suggesting that certain personalities tend to foster higher motivation levels, positively affecting personal aspects such as family life, health, and career outlook.

Similarly, in Bangladesh, Rahman et al. (2020) discovered significant associations between socio-demographic characteristics (like sex, age, salary and family income) and job satisfaction among private bank employees through a cross-sectional study. Moreover, a separate study in Ethiopia echoed the importance of establishing appropriate performance appraisal systems, as inadequate mechanisms often lead to employee dissatisfaction (Rahman et al., 2020).

Diving deeper into this realm, a mixed-methods investigation in Northwest Ethiopia, conducted by Terefe et al. (2023), unveiled that time management practices among employees in public health centers were influenced by diverse factors. These

included organizational elements such as performance appraisal, work environment, and compensation, alongside employee-specific factors like responsibility and implementation. Furthermore, satisfaction with the performance appraisal system was found to hinge on organizational policies, compensation structures, and opportunities for promotion or recognition.

When taken as a whole, these studies highlight how important sociodemographic traits are in determining administrative staff members' motivation and output. Job satisfaction and motivation levels are strongly impacted by factors like age, marital status, education level, occupation, and personality attributes.

Additionally, organizational aspects such as performance appraisal methods, work environment, compensation packages, and employee-centric factors like responsibility and implementation also wield substantial influence on time management practices and job satisfaction.

2.9 Chapter Summary

The conceptual framework outlined herein offers a comprehensive grasp of the determinants of job performance, encompassing individual, organizational, job-related, interpersonal, and external factors. Through a thorough consideration of these elements, organizations can devise strategies aimed at maximizing job performance and bolstering overall organizational efficacy.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter presents the methodology of the study.

3.1 Philosophical underpinning

The philosophical underpinning for the study is positivism. Positivism as a philosophical paradigm, asserts that reality is objective, observable, and measurable, making it particularly suitable for studies employing descriptive research designs and quantitative methodologies. This approach emphasizes empirical evidence and the use of statistical analysis to test hypotheses and identify patterns within data (Saunders et al., 2019). By adopting a positivist stance, researchers can maintain objectivity and neutrality, ensuring that findings are based on observable phenomena and free from personal biases (Bryman, 2016). This alignment between positivism and quantitative research methods facilitates the systematic investigation of predictors of job performance among administrative staff in district education offices in Northern Ghana, allowing for the derivation of generalizable conclusions from the collected data (Creswell & Creswell, 2018).

3.2 Research Approach

As previously mentioned, this study used a quantitative research approach. The data to be gathered has a meaning and a numerical and statistical description thanks to this research strategy. Because of the chosen research design, a sizable sample could be included in the study, allowing for a reasonably generalizable set of findings.

56

3.3 Research Design

According to Saunders et al. (2003), research design is a procedure that provide answers to questions such as data collection techniques, sampling strategies, tools to be used and how time and cost constraints will be addressed.

The study's research design is the descriptive research design. According to Thornhill (2011), the primary goal of descriptive survey is to describe events as they occur and collect data to test hypotheses about the current state of the study subject. Descriptive research has the advantage of eliciting a large number of responses from a diverse group of people and it can also be used with greater confidence in relation to specific questions of special interest or value to a researcher. The descriptive research design was chosen by the researcher because the study sought to answer key questions about factors that influence employee performance.

Through primary data collected from study participants, potential determinants of employee performance and performance indicators were characterized. For this reason, the study used a quantitative research approach.

3.4. Study Area

The current study was conducted in selected districts of the Northern region of Ghana. In December 2018, Ghana's Northern Region was divided into the Savannah Region and the North East Region. It is situated in the north of the nation and is the second-largest of the sixteen regions. The area covered by the region is 25,448 square kilometers. The North-East region boarders the Northern region on the north, Oti region on the South,

Savannah region on the West and the Eastern Ghana-Togo international boundary on the East. There are 16 districts in the Northern Region. Among these districts are Kumbungu, Tolon, Savelugu, Sagnarigu municipal, Tamale Metropolitan, Nanumba South, Nanumba North, Gushegu, Yendi Municipal, Kpandai, Nanton, Mion, Saboba, Tatale Sanguli, Zabzugu, and Karaga. Tamale, which is the biggest city in Ghana (GSS, 2021), serves as the region's capital. Due to its proximity to the Sahara Desert and the Sahel, the Northern Region of Ghana is one of the driest regions in the country. With only one rainy season, the climate is hot and dry. The three primary economic sectors are agriculture, forestry and hunting. According to the 2021 population and housing census, there are 2,310,969 people living in the area, with 1,141,705 being males and 1,169,234 being females. According to GSS (2021), the Northern Region has the lowest rate of primary school attendance. The region also has the lowest female literacy rate in the nation, with 44.3% of young women between the ages of 15 and 24. (GSS, 2021).

Figure 3.1: map of Northern Region of Ghana

3.5 Study variables

Dependent variable

The dependent variable for this study perceived employee performance which is assessed with a standardized questionnaire.

Independent Variable

Predictor variables for this study are motivational factors, organizational support and training.

3.6 Population, Sampling Technique and Sample Size

3.6.1 Population of the Study

The target population for this study consists of administrative staff working in selected district education offices in Northern Ghana. This includes individuals responsible

for various administrative functions such as record-keeping, communication, financial management, coordination of educational programs, human resource management, and policy implementation support. These administrative staff members are essential to the efficient functioning of district education offices, as they facilitate the smooth execution of educational policies and programs at the district level. Given the focus on predictors of job performance, the target population will specifically include administrative personnel with defined roles in clerical work, finance, human resources, logistics, and operations within these offices. There are eighteen (18) districts in the Northern area; however, the researcher did not analyze them all because of several constraints, including financial ones. Therefore, a representative sample was taken from the intended audience.

3.6.2 Sampling Technique and Sample Size

The sample size for this study was determined using Krejcie and Morgan's (1970) sample size determination table. Given a total population of 722 administrative staff across the selected district education offices, the recommended sample size was 255.79. To account for potential non-responses, a 10% adjustment (26.9 participants) was made, bringing the final sample size to 281.37. Therefore, approximately 283 administrative staff from district education offices in Northern Ghana were selected for participation in the study.

To ensure a fair and generalizable representation of the administrative staff population, Northern Ghana was divided into four main zones: North, East, South, and West. Dividing the study area into four zones was a strategic decision aimed at ensuring fair representation, logistical efficiency, and diversity in the study. From each zone, two district education directorates were randomly selected, resulting in a total of eight (8)

district education offices. After selecting the districts, proportional allocation was used to distribute the sample size among the eight districts based on the number of administrative staff in each district education office. Within each selected district, simple random sampling was employed to select study participants. This approach ensured that every administrative staff member had an equal chance of being included in the study, thereby minimizing selection bias and enhancing the representativeness of the findings.

Table 3.1: Districts staff population

S/N	District	Staff	Desired sample
1.	Tolon	50	44
2.	Karaga	52	46
3.	Yendi	52	46
4.	Kumungu	55	48
5.	Saboba	46	41
6.	Savelugu	63	54
7.	Zabzugu	52	46
8.	Kpadai	53	47
9.	Nanton	50	44
10.	Gushegu	41	37
11.	Tamale metro	90	73
12.	Mion	34	31
13.	Tatale	27	26
14.	Nanumba north	56	49
15.	Sagnarigu	63	54
16.	Nanumba south	40	36
	Total	**824**	**722**

Source: field data, 2024

Table 3.2: Frequency distribution of districts and staff engaged in the study

Districts	Frequency	Percent
Savelugu	43	15.9
Nanton	41	15.1
Tolon	36	13.3
Kumbungu	40	14.8
Tamale matro	43	15.9
Sagnarigu	40	14.8
Gushegu	28	10.3
Total	271	100.0

3.7. Instruments for Research

The researcher employed a semi-structured questionnaire (closed-ended questions with few open-ended questions). Four different instruments were used. They included questionnaires on employee motivation, access to training, organisational support, questionnaire and job performance of administrative staff. Some of the scales such as the access to training and perceived organizational support questionnaires were self-constructed based on literature while others were adapted. For example, questionnaire on motivation was adapted from (Boamah, 2014, Kahungya 2016, Parker- Allotey, (2020), and the Individual Work Performance Questionnaire (IWPQ) (Koopmans et al., 2014; Koopmans et al., 2015) was modified to measure work performance.

Apart from rewording some of the previous sentences in the original questionnaire, there were no significant structural changes made to the IWPQ. Instead, the questionnaire was further divided into three sections: task performance indicators, contextual performance, and counterproductive work behavior. The job training questionnaire was self-constructed. A few words had to be changed in the adaption to prevent outright plagiarism. The questionnaire was generally divided into four components. The first section included questions about the respondents' general personal information, such as their age, gender, degree of education, number of years of job experience, etc.

The second section consist of items on respondents' general motivation for work. These included for example items such as "are you motivated", and "what motivates you to work more". Items on motivation was grouped under intrinsic and extrinsic motivation. The third section examined factors that characterized organizational support and the fourth section examined factors that characterized access to job training received by respondents.

62

The final section has items on performance of employee. This study's questionnaire was designed and administered in the English language since the targeted participants were literates. Approximately 30 to 45 minutes was used to respond to a questionnaire by a respondent.

3.8 Validity and Reliability of Instrument

The reliability of the questionnaire was tested using the Cronbach Alpha reliability coefficient. This was done for the specific sections of the instrument as well as the entire instrument. A reliability coefficient of 0.71 and 0.74 respectively was obtained for pilot instrument and main instrument respectively, which was deemed appropriate.

Pilot testing was done to establish dependability in the study, and this assisted to ensure measurement of the intended study objectives by making appropriate adjustments to the questionnaire. The pilot study was conducted among 30 administrative staff of educational directorates in the karaga district that did not form part of the selected districts. In close consultation with the study's supervisor, the researcher also ensured the validity of the research instruments by having it reviewed by subject experts and practitioners and incorporating their valuable comments all with the goal to improve the validity of the content.

3.8.1 Pilot Study

The pilot study was conducted in a district (Karaga district education office) which did not form part of the main study districts. The pre-testing was conducted among 30 administrative staff of the education office. This was done immediately the proposal and

study instruments was approved. Modifications and adjustments made after the pilot study helped significantly in establishing reliability and content validity of the study instruments.

3.9 Procedure for Data Collection

A formal letter of introduction was submitted to the regional directorate of the Ghana Education Service (GES) in Northern Ghana. This letter outlined the purpose of the study, its significance, and how the data would be collected and used. Upon receiving approval from the regional GES office, letters were sent to the eight selected district education directorates, requesting their cooperation in the study. Meetings were held with district directors and senior officers to explain the research objectives and seek their formal endorsement. The researcher then met with representatives from the chosen Education Offices to outline the goal of the study prior to starting data collection. The respondents were told that the study was conducted for academic objectives, that confidentiality would be maintained, and that no one would be negatively impacted by any unfavorable results in relation to their professional responsibilities. This was done in an attempt to get them to answer without hesitation. After then, their assistance was asked for.

After receiving the consent and willingness of the participants, the questionnaire was administered. Since the questionnaire was programmed in the English Language, participants could read and write. However, the researcher and her trained assistants were on standby either in person or on phone to explain portions of the study that seemed unclear to respondents. The questionnaire took not more than 45 minutes to complete. To avoid interrupting the busy work schedules of participants, the questionnaires were left with respondents for maximum of four to seven days with daily follow-ups to retrieve completed

questionnaires. Data collection was done district by district and lasted for a maximum of two months.

3.10. Ethical Considerations

The University for Development Studies' ethical norms and research policies were adhered to by the study. To protect the privacy, confidentiality, and interest of the respondents, several ethical standards were taken into account in accordance with these recommendations. Prior to gathering any data, the researcher obtained approval from the Kwame Nkrumah University of Science and Technology Education Review Board. Before official data collecting began, approval was also received from the relevant district and regional education directorates. Before the questionnaire was sent out, respondents were given the assurance that their information would only be used for academic purposes. They were not obliged to reveal their names or any other identifiable information in order to maintain their privacy and secrecy. They were made aware of their freedom to opt out of the activity at any moment. Respondents were given the option to ask questions about the procedures and the surveys were administered at a time that worked for them.

3.11 Data Analysis

Plausible checks were carried out at the conclusion of the whole data collection procedure, and inconsistent data were suitably cleared. The statistical Package for Social Sciences (SPSS version 20) was used to analyse the data of this study. Descriptive analysis, such as means, standard deviation, and frequencies, and inferential analysis, such as correlation and multiple linear regression analysis, were used in the quantitative analysis. Frequencies and percentages were used to assess and describe the participant's

sociodemographic data. Data presentation tools like tables and charts were also used to present the data in a logical manner.

Objective One: Assess perceived employee performance.

To compile the information received from respondents regarding their performance, descriptive statistics were employed. The respondents' responses were examined for similarity and variation using descriptive statistics. Utilizing the mean and standard deviation, data regarding the attributes that define employee performance were examined using SPSS version 20. a likert scale of one to seven was used where a mean score for each performance indicator less than four was rated as negative indicator for performance (low performance) while a mean rating of four and above was classified as a positive indicator for performance (high performance).

Objective Two: To determine motivational factors that influence employee performance.

Descriptive statistics were used to summarize the data that was gathered from respondents. The descriptive statistics were used to determine the commonality and deviation in respondents' responses. The mean response generated from the seven-point Likert scale for each variable under this objective was used to analyze data on these (variables) motivational factors using SPSS version 20. Based on the means which depicts the direction of the responses (generally agree or disagree behavior) and standard deviations, an overall motivation of the participant was determined. An overall mean response greater or equal to four was considered as an agree behavior (positive for

motivation) while an overall mean response less than four was described as a disagree behavior (negative for motivation). Similar analyses were conducted to determine the intrinsic and extrinsic motivation of employees.

For **Objective Three:** Assess organizational support and its relationship with employees' performance, and **Objective Four**: Assess job training and its relationship with employees' performance. Similar descriptive analyses were adopted for each.

Correlation Analyses

The Spearman correlation was conducted to test the nature and strength of association between the predictor variables (motivation, organizational support and job training) and employee performance using the mean response determined for independent and dependent variables as continuous or discrete data.

A multiple linear regression

A multiple linear regression model was used to estimate the effect of independent variables on employee' performance at 95% confidence level.

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CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Overview

This chapter presents the results of the study. The study aimed to investigate the predictors of job performance of administrative staff in selected district education offices in Northern Ghana. The research employed a descriptive research design and a quantitative research approach to systematically analyze factors influencing job performance. The study sought to evaluate administrative staff's perceived job performance, determine motivational factors, examine the impact of job training, and assess the influence of organizational support on job performance. Corresponding research questions were formulated to guide the investigation. The study adopted a descriptive research design, which is useful for describing existing conditions and analyzing relationships between variables. The target population included administrative staff performing key functions such as record-keeping, financial management, human resource administration, and policy implementation across district education offices in Northern Ghana. Due to financial and logistical constraints, a representative sample was drawn instead of studying all 18 districts. The sample size (283 participants) was determined using Krejcie and Morgan's (1970) table, with a 10% non-response adjustment. To ensure fair representation, Northern Ghana was divided into four zones (North, East, South, and West), from which eight district education offices were randomly selected. Proportional allocation was used to distribute the sample among the selected districts, and simple random sampling was applied to select study participants, minimizing bias. A semi-structured questionnaire was used, combining closed-ended and a few open-ended questions. The chapter begins by presenting

preliminary results such as the distribution of participants based on the districts where they were selected, and sociodemographic characteristics of the sample. This is to enable us understand the sample better. Test for normality of the study variables and reliability indices were also presented as part of preliminary results.

4.1 Preliminary Analyses

This section presents descriptive analyses of relevant study variables including the district distribution of sampled participants, sociodemographic characteristics of study participants, reliability, kurtosis and skewness, description of dependent and independent variables etc.

4.1.1 Sociodemographic Characteristics

The frequency distribution of the participants is shown in this section according to their sociodemographic parameters.

Table 4.2's sociodemographic data analyses showed that there were more men (68.3%) than women. The age range of the majority of participants (62.7%) was 35 to 55 years old.

Degree holders were more (49.1%) compared to other educational qualifications. With professional background, participants with unclassified background constituted 42.2% of the study participants. For the classified population, general administrators were more (32.1%). It was again revealed that majority (66.1%) of the participants had worked for at least one to ten years.

Table 4.1: Sociodemographic characteristics (N = 271)

Variables	Category	Frequency	Percent
Sex	Male	185	68.3
	Female	86	31.7
Age	25-35 years	72	26.6
	35-55 years	170	62.7
	Above 55 years	29	10.7
Education	Diploma/HND	35	12.9
	Degree	133	49.1
	Masters	80	29.5
	GCE/WASSCE	23	8.5
Professional Background	General Administration	87	32.1
	Human resource	69	25.5
	Other	115	42.4
Years of service	1-10 years	179	66.1
	10-20 years	55	20.3
	21-30 years	29	10.7
	Above 30 years	8	3.0

Source: field data, 2024

4.1.2 Test for Normality of Variables

This section provides descriptive analyses of the study variables considering their normality, reliability skewness and kurtosis.

4.1.3 Reliability, Kurtosis and Skewness of Variables for the Objectives

Skewness and Kurtosis were used in this study to test the test scales' normalcy. The findings, as presented in Table 4.3, demonstrate that the Skewness and Kurtosis indices for each scale fell within the permissible range of ±2 (Tabachnick and Fidel, 2001). As a result,

the normality indices for each variable demonstrated suitable values of univariate Skewness and Kurtosis, proving that the normalcy requirements were upheld.

4.1.4 Reliability Analysis

The instrument's reliability was assessed using the Cronbach Alpha Coefficient Measure in the study. As indicated in table 4.3, the Cronbach Alpha Coefficient of all scales varied from.75 to.93, indicating the internal consistency or degree of resemblance among items in an instrument. All of these are more reliable than what is considered acceptable (Tabachnick and Fidell, 2001).

This suggests that, within the parameters of their application, every scale is extremely dependable.

Table 4.2: Reliability analysis, Kurtosis and Skewness of variables (N = 271)

Variable	Skewness	Kurtosis	Cronbach's Alpha
Job Performance			
Task performance	-1.029	0.247	0.927
Contextual performance	-0.850	0.222	0.867
Counter-productive work behaviour	1.240	0.520	0.881
Motivation			
Extrinsic	0.059	0.002	0.760
Intrinsic	-0.341	-0.799	0.802
Organizational Support			
Job condition	-0.026	-0.265	0.751
Organizational justice	0.151	-0.638	0.805
Organizational reward	0.814	0.072	0.859
Job Training	0.132	-0.414	0.867

Source: field data, 2024

4.4 Correlation Matrix for the variables

In order to accomplish the study's primary goal of identifying the factors that influence work performance, a Pearson's correlation was first performed to ascertain the

degree or strength of the correlation between all study variables as well as the correlation between all variables. Table 4.3 presents the results, which reveal that nearly all factors, including performance, motivation, organizational support, and job training, were substantially correlated with each other, with the exception of intrinsic motivation and organizational reward.

All variables were found to be significantly positive correlated with each other implying.

Table 4.3: Correlation Matrix of Variables (N=271)

	1	2	3	4	5	6	7	8	9
1. Overall performance									
2. Extrinsic Motivation	$.327^{**}$								
3. Intrinsic motivation	$.437^{**}$	$.577^{**}$							
4. Job Condition	$.263^{**}$	$.488^{**}$	$.198^{**}$						
5. Organizational Justice	$.311^{**}$	$.409^{**}$	$.201^{**}$	$.670^{**}$					
6. Organizational Reward	$.185^{**}$	$.197^{**}$	$.006$	$.474^{**}$	$.422^{**}$				
7. Overall, Job Training	$.375^{**}$	$.351^{**}$	$.266^{**}$	$.454^{**}$	$.366^{**}$	$.471^{**}$			
8. Overall Motivation	$.419^{**}$	$.921^{**}$	$.849^{**}$	$.410^{**}$	$.360^{**}$	$.130^{*}$	$.354^{**}$		
9. Overall Organizational Support	$.303^{**}$	$.427^{**}$	$.153^{*}$	$.841^{**}$	$.830^{**}$	$.801^{**}$	$.526^{**}$	$.349^{**}$	

*Note: *P< .05, ** P<. 01*

Source: field data, 2024

4.5 Presentation of Results According to Research Objectives

4.5.1 job performance

Objective 1: To assess the perceived job performance of administrative staff of the district education offices in the northern region of Ghana.

To assess perceived job performance of employees, the mean scores of employees on their perceived performance was used. Participants were asked to rate each indicator of job performance on a seven-point Lickert scale, on an increasing order (1 to 7) how each

indicator was applicable to them or how they disagreed or agreed regarding the various indicators. A mean rating score less than 4 was classified as a negative or disagree behavior or low rating of an indicator while a mean rating (score) greater than or equal to four is interpreted as a positive indicator or agree behavior or high rating indicator for performance

The descriptive statistics revealed that administrative staff reported moderate task performance (M = 5.22, SD = 1.77) and contextual performance (M = 4.75, SD = 1.77), suggesting a generally positive perception of their job roles. Counterproductive work behavior was rated low (M = 2.36, SD = 1.80), indicating minimal engagement in negative workplace behaviors. Overall job performance was slightly above average (M = 4.23, SD = 1.01), with lower variability compared to individual performance components.

The findings suggest that while task and contextual performance are rated moderately high, there is still room for improvement in contextual behaviors such as teamwork and organizational commitment. The low counterproductive work behavior score is a positive indicator of professional conduct among administrative staff. However, the variability in responses across all indicators suggests that job performance is not uniform, and certain administrative staff may require additional training, motivation, or organizational support to enhance their performance (Ismail et al., 2019).

These results align with the study by (Stairs and Galpin (2009) who focused on predictors of job performance, such as motivation, job training, and organizational support may help explain the variations in performance across different administrative staff in Northern Ghana's district education offices. Future research and interventions should focus on enhancing contextual performance and reducing performance disparities through targeted training and support mechanisms.

73

Table 4.4: Job Performance

Indicators	Mean	Std. Deviation
Task Performance	5.22	1.77
Contextual Performance	4.75	1.77
Counter-productive work behaviour	2.36	1.80
Overall perfomance	4.23	1.01

Note-On a scale of 1 to 7, 1= lowest or strongly disagree, 7= highest or strongly agree. Mean value determines the direction of responses

Source: field data, 2024

In percentage terms as indicated in figure 4.1, the perceived performance of participants was high among majority 172 (63.5%) of participants.
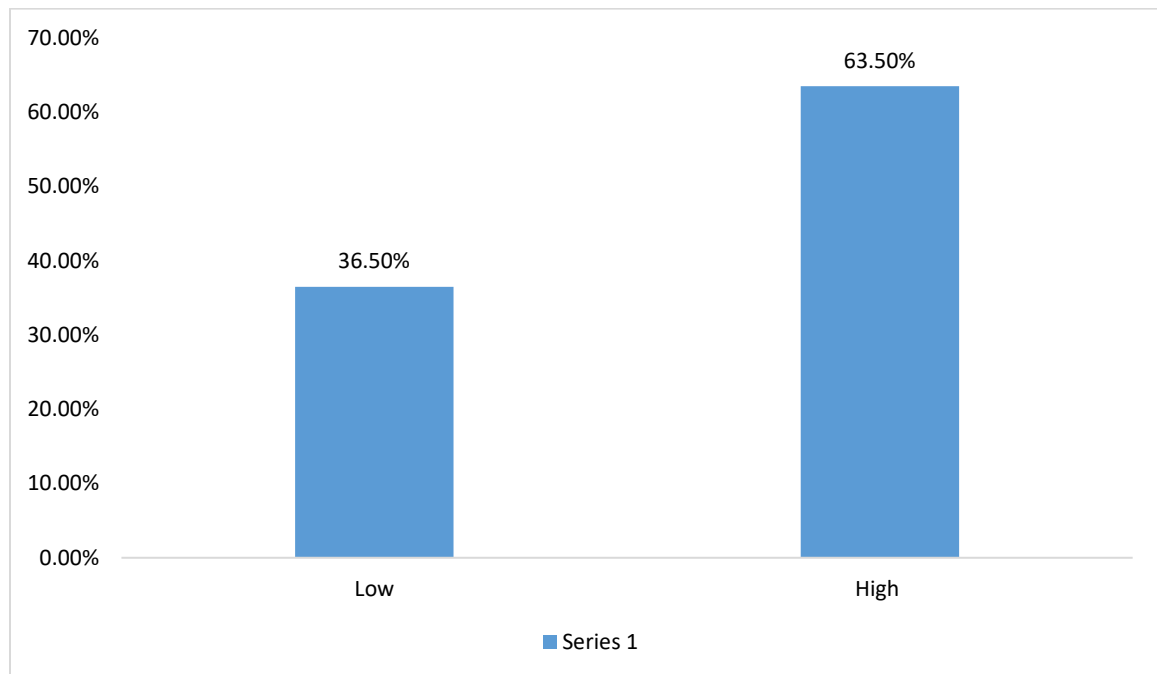
Figure 4.1: Perceived job performance level of participants

Source: field data, 2024

4.5.2 Motivation

Objective 2: To determine motivational factors influencing job performance of administrative staff of district education offices in Northern region of Ghana

On a scale of 1 to 7, participants were required to indicate their degree of motivation for seven (7) indicators that constituted their extrinsic motivation and four (4) indicators that constituted their intrinsic motivation as employees of the district education office. The descriptive analyses of data presented in table 4.5 shows that, extrinsic motivation in the work place was rated 3.83, an indication of a low rating or majority of the participants generally disagreeing or rating low extrinsic motivation in the district education office. With intrinsic motivation, the overall mean rating was 4.50, an indication of a positive rating.

It was generally observed that factors that motivated participants (intrinsically and extrinsically) to perform at the education offices were rated high (4.07 ±1.12) by majority of participants.

Table 4.5: Motivation

Indicators	Mean	Std. Deviation
Extrinsic Motivation	3.83	1.14
Intrinsic Motivation	4.50	1.46
General Motivation	4.07	1.11

Note-On a scale of 1 to 7, 1=lowest or strongly disagree, 7=highest or strongly agree. Mean value determines the direction of responses

Source: field data, 2024

Correlation and regression analysis of job performance on Extrinsic and intrinsic motivation

The relationship between intrinsic and extrinsic motivators and job performance was investigated in order to evaluate this goal. The correlation results between extrinsic motivation and total job performance (r =.33, P<.001) and between intrinsic motivation and overall job performance (r =.44) are significant, as Table 4.3 demonstrates. The results show that while motivation is favorably correlated with both categories of motivation, job performance was shown to be more significantly correlated with intrinsic motivation.

The regression analysis (table 4.6) showed that the overall model was statistically significant, F (3) = 27.88, p < .001, explaining 23.9% of the variance in job performance (R² = .239). Among the predictors, intrinsic motivation had the strongest positive effect on job performance (β = .359, p < .001), followed by overall motivation (β = .224, p < .001). However, extrinsic motivation did not significantly predict job performance (β = -.022, p > .05). These findings suggest that intrinsic motivation is a key driver of administrative staff performance, whereas extrinsic rewards alone may not be sufficient to enhance job outcomes.

Intrinsic motivation is the most influential predictor of job performance among administrative staff in Northern Ghana's district education offices (Liu and Tang, 2011). While overall motivation positively affects job performance, extrinsic motivation does not play a significant role in predicting performance. This highlights the need for organizational policies that foster intrinsic motivation, such as creating a supportive work

environment, opportunities for skill development, and meaningful engagement in administrative roles (Kulchmanov and Kaliannan, 2014).

Table 4.6: Results of Regressing job performance on Extrinsic and intrinsic motivation of GES district office administrative staff

Predictors	*B*	df	R²	F
All Variables		3	.239	27.88 ***
M-JP	.224 ***			
EM-JP	-.022			
IM-JP	.359 ***			

Note: *P < .05; **P < .01; ***P < .001*

Predictors: *M-Overall motivation, EM-Extrinsic motivation, IM-Intrinsic Motivation*

Dependent Variable: *JP-Job performance*

Beta values (β) *are standardized regression coefficient*

4.5.3 Training

Objective 3: To assess the influence of training on job performance of administrative staff of the education offices of Northern region of Ghana.

A descriptive statistical analysis was conducted to examine the perception of job training among administrative staff in district education offices in Northern Ghana. Results indicated that job training had a mean score of 3.55 (SD = 1.27), suggesting that training opportunities were perceived as moderate. The standard deviation suggests some variability in responses, indicating that while some staff may feel adequately trained, others may not have sufficient access to professional development.

Given the essential role of administrative staff in ensuring effective education service delivery, the moderate perception of job training suggests a need for enhanced training programs. Without adequate training, staff may lack the necessary skills to execute their duties effectively, which could negatively impact job performance (Hassan et al., 2023). District education offices should consider implementing structured and continuous

77

training initiatives to enhance employee competencies and overall organizational efficiency (Khan et al., 2011).

shown in table 4.7.

Table 4.7: Job training

Indicator	Mean	Std. Deviation
Job Training	3.55	1.27

Note-On a scale of 1 to 7, 1=lowest or strongly disagree, 7=highest or strongly agree. Mean value determines the direction of responses

Source: field data, 2024

Pearson correlation analysis was also performed to evaluate the impact of training on job performance. The findings are displayed in table 4.3. The findings show that training was substantially positively correlated with all three components of work performance as well as all other research variables, including motivation, each component individually, and felt organizational support (r =.38, p<.001). Additional regression analysis demonstrated that training was a favorable predictor of overall work performance (B= 266, p<.001).

4.5.4 Organizational Support

Objective 4: To assess the influence of perceived organisational support on the job performance of administrative staff of education offices in Northern Region of Ghana

Just as was done for performance and motivation, perceived organizational support was grouped and assessed in three major categories, namely job condition (6 variables), organizational justice (6 variables) and organizational reward (7 variables). Each indicator for each category was assess under a seven-point lickert scale highlighting how strongly

participants disagreed or agreed to the existence of such indicators in their respective offices. A mean value less than 3.5 means that participants generally expressed a disagree behavior to a variable while a mean value greater than 3.5 indicates a generally agree behavior.

Descriptive statistics revealed that administrative staff had moderate perceptions of job conditions (M = 3.66, SD = 1.13) and organizational justice (M = 3.73, SD = 1.25). However, organizational rewards were rated relatively low (M = 2.77, SD = 1.26), suggesting dissatisfaction with the reward system. The overall level of perceived organizational support was moderate (M = 3.35, SD = 0.10).

For job condition, all six (6) indicators were rated generally a little above average (mean value of 3.66). Meaning that majority of the participants slightly agreed with existence of job condition enhancing indicators.

In connection with organizational justice category, majority of the participants somehow agreed (3.73) with issues related to organizational justice. With the seven (7) indicators used in assessing organizational reward, the mean response was 2.27 representing a low rating of organizational reward.

It can be observed that generally, majority of the participants generally disagreed or rated low statements regarding organizational support in their respective institutions. This could be seen from the general mean of value of 3.35 representing a generally disagree behavior because it falls below the average of 3.5 (refer to table 4.8). These findings suggest that while some organizational support structures exist, improvements are needed in areas such as reward systems, fairness in decision-making, and resource allocation to

enhance the job performance of administrative staff in Northern Ghana's district education offices (Abdulla et al., 2017).

Table 4.8: Organizational support

Indicators	Mean	Std. Deviation
Job condition	3.66	1.13
Organizational Justice	3.73	1.25
Organizational reward 7	2.77	1.26
Overall organizational support	3.35	.10

Note-On a scale of 1 to 7, 1=lowest or strongly disagree, 7=highest or strongly agree. Mean value determines the direction of responses

Source: field data, 2024

A Pearson correlation study was carried out to evaluate the impact of perceived organizational support on staff members' job performance. The results indicated a substantial link (r=.30, p.001) between the two variables, as table 4.3 demonstrates.

A multiple regression analysis was conducted to examine the relationship between motivation, organizational support, and job training as predictors of job performance among administrative staff in district education offices in Northern Ghana. The overall model was statistically significant F (3) = 27.88, p < .001, R² = .239), indicating that the predictors accounted for 23.9% of the variance in job performance.

Results revealed that motivation significantly predicted job performance (β = .224, p < .001), suggesting that higher motivation levels contribute to better employee performance. Job training also had a significant effect (β = .075, p < .001), indicating that employees who received adequate training performed better. However, organizational support did not significantly predict job performance (β = .314, p > .05).

These findings highlight the importance of enhancing motivation and job training programs to improve job performance (Anwar and Balcioglu, 2016). Although organizational support was not a significant predictor, district education offices should consider improving support structures, such as work conditions and leadership engagement (Chen et al., 2023).

Table 4.9: Results for regressing job performance on organizational support and training

Predictors	*B*	df	R²	F
All Variables		3	.239	27.88 ***
M-JP	.224 ***			
OS-JP	.314			
JT-JP	.075 ***			

*Note: *P < .05; **P < .01; ***P < .001*

Predictors: M-Overall motivation, OS-Overall Organizational Support, JT-Job Training

Dependent Variable: JP-Job performance

Beta values (β) are standardized regression coefficient

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings on the predictors of job performance of administrative staff of selected district education offices in Northern Ghana.

5.2 Summary

This study looked at factors that predicted administrative staff members' work performance in a subset of Northern Ghanaian district education offices. In Northern Ghana, district education offices are essential for monitoring policy implementation, allocating funding, and offering assistance to schools. Numerous responsibilities carried out by the administrative staff in these offices have a direct impact on the effectiveness and efficiency with which the districts execute educational services.

Research on the precise variables that determine administrative staff performance in district education offices in Northern Ghana is lacking, despite the importance of this workforce. Previous research has mostly examined job performance in other industries or in educational contexts, ignoring the particular circumstances and difficulties faced by district education office administrative staff.

1. Finding the factors that predict administrative staff members' work performance in a subset of Northern Ghanaian district education offices was the primary goal of the study. The following are the specific goals.

2. To assess the perceived job performance of administrative staff of the district education offices in the Northern region of Ghana.

3. To determine motivational factors influencing job performance of administrative staff in the education offices in the Northern region of Ghana.

4. To assess the influence of employee training on job performance of administrative staff of education offices in the Northern region of Ghana.

5. To assess the influence of organizational support on the job performance of administrative staff of education offices in the Northern region of Ghana.

The review of literature concentrated on the predictors of job performance of administrative staff which included the theoretical and related studies, perceived job performance of administrative staff, motivational factors and job performance of administrative staff, training and job performance of administrative staff and organizational support and job performance of administrative staff.

The research design used in the study was a descriptive survey. The method of quantitative research was applied. In this study, the predictor variables (training, organizational support, and motivating factors) were the independent variables, while the dependent variable was perceived employee performance as measured by a standardized questionnaire. Administrative personnel from metropolitan or municipal education directorates in a few districts in Ghana's northern region comprised the population. Random sampling was used to pick 283 educational administrators from 8 district educational directorates in the Northern area. Sample size was determined using the Krejcie and Morgan (1970) formula.

A semi-structured questionnaire (mostly closed-ended with a small number of open-ended items) was used by the researcher. The Cronbach Alpha reliability coefficient was used to assess the questionnaire's dependability. By reviewing the research instrument with subject matter experts and practitioners and incorporating their insightful feedback, the validity of the instrument was guaranteed. Permission was obtained from each participant in the chosen education offices prior to data collection. Using the Statistical Package for Social Sciences (SPSS), dates were analyzed using descriptive analysis (means, standard deviation, and frequencies) and inferential analysis (correlation and multiple linear regression analysis).

5.3 Key Findings

Objective 1: To Evaluate the Perceived Job Performance of Administrative Staff of the District Education Offices in the Northern Region of Ghana

1. The overall job performance of administrative staff was rated moderate (M = 4.23, SD = 1.01) on a 7-point scale.

2. Task performance received the highest rating (M = 5.22, SD = 1.77), suggesting that administrative staff effectively handled their core responsibilities.

3. Contextual performance was moderate (M = 4.75, SD = 1.77), indicating some level of engagement in discretionary activities that contribute to organizational effectiveness.

4. Counterproductive work behavior was relatively low (M = 2.36, SD = 1.80), suggesting that negative workplace behaviors were not prevalent among the staff.

Objective 2: To Determine Motivational Factors Influencing Job Performance

1. Intrinsic motivation (IM) was the strongest predictor of job performance (β = .359, p < .001), indicating that employees who found personal satisfaction in their work performed better.

2. Overall motivation (M-JP) was also a significant predictor (β = .224, p < .001), showing that both intrinsic and extrinsic motivators influenced job performance.

3. Extrinsic motivation (EM) was not significantly related to job performance (β = -0.022, p > .05), suggesting that salary and external rewards alone did not strongly impact performance.

4. These findings highlight the need to enhance intrinsic motivators such as career growth, job meaningfulness, and recognition to improve administrative staff performance.

Objective 3: To Investigate the Influence of Job Training on Job Performance

1. The mean score for job training was moderate (M = 3.55, SD = 1.27), indicating that training opportunities were available but not highly effective.

2. Job training had a positive and significant effect on job performance (β = .075, p < .001), suggesting that well-structured training programs could enhance staff efficiency.

3. This finding indicates the need for frequent and job-specific training programs to improve administrative capabilities.

Objective 4: To Assess the Influence of Organizational Support on Job Performance

1. Organizational support had a moderate rating (M = 3.35, SD = 0.10), indicating that employees felt only moderate levels of support from their institutions.

2. Organizational justice (M = 3.73, SD = 1.25) was rated slightly higher than job conditions (M = 3.66, SD = 1.13) and organizational rewards (M = 2.77, SD = 1.26), suggesting that employees valued fair treatment more than financial incentives.

3. Organizational support was a significant predictor of job performance (β = .314, p < .05), indicating that better institutional support leads to improved performance.

4. These findings suggest that enhancing fairness, providing better rewards, and improving working conditions could significantly boost staff performance.

5.4 Summary of Key Findings

1. Administrative staff perceive their job performance as moderate, with task performance rated highest and counterproductive behaviors low.

2. Intrinsic motivation strongly predicts job performance, while extrinsic motivation does not have a significant impact.

3. Job training positively influences job performance, but its effectiveness needs improvement.

4. Organizational support significantly impacts job performance, with organizational justice being a key factor.

5.3 Conclusion

The study aimed to examine the predictors of job performance among administrative staff in selected district education offices in Northern Ghana**.** The findings provide insights into how perceived job performance, motivation, job training, and organizational support impact administrative staff effectiveness**.**

Firstly, the study found that administrative staff perceive their job performance as moderate**.** Task performance was rated the highest, indicating that employees effectively execute their core duties. Contextual performance was moderate, meaning that while some staff engage in additional supportive activities, this is not widespread. Counterproductive work behaviors were low, showing that negative workplace behaviors were not prevalent. These findings highlight the competence and dedication of administrative staff in education offices but also indicate room for improvement.

Secondly, motivation was found to be a key predictor of job performance**,** with intrinsic motivation showing the strongest influence**.** Employees who find personal satisfaction, career growth, and purpose in their work tend to perform better. Interestingly, extrinsic motivation (such as salary and promotions) was not significantly related to job performance, suggesting that financial rewards alone may not be enough to enhance productivity. This underscores the need for education offices to foster a work environment that encourages passion, career progression, and job fulfillment.

Thirdly, job training was found to have a positive impact on job performance**,** but the overall effectiveness of training programs was moderate. This suggests that while

training opportunities exist, they may not be adequately structured, frequent, or relevant to the needs of administrative staff. To enhance performance, district education offices should prioritize well-designed, job-specific training programs that equip employees with the necessary skills and knowledge.

Lastly, organizational support was found to significantly influence job performance. However, the overall perception of organizational support was moderate, indicating that staff feel only partially supported by their institutions. Among the organizational support factors, organizational justice (fair treatment and policies) was rated higher than job conditions and organizational rewards, suggesting that fairness and transparency in the workplace matter more to employees than financial incentives. Strengthening institutional support through improved working conditions, better recognition systems, and fair policies could further enhance job performance.

In conclusion, the job performance of administrative staff in district education offices in Northern Ghana is influenced by motivation, job training, and organizational support. The findings emphasize the importance of fostering intrinsic motivation, providing effective training programs, and ensuring strong institutional support systems. To enhance administrative efficiency, education policymakers and district education offices must develop strategies that improve job satisfaction, provide relevant training opportunities, and create a supportive and fair work environment. By addressing these factors, district education offices can significantly improve the efficiency and effectiveness of education administration, ultimately contributing to the successful implementation of educational policies and programs in Northern Ghana.

5.4 Recommendations

Based on the findings, the researcher makes the following recommendations.

1. It is recommended that the Ghana Education Service (GES) keep encouraging regional and district education managers to sustain the extent of positive perception of job performance among administrative staff in the various district offices. The GES should implement structured feedback mechanisms and recognition programs to acknowledge and reinforce high-task and contextual performance among administrative staff in all regional and district offices

2. Regional and district managers of education should assist all administrative staff to embark on professional development programmes that are aligned with their job responsibilities to further improve task performance and encourage engagement on task.

3. The GES should put up measures in the district education offices that are intended to improve on both the intrinsic motivation and extrinsic motivation of the administrative staff. Education managers should provide employees with more autonomy in decision-making and responsibility in their roles to enhance intrinsic motivation.

4. District education directors should be encouraged by the GES to assist staff by developing tailored training programmes that address specific skill gaps identified through performance evaluations and employee feedback.

5. The district education training units should regularly evaluate the effectiveness of training programs and gather feedback from participants to ensure relevance and impact on job performance.

6. Regional and district-level education managers should implement programs that promote work-life balance, mental health support and overall well-being to enhance employees' perception of organizational support.

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APPENDIX

QUESTIONNAIRE FOR RESPONDENTS

Dear respondent, I am an M. Phil student of the University for Development Studies and as part of the requirement for graduation, I am expected to write and submit a thesis. This study forms part of that. The study is aimed at *assessing predictors of job performance of administrative staff of selected district education offices in Northern Ghana*. You have been selected to participate in it and I will be very grateful if you could spare a few minutes to respond the questions. Be assured that confidentiality would be ensured

Instructions

Please answer all the questions that follow by selecting the option that suit best.

SECTION A: DEMOGRAPHIC DATA (Tick only one appropriate answer).

1. Gender of respondent: i) Male   ( ) ii) Female ( )

2. Age of the respondents: i) Below 25 years ( ) ii) 25-35 years ( ) iii) 35- 55 years ( ) iv) Above 55 ( )

3. Which Level of education do you possess? : i) GCE/WASSCE ( ) ii) Diploma/HND ( ) iii) Degree iv) Masters ( ) v) PhD ( ) vi) Others (specify) …………

4. Professional background of respondents i) General Administration   ( ) ii) Human resource ( )

5. Years of service with district education office. i) 1 – 10 years ( ) ii) 11 – 20 years ( ) iii) 21 – 30 years iv) Above 30 years ( )

6. Your current rank: Superintendent II [ ] Superintendent I [ ] Senior Superintendent II [ ] Senior Superintendent I [ ] Principal Superintendent [ ] Assistant Director II [ ]

Assistant Director I [ ] Deputy Director [ ] Director II [ ] Other (Please specify)……………………….

SECTION B:

This section examines your understanding of motivation at the workplace. Please read each item carefully Tick (√) the appropriate answer that best describes your opinion for each of the statements.

1. Are you satisfied with the motivational packages available to employees in the district office? i). Yes ( )   ii) Not sure   ( ) iii) No   ( )

2. What motivates you as an employee at the district education office? Select all that apply

i) Money (salary) and bonuses ( ) ii) opportunity for growth ( ) iii) Training and workshops ( ) iv) Praise from superior for excellent performance ( ) v. Job security ()

vi) Other (Please specify) …………………………..

3. Are you satisfied with the current level of motivation? Very satisfied ( ) ii)   Satisfied ( ) iii) Not sure/neutral ( ) iv) Dissatisfied   ( ) v) Strongly dissatisfied ( )

SECTION BII:

In the table below are listed motivational factors, using a scale of 1 – 5, please read each of them carefully Tick (√) the appropriate answer that best describes your opinion in the case of your office or other educational directorates (offices) in the Northern region.

Strongly disagree = 1, disagree = 2, slightly disagree = 3, neither disagree nor agree = 4, slightly agree =5, agree = 6 or strongly agree =7 with it.

Codes	Items	1	2	3	4	5	6	7
ME 1	Frequency ofincrease in salary level.							
ME 2	When I get a bonusincreases, my jobperformance Increases							
ME 3	When I'm better remunerated, itincreases my job performance							
ME 4	Fringe benefits, promotion and security							
ME 5	Participation n institutional decision making							
ME 6	Goal clarity and collection staff performance							
ME 7	General working conditions							
MI 8	Praise for a job well donefrom my supervisor encourage me to perform my job better							
MI 9	When I get formal recognition such as certificate or honor of good service my job performance increases							
MI10	A family day offered by the officesto employees really motivates me to work harder during the year							
MI11	Informal recognition (Such as thank you, welldone etc) motivates me to improve my performance							

SECTION C:

The following items relates to organizational support. Please indicate your level of support based on the following 4-point Likert scale, where **Strongly disagree = 1, disagree = 2, slightly disagree = 3, neither disagree nor agree = 4, slightly agree =5, agree = 6 or strongly agree =7 with it.**

NO.	STATEMENT	1	2	3	4	5	6	7
JC1	The institution clearly conveys its mission to its employees concerning task allocated to them.							
JC2	There is good communication by the organisation to employees on what they are to do							
JC3	I have the relevant tools and resources needed to do my job effectively.							
JC4	When I have questions or concerns regarding my tasks in the office, my supervisor does address them.							
JC5	The amount of work expected of me is reasonable for a day.							
JC6	I feel underutilized here at the district office.							
OJ1	Job decisions are made by the district director in an unbiased manner.							
OJ2	My superiors make sure that all employee concerns are heard before work decisions are made.							

OJ4	Staff are allowed to challenge, or appeal job decisions made by our superiors							
OJ5	When decisions are made about me my superiors treats me with kindness and consideration							
OJ6	In light with decisions made about my job, my superiors discuss the implications of decisions taken with me.							
OJ7	My superiors explain very clearly any decisions made about my job.							
OR1	There are special monetary bonuses for sustained outstanding performance over a long period of time for staff.							
OR2	Satisfied with the bonus/tips/reward in the office.							
OR3	I receive higher salary and pay raise on a good performance.							
OR4	I am satisfied with promotional opportunities in the institution.							
OR5	I am satisfied with the regular and systematic financial policies regarding the increment of salaries and other monetary benefits							
OR6	There exist an effective opportunity for advancement.							
OR7	I am satisfied with the recognition for my contribution towards the institution.							

SECTION D:

The following items relates to access to training in organizations. Please indicate by circling the extent to which you agree or disagree with the following statements regarding issues of training in your organization.

Strongly disagree = 1, disagree = 2, slightly disagree = 3, neither disagree nor agree = 4, slightly agree =5, agree = 6 or strongly agree =7 with it.

Variables	1	2	3	4	5	6	7
1. I have attended training programs organized for senior staff of my organization							
2. I have been pleased with the training opportunities for senior staff in my organisation							
3. My organization has given me the opportunity to participate in training programs for senior staff							
4. I wish I could have more opportunity to attend/ participate in training programs for senior staff of my organisation							
5. My organization regularly organizes training programs for senior staff							
6. The content of training programs organized by my organization are good							
7. The training programs organized for senior staff of the organization are relevant							

SECTION E: JOB PERFORMANCE.

In the table below are list of questions used in assessing the performance of staff at the workplace. Using a scale of 1 – 5, please read each item carefully Tick (√) the appropriate answer that best describes your opinion for each of the statements below. **Strongly**

disagree = 1, disagree = 2, slightly disagree = 3, neither disagree nor agree = 4, slightly agree =5, agree = 6 or strongly agree =7 with it.

Codes	Items	1	2	3	4	5	6	7
TP1	I manage to plan my work so that i do it on time.							
TP2	I keep in mind the results that I have to achieve in the office.							
TP3	At work i am able to separate main issues from side issues.							
TP4	I am able to perform my work well with minimal time and effort.							
TP5	My collaboration with colleague staff is very productive.							
CP6	I take on extra responsibilities.							
CP7	I start new tasks or do request for new tasks when my old ones are done.							
CP8	I take on challenging work tasks, when available.							
CP9	I work at keeping my job expertise (skills and knowledge) up-to date.							
CP10	I help develop creative solutions to new problems.							
CP11	I keep looking for new challenges in my office.							
CP12	I do more than is expected of me.							

CP13	I actively look for ways to improve my performance at work.							
CWB14	I do complain about unimportant matters at work.							
CWB15	I often make problems greater than they are at work.							
CWB16	I focus more on the negative aspects of a work situation, instead of the positive aspects.							
CWB17	I do speak with people from outside the office about the negative aspects of my work and workplace.							
CWB18	I sometimes do nothing, while I should have been working.							

Thank you very much for your help