

**MOTIVATION AS PREDICTOR OF LECTURERS' JOB SATISFACTION:
INSIGHT FROM GHANAIA TECHNICAL UNIVERSITIES**

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ABSTRACT: *The purpose of the study was to examine the effect of motivation on job satisfaction of lecturers in the Technical Universities of Ghana. Two research hypotheses were formulated to direct the study. Descriptive survey design was used for the study. The accessible population comprised full-time lecturers and four Technical Universities. The Universities were selected through stratified random sampling technique. Purposive sampling technique was applied in selecting all the full-time lecturers. A sample of 400 lecturers was used for the study. Questionnaire was the main instrument used to elicit responses from the lecturers. The reliability coefficient of 0.74 was obtained from the pre-test. Pearson product moment correlation coefficient and linear multiple regression were used to analyze the data. The findings were discussed in relation to the literature. The study established statistically significant and positive relationship between motivation and job satisfaction of lecturers. Motivation was found to have statistically significant effects on lecturers' job satisfaction. It was recommended among others that Management of the Universities should sustain the use of motivation for lecturers. Ministry of Education needs to accelerate its efforts to make pay reward and fringe benefits more attractive to motivate lecturers and increase their satisfaction level for lecturing.*

KEYWORDS: job satisfaction, ill-motivated, extrinsic motivation, pay reward, fringe benefits, intrinsic motivation

INTRODUCTION

Generally, lecturers hold central position in the knowledge society through their traditional roles as educators and producers of knowledge. Lecturers work performance in the form of teaching, research and innovation is the bedrock of Universities. The society uses these activities to determine or rate the performance of Universities. Therefore, it is imperative that stakeholders seeking to influence the roles of Technical Universities in the knowledge society understand what influence Technical University lecturers to work effectively in the Universities.

Robbins and Judge (2008) posited that motivation is the process that accounts for an individual's intensity, direction and persistence of effort toward attaining a goal. This means that motivation determines how much efforts a person puts in his or her work, the direction to which those efforts are geared to and a measure of how long a person can maintain effort. A motivating job should make teachers feel personally responsible for lesson delivered. It must also provide results which intrinsically motivate teachers. Current ideas of employee motivation sought to tailor work environment and incentive structures to harness workers' untapped reserves of skills, ideas and other potential benefits to an organization (Robbins & Judge, 2008).

Job satisfaction is a positive emotional state from the appraisal of one's job (Lent & Brown, 2006). This suggests that employees form attitude towards jobs by taking into account their feelings, beliefs and behaviours. Employees' satisfaction is generally regarded as an important ingredient for institutional success. Successful institutions satisfy employees while poor job satisfaction can cripple an institution (Galup, Klein, & Jiang, 2008). Eight dimensions of job satisfaction which include pay reward, promotion, fringe benefits, staff development, recognition, conducive work environment, interpersonal relationship and sense of achievement were used in the study.

Job satisfaction affects levels of job dissatisfaction, absenteeism, grievance expression, tardiness, low morale, high turnover, quality improvement and participation in decision-making. These in turn affect the overall performance of the institution (Pitts, 2009; & Scroggins, 2008). As Technical Universities providing career-focused, education and training, they work symbiotically with industries to produce skilled manpower, based on current and future needs of industries. This focus has generated positive results and it is still on-going, as seen in the various programmes being offered by Technical Universities. In view of this, lecturers should be motivated and experience job satisfaction to boost their morale to work tirelessly to help the Universities achieve set target.

Research has shown that most lecturers are not satisfied with their work (Saani, 2015) which may in turn influence their work performance negatively. This implies that motivation and job satisfaction factors help to boost or thwart work performance of lecturers. The discussion so far has under scored the need for the researchers to examine Technical University lecturers' motivation and their job satisfaction in the various regions in Ghana.

Knowledge Gaps

Despite numerous researches on motivation and job satisfaction, some gaps still exist. Most studies conducted on motivation and job satisfaction are mainly focused on educational and industrial settings with attempts often made to adapt the findings to higher education (Saani, 2015; Friensen, Holdaway & Rice, 2009; Ankomah & Amoako-Essien, 2002). There is virtually no research conducted in Technical Universities of Ghana. This paper sought to fill this gap.

Efforts have been made to conduct research on motivation using teachers, administrators and employees of industries (Ampoful, 2014; Fuseini, 2018; Robbins & Judge, 2008). However, no effort seems to have been made to conduct empirical research using lecturers of Technical Universities in Ghana. This paper involves lecturers as participants of the study.

Motivation and job satisfaction research using multiple regression analysis to establish effects is non-existence in Ghanaian Technical Universities. These gaps motivated the researchers to examine the phenomena in question to fill the vacuum created in this field.

Problem Statement

Government has put in place many interventions such as the Single Spine Salary Structure, car maintenance allowance, increase in book and research allowances and other allowances to motivate lecturers' yet current evidence showed that lecturers are still ill-motivated and dissatisfied with regards to conditions of service (Saani, 2015). The allowances of lecturers seem to be discouraging, lack of accommodation, delay in payment of meagre allowances, delay in promotion, stoppage of abroad for further studies have probably lead to lecturers job dissatisfaction.

Literature searched also informed that employees' motivation is related to their job satisfaction (Safiullah's, 2015). Nawab, Bhati and Shafi (2011) submitted that attractive motivational packages have significant effects on job satisfaction. It is based on these issues that the study was conducted to find out effect of motivation on job satisfaction of Technical University lecturers in Ghana.

Purpose of the Study

The purpose of the study was to assess whether statistically significant relationship existed between lecturers motivation and job satisfaction. The study was to examine whether motivation has statistically significant effect on job satisfaction of lecturers' in the Technical Universities of Ghana.

Hypotheses Testing

H₁: There is statistically significant relationship between motivation and job Satisfaction of Technical Universities lecturers in Ghana.

H₀: There is no statistically significant relationship between motivation and Job satisfaction of Technical Universities lecturers in Ghana.

H₁: There is a statistically significant effect of motivation on job satisfaction of Technical Universities lecturers in Ghana.

H₀: There is no statistically significant effect of motivation on job Satisfaction of Technical Universities lecturers in Ghana.

Limitation of the Study

The study assumed that the selected lecturers had sufficient knowledge and understanding of the concepts of employee motivation and job satisfaction but these were not verified. These might have affected the validity of the study findings.

REVIEW OF LITERATURE

Motivation is a psychological force that determines the direction of a person's behaviour in an organization, a person's level of effort, and a person's level of persistence. The direction of a person's behaviour refers to many possible behaviours a person could engage in to help achieve a set of objectives and not to do something out of the ordinary. The effort determines how hard people work (Jones, Jennifer, George & Charles, 2000). The authors further posited

that employees should exert high levels of efforts to provide or perform to achieve good results. Persistence enables employees to continue to work regardless of obstacles (Jones et al., 2000).

Motivation

Motivation is a process by which individual is activated or energized to produce specific activity (Isen & Reeve, 2005). Cole (2004) viewed motivation as a process of choosing between alternative forms of behavior in order to achieve personal goals. Motivation could be intrinsic or extrinsic. Intrinsic motivation derives from within the person. It refers to the direct relationship between a worker and the task, and is usually self-applied. Intrinsic motivation includes achievement, accomplishment, challenge and competence which are derived from performing one's job well (Afful, 2004). Extrinsic motivation comes from the work environment external to the person and his or her work. Attractive salary, fringe benefits, enabling policies and various forms of supervisions are good examples of extrinsic of motivation (Mankoe, 2007). To achieve better employee satisfaction, both extrinsic and intrinsic rewards are significant and one cannot be substituted for the other. Employees who are well compensated but are made to work in environments which are not conducive or made to do repetitive work may leave for other organisations because of lack of intrinsic rewards. Employees who work in interesting and enabling work environment would leave because they would be dissatisfied with extrinsic rewards (Drake, Wong & Salter, 2007).

There are a wide variety of intrinsic motivations available which increase satisfaction and overall job related productivity of employees. Some of these rewards come in the form of job involvement, participation in decision making, job autonomy, task significance and recognition. These motivations have their merits in creating a highly satisfied workforce in an organisation. A study conducted by John and Ron (2009) on employee motivation revealed that financial motivation is not important in all situations. Motivation other than financial may also matter for the satisfaction of the employees. John and Ron added that intrinsic motivation rewards employees and have significant importance.

Job Satisfaction

Institutions are set up to employ people to work to achieve their objectives. People employed by institutions have needs and expectations being it professionals or non-professionals to fulfil. Therefore, it is imperative for the institutions concerned to ensure that these various needs and expectations are met for them to be satisfied and be productive. Robbins and Judge (2003) explain job satisfaction as a positive feeling about one's job, resulting from an evaluation of its characteristics. A person with a high level of job satisfaction holds positive feelings about the job. According to them, when people speak of employee attitudes, more often than not, they mean job satisfaction. Robbins and Judge noted that, in fact, the two are used interchangeably because of the high importance organisational behaviour researchers have given to job satisfaction. Mullins (2006) views job satisfaction as emotion, feeling, an attitude and a matter of perception. It results from an appraisal of an employee's experiences at work. Job satisfaction involves likes, dislikes, extrinsic and intrinsic needs. It is within an employee's control and yet also beyond his or her control.

Nawab, Bhati and Shafi's (2011) study also indicated a positive relation between employee compensation and job satisfaction. The study revealed that employees have greater job

satisfaction if they are compensated well. The study concluded that when organisations better compensate their employees, their satisfaction with the job increases. Furthermore, a study conducted by Abugre and Sarwar (2013) indicated that compensation induce positive job satisfaction. One of the major conclusions drawn from the study was that job satisfaction of employees stimulates their loyalty to organisations. The study however, recorded a very high level of dissatisfaction for employees pay and the amount of work they do.

Most researchers (Nawab et al., 2011; Saani, 2015; Safiullah, 2015) are of the view that for the success of an organisation, employers should hire talented employees and motivate them to increase productivity. Therefore, managers should ensure that employees are highly motivated so that the varieties of needs they bring to workplace could be satisfied. Also, motivational needs of people can be satisfied by ensuring that each employee is motivated by the work he or she performs which sometimes entails challenging jobs. This shows that organisations should satisfy employees' needs for economic security by paying them fairly and providing them with job security, for example, employees offices, good treatment, good work environment, rewarding employees' career, teamwork and cooperation. Social needs cannot be left out at workplaces as indicated in Maslow's hierarchy of needs. When organisations satisfy intrinsic, economic and social needs of employees, they make employees to have motivation, job satisfaction and good job performance (Cong & Van, 2013). Figure1. Shows a model of lecturers' motivation and job satisfaction and how motivation influences job satisfaction.

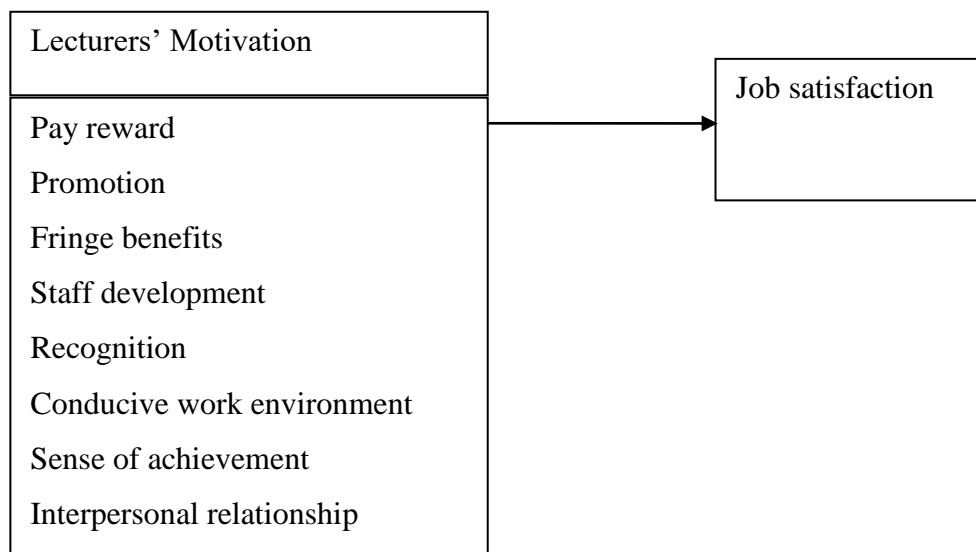


Figure 1: Model of Motivation and Job Satisfaction

Source: Adapted from Saani (2015).

As indicated in Figure 1, the influence can be both positive and negative depending on the circumstances. The reason is that, when employees are motivated being it intrinsic or extrinsic will definitely results in job satisfaction which affects job performance and finally increases productivity. Lack of motivation and job satisfaction affect job performance which results in low productivity. Therefore, exposing effective and efficient motivational strategies

and packages to employees will help in igniting their job satisfaction in the Technical Universities.

METHODOLOGY

The design

The study adopted descriptive survey design to find out the opinions of Technical Universities lecturers on motivation and job satisfaction. Fraenkel and Wallen (2000) support the use of descriptive survey design for this paper when they observed that in descriptive research, the conditions already exist and the researchers merely select relevant variables for analysis of the effects. The paper examined motivation and job satisfaction of lecturers as pertain in Technical Universities in Ghana. The design enabled the researchers to obtain responses on issues concerning lecturers' job satisfaction and motivation that affect satisfaction job (Peil, 1995). However, it is sometimes difficult to ensure that the statements to respond to are not misleading since survey results can vary due to the wording of the statements (Seifert & Hoffnung, 1991). In spite of the weaknesses, descriptive design was considered appropriate for the study because the researchers were interested in establishing effects of motivation on lecturers' job satisfaction.

Eligibility Criteria

The eligibility criteria were adopted to choose the needed respondents for the paper. It specifies the characteristics respondents must possess to be included in the study. The eligibility criteria were that lecturers are full-time, had taught for at least four years and therefore, they could make decisions regarding their motivation and job satisfaction in the Technical Universities.

Population

The target population for the study involved all lecturers of the 10 Technical Universities in Ghana while the accessible population was full-time lecturers in the four Technical Universities. Statistics from Educational Management and Information System of the Technical Universities in 2018 puts the population of full-time lecturers at 965.

Sampling Technique

Stratified random sampling technique was used to select four Universities in Ghana. The Universities were grouped into two strata namely; north and south and simple random sampling was used to select two Technical Universities from each stratum. Full-time lecturers in each of the four Technical Universities were purposively selected. The choice of this technique was guided by the fact that, lecturers in the four selected Technical Universities perform similar work and as such they would be in the best position to provide the required information to achieve the stated purpose for the study.

Sample Size

In all, 400 lecturers constituted the sample size for the study. The sample size represented approximately 42% of the accessible population. The acceptance of the percentage of the sample obtained was based on the recommendation of Gravetter and Forzano (2006) that in a descriptive survey, it is appropriate to select sample size of 10 to 40% of the accessible population.

Instrumentation

Questionnaire was the main instrument used to collect data from respondents because data from questionnaire are of limited interference on the part of researchers (Sarantakos, 1998). Questionnaire is mostly used in quantitative research because it is highly standardised and structured. The questionnaire was developed from the literature and it was based on the two variables (motivation and job satisfaction) measured. The items on the questionnaire were mostly multiple scores and therefore, likert-type scale was adopted. Likert-type scale was used because it allows responses to be ranked and provides single scores to a set of items (Sarantakos, 1998).

Reliability Test

The questionnaire was pre-tested at Cape Coast Technical University because it has similar characteristics as that of the four Technical Universities used in the main study. Cronbach Alpha was used to analyze data from the pre-test because the items were mostly multiple scores. The reliability coefficient obtained was 0.74. The pre-test enabled the researchers to delete and reframe those items which were not clear and misleading.

Questionnaire Administration

The data collection process started from April 19, 2018 and ended on May 26, 2018. A period of five week was used to collect the data. The data collection was carried out in three stages. Stage one was the collection of list of full-time lecturers in each Technical University, stage two was the distribution of the instrument to respondents and stage three was the retrieval of completed questionnaire. On the whole, out of the 400 respondents visited, 356 submitted completed questionnaire putting the response rate at 89%.

Data analysis

With the help of Statistical Product and Service Solutions (SPSS) Version 21.0, Pearson product moment correlation coefficient was used to analyze hypothesis one. This was to establish relationship between motivation and job satisfaction. Linear multiple regression was used to analyze hypothesis two. This was to determine the effect of motivation on lecturers job satisfaction.

RESULTS

The following hypotheses were tested:

Hypothesis One:

H_i: There is statistically significant relationship between motivation and lecturers job satisfaction in the Technical Universities of Ghana.

H_o: There is no statistically significant relationship between motivation and lecturers job satisfaction in the Technical Universities of Ghana.

In testing hypothesis one, lecturers' views on the eight dimensions of motivation were used as independent variables while overall job satisfaction was the dependent variable. Results of the correlation are shown in Table 1.

Table 1: Relationship between Motivation and Job Satisfaction of Lecturers

Dimensions of Motivation	Overall Job Satisfaction	
	Correlation coefficient (r)	Sig.
Pay reward	0.217**	0.001
Promotion	0.311*	0.025
Fringe benefits	0.197*	0.037
Staff development	0.426**	0.000
Recognition	0.457**	0.000
Conducive work environment	0.544**	0.000
Sense of achievement	0.326**	0.000
Interpersonal relationship	0.336**	0.000
Overall Motivation	0.564**	0.000

Source: Field Survey, 2018. ** $p < .01$ (one-tailed testing), * $p < .05$ (one-tailed testing)

As indicated in Table1, there was statistically significant, strong and positive relationship between conducive work environment and lecturers job satisfaction ($r = 0.544$, $p < 0.01$). Again, recognition ($r = 0.457$, $p < 0.01$), staff development ($r = 0.426$, $p < 0.01$), sense of achievement ($r = 0.326$, $p < 0.01$), Promotion ($r = 0.311$, $p < 0.05$) and interpersonal relationship ($r = 0.336$, $p < 0.01$) had statistically significant, positive and moderate relationship with lecturers' job satisfaction. However, fringe benefits ($r = 0.197$, $p < 0.05$) and pay reward ($r = 0.217$, $p < 0.05$) recorded statistically significant, positive and weak relationship with lecturers' job satisfaction ($r = 0.197$, $p < 0.05$). The results indicated statistically significant, positive and strong relationship between overall motivation and overall job satisfaction ($r = 0.564$, $p < 0.01$).

Hypothesis Two:

H₁: There is statistically significant effect of motivation on lecturers' job satisfaction in the Technical Universities of Ghana.

H₀: There is no statistically significant effect of motivation on lecturers' job satisfaction in the Technical Universities of Ghana.

In testing hypothesis two, linear multiple regression analysis was conducted. As indicated in Table 2, only one model was considered in order to examine the effects of the independent variables on the dependent variable. The eight dimensions of motivation were pooled together to generate two variables namely intrinsic and extrinsic motivations. The two variables were entered as independent variables. The overall job satisfaction was used as the dependent variable. Table 2 presents the scores.

Table 2: Effects of Motivation on Lecturers' Job Satisfaction

Variables	Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
	B	Std. Error	Beta	T	Sig.	Tolerance Value	VIF
(Constant)	1.220	0.267		4.561	0.000		
Intrinsic motivation	0.320	0.076	0.500**	4.222	0.000	0.505	1.980
Extrinsic motivation	0.168	0.074	0.217*	2.275	0.027	0.782	1.279
R	0.795						
R Square	0.631						
Adjusted R Square	0.603						

Source: Field Survey, 2018.

**p < 0.01, *p < 0.05 (N = 356)

Dependent variable: Lecturers' job satisfaction

Predictors: (Constant), intrinsic motivation, extrinsic motivation

Prior to the test, a diagnostic test was conducted to check for the presence of multicollinearity among the variables. This was used to examine the possible undesirable situation where the correlations among the variables were too high. SPSS Version 20.0 was used to assess the Variance Inflation Factor (VIF) that measured multicollinearity in the regression model since multicollinearity misleadingly inflates the standard errors. The Tolerance Values for intrinsic and extrinsic motivations were above .01 and the Variance Inflation Factors (VIF) was above 10. The preliminary analyses showed that the contribution of the independent variables to the prediction of the dependent variable largely was not as a result of the strong association between the variables. Therefore, the assumption of multicollinearity was not violated.

As revealed in the Table 2, the significant value for intrinsic motivation was .000 while extrinsic motivation had significant value of .027. The total contribution of the dependent and independent dependent variables (R square) was 0.631 with an adjusted R² of 0.603. In the model, intrinsic motivation recorded Beta weight of 0.500 ($\beta = 0.500$, $p < 0.01$). This was followed by extrinsic motivation ($\beta = 0.217$, $p < 0.05$). Both variables predicted job satisfaction. It appears intrinsic motivation explained the bulk of the variance in job satisfaction ($\beta = 0.500$, $t = 4.222$, $p < 0.01$). It could be concluded that intrinsic and extrinsic motivations have effects on Technical University lecturers' job satisfaction in Ghana.

DISCUSSION OF FINDINGS

On hypothesis one, as to whether significant relationship existed between lecturers motivation and job satisfaction, the study established statistically significant, positive and strong relationship between the motivation and job satisfaction. The finding means that motivation and job satisfaction are related. That is, lecturers who have received motivation in teaching are more likely to be satisfied with the job. It could be concluded from the finding that lecturers of Technical Universities perceived motivation such as staff development, recognition, conducive work environment, sense of achievement, interpersonal relationship, promotion, pay reward and fringe benefits more positive. The implication is that if lecturers' view the various forms of motivation in positive terms, there will be an increase in their job

satisfaction. Thus, the kind of motivation lecturers receive in teaching is significantly related to their job satisfaction. In essence, the null hypothesis postulated earlier for the study was not confirmed because there was insufficient evidence to support the claim that lecturers motivation has no statistically significant relationship with their job satisfaction. This finding is consistent with Saani's (2015) submission that the more teachers are happy with the various forms of compensations given to them, the more satisfied they become with the job they perform. The finding further supported Safiullah's (2015) finding that employees overall satisfaction with the job is positively correlated with the high motivation packages given to them. The finding is also in agreement with John and Ron's (2009) finding that intrinsic motivation rewards employees and have significant importance on their outputs.

On hypothesis two, the study revealed that lecturers' motivation has a statistically significant effect on their job satisfaction. Considering the two independent variables included in the multiple regression, the significant regression coefficients of intrinsic and extrinsic motivations predicted job satisfaction. The largest beta weight obtained by intrinsic motivation means that the variable made unique significant contribution in explaining the variance in job satisfaction. Intrinsic motivation was the overall best predictor of lecturers' job satisfaction. This shows that intrinsic motivation packages such as recognition, staff development, sense of achievement, work environment and interpersonal relations are able to influence lecturers' job satisfaction more than that of extrinsic motivation packages such as pay reward, promotion and fringe benefits. It could be deduced from the discussion that intrinsic and extrinsic motivations have effects on lecturers satisfaction with the job. The R^2 of .0 631 indicated that 63.1% of the variance in overall job satisfaction is explained by motivation. A unit change in motivation will improve job satisfaction by the average of 63.1%. This means that both intrinsic and extrinsic' motivation explained nearly 63.1% of the variance in job satisfaction. The remaining 36.9% could be accounted for by other variables which were not included in the model. This shows that when Technical Universities better reward lecturers, their satisfaction with the job increases. Unattractive rewards packages reduce lecturers performance and in the long run, affect achievement of the goals of Technical Universities. Therefore, we fail to reject the alternate hypothesis because there was sufficient evidence to support the claim that lecturers motivation has statistically significant effect on their job satisfaction. The finding is in line with Nawab et al.'s (2011) finding that employee reward systems have significant effects on their job satisfaction and work output. The findings further strengthened Saani's (2015) assertion that rewards other than financial may also matter for the satisfaction of employees.

CONCLUSIONS

The study established statistically significant, positive and strong relationship between motivation and job satisfaction. It could therefore be concluded that provision of motivational packages such as staff development, recognition, conducive work environment, pay reward and fringe benefits are likely to increase lecturers satisfaction with the job which in turn may boost their productivity level in the Technical universities.

The study also revealed statistically significant and positive effect of motivation on lecturers' job satisfaction. This shows that effective use of motivation cannot be ignored since it plays a very crucial role in increasing job satisfaction level of lectures. It could thus, be concluded

that lecturers' job satisfaction depends on their motivation for effective work to be done, which will influence the quality of lecturing and in the long run, helps to impact positively on the Technical Universities performance.

Implications

The outcomes of the study have some implications concerning motivation and job satisfaction of lecturers. The significant and positive relationship between lecturers motivation and job satisfaction implies that job satisfaction of lecturers depends on effective use of motivation strategies. Therefore, motivation is important in determining lecturers job satisfaction.

The statistically significant and positive effect of motivation on job satisfaction implies that these variables may be necessary in explaining appropriate and efficient use of motivation strategies by Management of Technical Universities. Management that wants to improve teaching activities of lecturers may pay attention to managing motivational issues that influence job satisfaction. Application of motivation strategies would greatly minimize lecturers' job dissatisfaction which could lead to high job performance.

Policy Recommendations

1. It is recommended based on the findings that there is a continuous need for Management of Technical Universities to reinforce the provision of motivation packages to encourage lecturers to be more dedicated to the Universities.
2. Management needs to sustain the use of intrinsic motivation regularly since lecturers are continuously performing their roles as educators to help the Technical Universities achieve the goal of producing middle level manpower needs for Ghana.
3. Ministry of Education needs to accelerate its efforts to make pay reward and fringe benefits attractive to motivate lecturers and increase their satisfaction level for lecturing.
4. The Ministry of Education should institute national awards for best lecturers as a motivator to boost their morale and also become committed to the job.

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