

PROJECT ABSTRACT

Master of Business Administration

Adventist University of Africa

School of Postgraduate Studies

TITLE: STRATEGIES TO ENHANCE EMPLOYEE MOTIVATION TO IMPROVE PERFORMANCE AT SELECTED CAMEROONIAN SEVENTH-DAY ADVENTIST SECONDARY SCHOOLS: THE CASE OF YAOUNDE ADVENTIST SECONDARY SCHOOL AND ODZA BILINGUAL ADVENTIST ACADEMIC COMPLEX

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In Cameroonian Adventist secondary schools, both intrinsic and extrinsic factors used to motivate employees contribute to increased employee performance. To assess the level of motivation of Yaoundé Adventist Secondary School and Odza Bilingual Adventist Academic Complex employees, to examine the relationship between employee motivation and performance, and to find strategies to motivate employees that will enhance job performance, the researcher used cross-sectional survey and focus group discussion to solicit the opinions of 239 employees from the YASS and the OBAC.

The findings revealed that there was no relationship between employee motivation and performance at both schools. Participants suggested that the most

important factor to motivate employees is achievement with a mean of 4.14, followed by advancement (3.88), growth (3.79) and work itself (3.73).

The researcher recommended that management should take steps to improve working conditions, salary and incentives, and training in order to get the employees who contribute their maximum effort to improve their performances at the selected schools.

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THE CASE OF YAOUNDE ADVENTIST SECONDARY SCHOOL
AND ODZA BILINGUAL ADVENTIST ACADEMIC COMPLEX

A project

presented in partial fulfillment

of the requirements for the degree

Master of Business Administration

by

Philippe Didier Njanga Bello

April 2018

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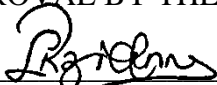
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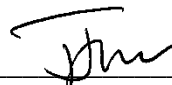
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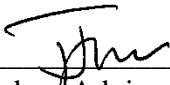
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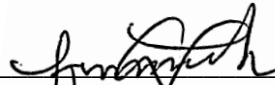
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Dedicated to my family

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LIST OF ABBREVIATIONS

M:	Mean
Non-SDA:	Non Seventh-day Adventist
OBAC:	Odza Bilingual Adventist Academic Complex
SD:	Standard Deviation
SDA:	Seventh-day Adventist
YASS:	Yaounde Adventist Secondary School

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Thank you very much and may the Lord bless abundantly each of you!

Glory be to God!

CHAPTER 1

INTRODUCTION

Background of the Study

Performance in the workplace is becoming a vital concern for organizational management. Managers need employee's input to achieve organizational goals and objectives. To survive and to be successful in a highly competitive environment, organizations need to improve the performance of their human resources. In recent times, due to globalization, organizations are subject to various changes. In order to compete on a global marketplace, these organizations are turning to their workforce. Today's managers are looking at the strategies to improve the performance of their employees.

One factor that determines good performance is a high level of motivation. In simple terms, work motivation can be defined as an inner force pushing the individual to act towards organizational goals as he perceives them. It is an effort's optimization toward a specific goal, not single energy expenditure. Studies by Gomez-Mejia, Balkin and Cardy (2012), as well as Dongho (2006) have shown that there is a positive relationship between employee motivation and job performance.

Based on the information derived from review of literature and from the case studied organizations, it is clear that the determination of the effect of motivation on the job performance of the employees is very relevant and important.

The focus of this study is to assess the level of employee's motivation on job performance, and to find strategies to enhance and sustain the motivation of

employees at Yaoundé Adventist Secondary School (YASS) and at Odza Bilingual Adventist Academic Complex (OBAC). These secondary institutions have good reputation in the country and the Cameroon Union Mission of the Seventh Day Adventist Church.

Both institutions are located at Yaoundé, the political capital and headquarter of the central region of Cameroon.

Vroom (1964) as cited in Robbins and Decenzo (2004), affirms that motivation refers to a process governing individual choices among different forms of voluntary activities. Motivation helps to determine how much effort a person puts in his or her work, the direction to which those efforts are geared and a measure of how long a person can maintain effort. Therefore, motivation may answer the question of why the workers of Yaoundé Adventist Secondary School (YASS) and Odza Bilingual Adventist Academic Complex (OBAC) do what they do and consequently find strategies to motivate them.

Research Problem Statement

Employee's motivation is a critical factor to performance. Though Yaoundé Adventist Secondary School (YASS) and Odza Bilingual Adventist Academic Complex (OBAC) are committed to providing excellent and quality educational services to the community; no empirical study has been conducted to assess the level of employee's motivation and no deliberate strategy has been put in place to enhance and sustain the motivation of their employees. Hence, the main objective of this study was to examine the level of employee's motivation and find strategies to enhance motivation among the personnel of the Yaoundé Adventist Secondary School (YASS) and Odza Bilingual Adventist Academic Complex (OBAC).

Research Questions

The following research questions are constructed in relation to research aim and objectives:

1. What is the level of motivation of the employees of YASS and OBAC?
2. What are the factors that influence the level of motivation of these employees?
3. What is the level of performance of YASS and OBAC?
4. To what extent does motivation affect the level of performance at YASS and OBAC?
5. What kind of strategies can be used by the YASS and OBAC managers to motivate their employees that will enhance job performance?

Null Hypothesis

Ho: Motivation has no effect on the performance of employees at the YASS and the OBAC.

Significance of the Study

This study will be of immense benefit for the YASS and OBAC managers and for other managers of secondary schools for improvement of quality education. The results will enlighten the managers about what motivates their employees. It will serve as a guide to the Education Department of the church, in planning for success by making right choices. The study will also help in increasing the pool of knowledge for other researchers to use in their own studies.

Scope and Limitations of the Study

This study assessed the level of employee's motivation on job performance as a basis of proposing strategies to enhance and sustain the motivation of YASS and OBAC employees which are faith-based nonprofit organizations. Primary data was

collected from employees of these institutions through questionnaire survey. Secondary data also was collected from the records of both schools that helped determine the level of performance of the workers. The study focuses only on the impact of motivation on job performance and no other dependent variable (for example: financial performance). The results may not be generalized to other types of institutions or other types of situations where the focus would be on other independent variables.

Operational Definitions of Terms

Some terms are important in this study, such as: Herzberg's two factors theory, job performance, employee motivation, intrinsic motivation, extrinsic motivation, extrinsic rewards, intrinsic rewards, achievement, advancement, recognition, work itself, growth, organization policies, relationship with supervisors, relationship with peers, working conditions, salary and wages, and work security.

Herzberg's two factors theory: Also known as Herzberg's motivation-hygiene theory and dual-factor theory, this theory states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction. It was developed by the psychologist Frederick Herzberg who theorized that job satisfaction and job dissatisfaction act independently of each other.

Job performance: Job performance is the set of factors and characteristics of activities that are expected from employees of an organization, and how well those activities were executed.

Employee motivation: It is a set of internal and external factors that stimulate desire and energy in employee to be continually interested and committed to a job. It is also in the will to provide a major effort to achieve the goals of the company, will that is conditioned by the ability of said effort to meet a personal need.

Intrinsic motivation: It refers to behavior that is driven by internal rewards. This kind of motivation is a force that arises from within the individual, because it is intrinsically rewarding.

Extrinsic motivation: Motivation to engage in a behavior in order to earn external rewards or avoid punishments.

Intrinsic rewards: Rewards that come from within a person and are not tangible. They are very important to the individual, such as a sense of accomplishment.

Extrinsic rewards: Rewards those are tangible and external. They are physical and visible rewards given to employees for achieving something. For example, fringe benefits such as a company's car, and bonuses.

Achievement: Achievement is the extent to which an employee has completed organizational and individual goals. The process of completing with success, a task.

Advancement: The act of moving forward. It is the improvement of a situation at work. It is also the progression to a higher position in the workplace.

Recognition: The recognition is the acknowledgement of the service offered, the work of an employee; it is the appreciation of the work done by someone, the acknowledgement of his merit.

Work itself: The value of the work; the meaning of the work for an employee.

Growth: The improvement, enhancement and development of all aspects of the person (physically, emotionally, mentally, financially, etc.). It is the process of improving oneself through the work.

Organization policies: A set of policies, principles, procedures, guidelines and rules set up by the organization for the achievement of its objectives.

Relationship with supervisors: The extent to which an employee works with its supervisors. It is the type of collaboration that exists between subordinates and supervisors in the organization.

Relationship with peers: The extent to which an employee works with its colleagues. It is the type of collaboration that exists between co-workers in the organization.

Working conditions: The conditions in which employees work in the organization. There are legal and physical environment of the organization. There are also general circumstances affecting labor in the workplace.

Salary and wages: Fixed or by hour remuneration paid to employees in exchange of the work performed.

Work security: Practices and measures providing to employees a safe place to work.

CHAPTER 2

REVIEW OF LITERATURE

This chapter discusses and explains some major issues and concepts regarding employee motivation and performance. Literature review is very effective and helpful to investigate existing theories and practices in relation to the effect of job motivation on employee's job performance and to the strategies to enhance employee motivation within organizations, case of Yaoundé Adventist Secondary School (YASS) and Odza Bilingual Adventist Complex (OBAC).

Employee Motivation

Motivation is a very important part of understanding behavior. Many recent theories of organizational behavior find motivation important for the field to emphasize behavior. There are abundant definitions of motivation. Therefore, these definitions have in common the inclusion of words such as “desire”, “want”, “wishes”, “aim”, “goals”, “needs”, and “incentives”. According to Miner, Ebrahimi, and Watchel (1995), motivation consists in a system sense of three interacting and independent elements, i.e., needs, drives, and incentives.

For Stoke (1999), motivation is a human psychological characteristic that contributes to a person's degree of commitment. Stoke (1999) as cited in Adeyemo (1999) says that there are basic assumptions of motivation practices by managers which must be understood. The first one is that motivation is commonly assumed to be a good thing. One cannot feel very good about oneself if one is not motivated. The second assumption is that motivation plays a crucial role on a person's performance.

Here, motivation acts as a drive force, a stimulator that pushes an individual to achieve goals and objectives; to achieve high and quality performance. Third, motivation is for managers in short supply and in need of periodic replenishment. Motivation is also for them an important tool to handle their organizations. Bartol and Martin (1998) consider motivation as a powerful tool that reinforces behavior and triggers the tendency to continue.

Theories of Motivation

The topic of motivation has been studied by proficient academicians and scientists over decades, which can be applied into the workplace. Some theories that have been proven and accepted by the society include Maslow's hierarchy of needs, Herzberg's two-factor theory, the four motivators' theory, the expectancy theory, and the PERMA model.

Maslow's Hierarchy of Needs

The proficient psychologist, Abraham Maslow discovered in 1943, the hierarchy of needs theory. This theory states that every person has needs that to be met. In a triangular and pyramidal presentation, Maslow established that people are motivated to fulfill their own needs, starting at the bottom of the pyramid and working to achieve the goals of the next layer to the top sector. One is not able to move on to the next level of the pyramid until the needs of the level are met. Once they move to the next level, those needs must be met and if they are not, then it is possible to fall back down the pyramid.

Figure 1 (next page) shows the different stages of the pyramid of needs.

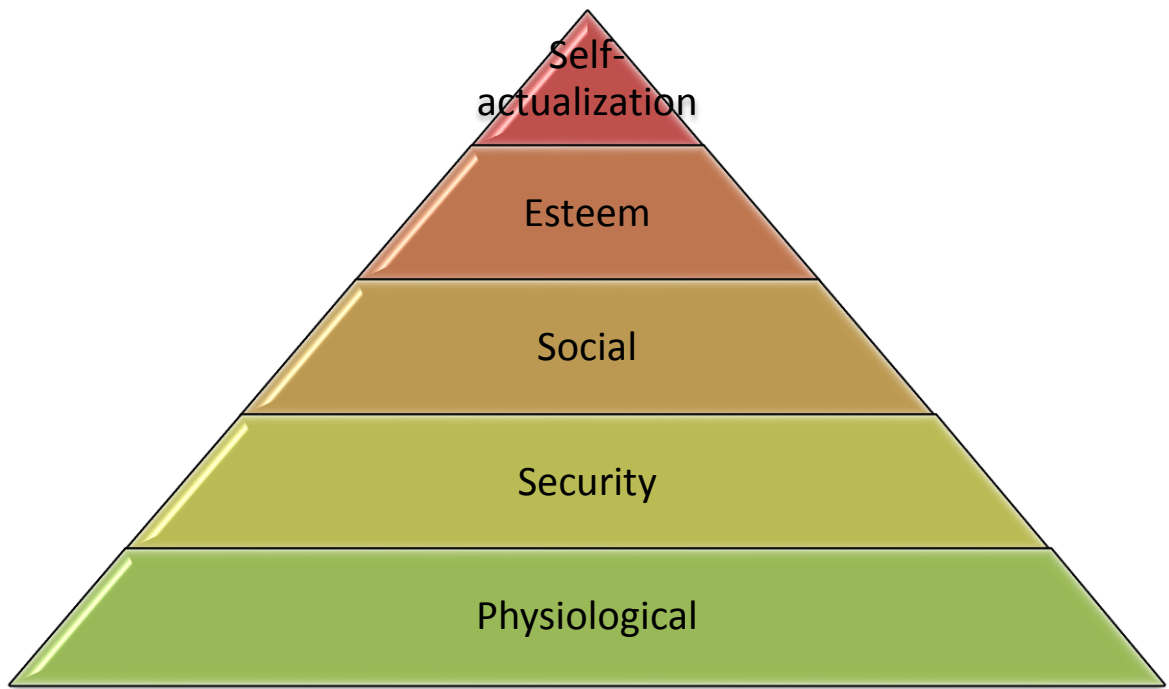


Figure 1. Maslow's Pyramid of Needs

Retrieved from: "Motivation Theories" [http://web.dcp.ufl.edu/hinze/MOTIVATION THEORIES.htm](http://web.dcp.ufl.edu/hinze/MOTIVATION_THEORIES.htm)

The first level is the psychological needs. These are the basic needs that are to be met in order to survive, including food, water, clothing, sleep, sex, air, and shelter. The second is security. It's means that the person's surroundings are not threatening to them or their family. Security or safety needs contain security of environment, employment, resources, health, property, etc. If the environment seems to be safe, then it means that there is a sense of predictability or stability in the surroundings. Security could also include financial security so that there is no financial uncertainty in the future. This could be achieved by creating a retirement package, securing job position, and insurance. The third level is affiliation. It is the need to feel a sense of belonging or to be loved. In the workplace, this means to feel as though they are a part of the group and included in the work. It is very important in the workplace that

people to be accepted by others. Briefly, social or belongingness needs include love, friendship, family, intimacy, etc.

The fourth level is the esteem. This is the view that one has of himself.

Esteem's needs include confidence, self-esteem, respect, achievement, etc. The person must have a high self-image and encompass self-respect. Those who are in this level have feelings of self-worth and the need for respect from others. The fifth and last stage of the hierarchy of needs is self-actualization. In this stage, people suppose the need of morality, creativity, and problem solving. In this particular level, the talents of the person are being completely utilized. According to Maslow, no one is ever completely self-actualized; people are always striving to be better and use their talents in new and various ways. This is important to motivation because individuals must be motivated to fulfill their needs and strive for the next level until they reach self-actualization. In fact, as argues Baldoni (2005), needs act as motivators that push individuals to care for themselves and live a rich life.

Herzberg's Two-factor Theory

Born in 1923 and passed away in 2000, Frederick Herzberg was a proficient American psychologist and a Management professor and author. He found the Two-Factor Theory also known as the Motivation-Hygiene Theory. Commonly related to Maslow's hierarchy of needs, this theory is based on the study of the redesigning of jobs in terms of factors that were connected to the job itself as explained by Ramlall (2004). Herzberg discovered factors that he labeled as motivators, or job content factors; and hygiene factors, or job context.

According to Shanks (2012), motivators or job content are generally focused on work. These included achievement, work itself, advancement, recognition, responsibility, and growth. These factors are usually about the satisfaction with job.

Hygiene factors or job context are factors that are related to job dissatisfaction. For Doyle (2004), these factors include for example the company organizational policies, administration, status, salary, job security, working conditions, personal life, and interpersonal relations. Even if the organization can control many of these factors, some of them are over his control, such as personal life and interpersonal relationships.

Herzberg has established the relationship between that factors and the theory of needs and found that the growth needs or the highest level of needs are the only real motivators of employees. According to him, employees are motivated by the existence of motivating factors, but are only dissatisfied, not unmotivated, by the hygiene factors. On the other hand, the absence of hygiene factors can create job dissatisfaction, but that does not mean that their presence automatically create motivation. Ramlall (2004) advanced the argument that when job is fully enriched, employees become more motivated, because they have the opportunity for achievement and recognition, stimulation, responsibility, and advancement.

Islam and Ismail (2008) and Al-Mekhlafie (1991) observed that in terms of motivation among employees, hygiene factors dominate the motivators. In fact, these factors are the conditions that surround doing the job and operate primarily to dissatisfy and de-motivate employees when they are not present.

However, the presence of such conditions does not necessarily build strong motivation as stated Gibson (2000). This is why the combination of hygiene factors and motivators is the best way to create and maintain high level of motivation among the employees.

The Four Motivators

The four motivators is a theory studied in 1973 by Lepper, Greene, and Nisbett. This model states that there are four commonly defined motivations which include: extrinsic motivation, intrinsic motivation, introjected motivation, and identified motivation. Extrinsic motivation comes from external factors and the actions are done because of what has been said. This means that if we are told to do something, we do it because of extrinsic motivation; e.g., because we are payed to do it, or because we fear the consequences of not doing it. Here, the behavior is sustained by the environmental reward or punishment contingencies.

Intrinsic motivation is done for reasons that are internal to one self. It is for self-satisfaction, individual desire to do what I do, and not for the fear of a consequence. Here the reward is within the action itself and does not need external factors to steer behavior. That is when we do something because it is good to do it without thinking about external forces or motives.

Introjected motivation also comes from within one self, but the sense of culpability is behind it. In other words, if the action to do is not done, then the person is filled with guilt. The main difference between introjected and intrinsic motivations is the feeling of guilt. For introjected motivation, the behavior is sustained by the desire to avoid internally imposed guilt and recrimination. For example, I do my work to earn money to sustain my family because I feel guilty if I don't.

The last type of motivation among the four is the identified motivation. Identified motivation is defined as when person knows that a task needs to be completed but does nothing to complete it. The behavior of identified motivation is sustained by the desire to express important self-identification. For example, do work

because it is what I want to do. These different types of motivations can be explained in the following table.

Table 1. The four different types of motivation

Direction	Action	Non-Action
External	Extrinsic	Identified
Internal	Intrinsic	Introjected

Source: Burton, K. (2012), A study of motivation: How to get your employees moving; External vs. Internal motivation

According to Burton (2012), these four different definitions help define the different types of motivation that employees encounter. For a chosen employee, as intrinsic motivation rises, extrinsic motivation decreases because the person starts to look only for personal satisfaction instead of external rewards. There should always be a combination of both, but the person in essence must be able to motivate from within to truly gain worth or a feeling of self-accomplishment from a task or individual goal. There are also intrinsic and extrinsic rewards. Intrinsic rewards come from within a person and are not tangible. They are very important to the individual, such as pride. Extrinsic rewards are given by another person and are tangible. The individual must prove themselves to someone in order to obtain the reward, such as a bonus.

Expectancy Theory

Developed by Victor Vroom in 1964, this theory proposes that an individual will decide to behave or act in a certain way because they are motivated to select a specific behavior over other behaviors due to what they expect the result of that selected behavior will be. Motivation is a product of the anticipated value to a person in an action. For Vroom, motivation is a force that may be expressed mathematically.

Motivation is the sum of the products of valences and expectations. The mathematic expression is:

Motivation (force) = Valence x Expectancy.

The valence is the strength of the preference of individual for an outcome or goal. This strength may be negative or positive. Negative strength includes fear demotion or transfer to less important job. Positive strength takes into consideration the fact that individual can be a prospect for promotion.

Expectancy is the probability that a particular action will lead to a required outcome. If the employee has a particular goal, some behavior has to be produced to accomplish that goal. The employee will select the most successful behavior among those that will achieve the desired goals. For Vroom, the motivation of the employee may be augmented by changing the perception or by boosting the expectancy through managerial tools such as better communication, and reward system.

Burton (2012) recognizes that Vroom's expectancy theory easily works in the context of management by objectives. However, it is difficult to apply it. This is because the theory deals with what employees think and expect. It is about the relationship between effort and performance, performance and outcomes, outcomes and satisfaction. Briefly, it is all about values.

PERMA Model

This theory proposed by Dr. Martin Seligman describes five essential factors as important to the wellbeing of every human being. There are: Positive emotions, Engagement, Relationship; Meaning and Accomplishment/achievement (PERMA). Positive emotions include peace, joy, love, hope, etc. People need to experiment things that give them pleasure so that they can incorporate them into daily life.

People need also to be engaged in the work. The engagement in work creates valuable, concentrating and enjoying moment. In other words, the engagement in work decreases the amount of distractions and interruptions; and it keeps the employee alert and motivated.

The next category of the model is the relationship with people around. People who have meaningful relationships with those around them are happier than those people who do not. That is why it is very important for employee to create relationship with the colleagues and in turn, better work environment. Also, human beings need meaning. In fact, every human being needs to do activities that give life meaning and enjoyment to help enhance their well-being. It is why people want to engage in activities that make a difference internally or externally. Lastly, people need to have achievements and accomplishments in their lives. Some accomplishments can be done to better one's self.

According to Burton (2012), all these five categories add up to the long-lasting well-being of a person. With them, an employee will be more motivated and will have a better work attitude. Consequently, it will help to create good climate in the workplace, and a competitive advantage for given organizations.

Motivation of Employees

Factors that Influence Motivation of Employees within Workplace

Tracy (2014) mentions the following four factors influencing motivation: the leadership style, the reward system, the organizational climate, and the structure of the work. The appropriate leadership style depends on the goals and objectives of the organization, the people within the company, and the external environment. Apart from the traditional leadership styles, Tracy identifies other styles such as telling,

selling, persuading, and participating. Each of these styles is appropriate depending on whether the employee is new or experienced, and whether there is ample time or urgency in completing the task. Sometimes, the manager is required to use different leadership styles for different people under differing circumstances.

Every organization is characterized by a particular type of reward system, often differing from person to person and from department to department. People respond to incentives. As LeBoeuf (1985) says, "What gets rewarded gets done." If you want more of something in an organization, simply increase greater rewards for that behaviour. If you want less of an activity in an organization, simply reduce the rewards, or increase the punishment or disapproval for that behaviour.

The organizational climate is deliberately created and maintained by management. It largely consists of the way that people treat each other up and down the line. This affects the implication and motivation of employees. When people work in adequate and appropriate organizational climate, they are happiest, most productive, and creative.

The structure of work plays an important role in employees' motivation. Some work is inherently motivational, requiring creativity, imagination, and high levels of energy. Work that involves communicating, negotiating, and interacting with other people in order to gain their cooperation to get the job done quickly and well brings out the best energies of the individual. It is exciting and challenging. It is usually highly rewarding as well.

However, an enormous amount of work must be standardized, routinized, and made relatively unexciting in order to be done efficiently and cost effectively. It is hard to motivate factory workers who work on a production line all day and whose activities are carefully monitored and regulated to ensure maximum levels of

productivity. Effective organizations are always trying to structure the work so as to match the nature of the work with the nature of the employee and to make the work as interesting and enjoyable as possible.

Hodgetts (1991), joining Tracy (2014) has identified some organizational factors that influence motivation. There are: pay and benefits, promotion, job itself, leadership, work group, working conditions. According to him, the level of motivation will depend on the acceptability of the system in operation, be it a system based on merit, or seniority, or whatever combination of the two. This would embrace (a) Skills variety- the extent to which the job allows a worker to use a number of different skills and abilities in executing his or her duties, according to Glisson and Durick (1988); (b) interest and challenge derived in the job, particular moderate challenge, for Katzell and al. (1992); and (c) lack of role ambiguity- how clearly the individuals understand the job as state Glisson and Durick (1988). Hodgetts (1991) recognizes that where working conditions are good, comfortable, and safe, the setting appears to be appropriate for motivating employees; and it seems for Spector (1997) to be a common assumption that employees, who are motivated, should also be more productive at work. According to Witt and Nye (1992), the importance of equitable reward is a factor to consider in the area of employee motivation. One could add fair promotion policies and practices to fair pay. For Miller and Monge (1986), as cited by National Academy Press (1997), there has been endorsement of people-centered or participative leadership as a determinant motivation. According to Hodgetts (1991) it would appear that good intra-group working and supportive colleagues have value in not permitting job 'demotivation' and dissatisfaction to surface, rather than in promoting motivation.

Hackman and Oldham's (1976) model of job enrichment as cited in <https://www.yourcoach.be/en/employee-motivation-theories/hackman-oldham-job-characteristics-model.php>, propose that jobs can be made more motivating by increasing the following: skill variety (the number of different skills required by the job), task identity (the degree to which the job produces something meaningful), task significance (the importance of the work), autonomy (the degree to which the individual has freedom in deciding how to perform the job), and feedback (the degree to which the individual obtains ongoing).

How to Measure the Level of Motivation

Measuring the level of motivation of the employees is very challenging because motivation is a qualitative rather than a quantitative value.

One of the most frequently adopted approach to measuring employee motivation involves the use of rating scales that are standard instrument that are designated to provide feedback on specific examples of employee motivation. He also mentioned that there are other techniques for measuring employee motivation such as critical incidents and interviews. The technique in which the employees are requested to focus on some situation or incident that is related to motivation is known as critical incident technique where the employees experience greater freedom to express themselves, unlike the situation with rating scales. Another technique is interview, that is regarded as more open-ended approach than critical incidents and where interviews offer interviewee wider scope in terms of response. Moreover, to measure level of employee motivation is very subjective approach. The psychometric tools are the most effective and efficient to measure level of employee motivation. Other tools that can be used to measure employee motivation include- global measure that

measures the overall motivation; facet measure where motivation is measured on each aspect of the job.

Job description index (JDI) items is one the best methods that can be used to measure level of the motivation of the employees within the organization. This JDI items include- working environment, payment, promotion, supervision and relations with co-workers etc. Other researchers have also used JDI in relation to measure level of motivation of the employees. For instance, Kinicki (2002) defines the JDI as an instrument that is used to assess employee motivation more than any other inventory. The basis for the Job Descriptive Index is that employee motivation is important for three different reasons: humanitarian concerns, economic concerns, and theoretical concerns.

Humanitarian concerns are of interest because employers want people to be motivated in the workplace. For Balzer et al. (1997), job motivation has been related to various factors, like physical and mental health, as well as overall life satisfaction, so it is important for people to be motivated at work.

Economic concerns are of interest to employers because they want to get the most from their employees. If happier employees lead to increased productivity, then it is worth the employer's time to make the employees satisfied and motivated. Employee motivation can also lead to various factors like decreased absenteeism, reduced turnover, and fewer on the job injuries according to Balzer et al. (1997). In addition, theoretical concerns are of interest because many people view satisfaction and motivation as the cause of work-related behaviors, such as maintaining good working relationships, coming to work, and doing the job well states Balzer et al. (1997).

Relationship between Profession, Academic Qualification and Motivation

The word ‘profession’ is defined by the Advanced Learner’s Dictionary (2010) as “any type of work which needs special training or skills”. If the case, then the teaching profession may be considered, as a task that needs initial and continuous training, with the view to guarantee its effectiveness.

Brown and Macatanga (2002) do maintain that professional development helps teachers not just to learn skills and content, but also to offer them effective and imaginative ways of reflecting on the implication of their classroom context. Hayes and Robnolt (2006) also support the same line of thought. They believe that professional development can assist school leaders in the efforts to provide appropriate and effective development for their teachers. From these assertions, it obviously appears that professional training essentially deals with the transmission of specific knowhow. In education, the knowhow to be transmitted concerns the teaching and learning methods, techniques, strategies etc. But this might be just one part of the major components of the whole task. In fact, academic qualification equally appears as an important factor that permits to attain educational goals.

Mialaret (1990) thinks that academic qualification should not simply be viewed in terms of the earned diplomas or certificates, but mostly in terms of the intrinsic value or intellectual load, which should not be centered on a specific discipline or group of disciplines. An effective teacher therefore appears as someone who is sufficiently equipped with both skills and general/academic knowledge. Academic knowledge should be comprised of broad contents that are mobilized to solve problems in the field of education. The ability to mobilize those intellectual resources is what Perrenoud (2005) calls “competence”.

The effective mobilization of knowledge and knowhow may serve as an incentive to education stakeholders. In fact, studies carried out by psychologists of learning reveal that students and teachers are highly motivated to work when they score good results. Those who experience failure usually feel discouraged and finally abandon their activities.

Motivation here for education stakeholders could be both intrinsic (due to moral satisfaction) and extrinsic (due to material or financial reward). Findings from the research works conducted by Haki Elimu (2011) revealed that, the absence of motivation despite the academic qualification and satisfactory professional yield may generate discouragement among the workers. This could seriously affect the performance of the institution. It is why extrinsic motivation or hygiene factors are indispensable.

Relationship between Age and Motivation

Age refers to the length of time during which a being or thing has existed; length of life or existence to the time spoken of or referred to. For example, *His age is 20 years.*

It is also a period of human life, measured by years from birth, usually marked by a certain stage or degree of mental or physical development and involving legal responsibility and capacity. For example, the age of discretion; the age of consent.

Several studies have been conducted to examine the relationship between age and work motivation.

In 2009, Europe's Journal of Psychology published a study conducted by María Dávila and Juan Francisco Díaz-Morales, professors at the University of Madrid. They test Socioemotional Selectivity Theory as it relates to people's motivations to volunteer. They conducted a survey of 214 volunteers from age 16 and

up. Participants were asked to rank their motivations to volunteer according to importance. Dávila and Díaz-Morales then categorized the responses into seven categories. Their findings are reported as follows:

- “Career” and “making friends” motivations decrease significantly as people age. This is likely the result of older people already having established careers and friendships. The spike in the motivation to make friends from ages 56-65 can be explained by the loss of contact with co-workers at retirement.
- “Social” and “value” motivations are highest amongst those aged 46 and up. Young people aged 16-25, however, showed a slightly greater need to please others than their 26-45-year-old counterparts.
- Other motivations to volunteer, such as “protective,” “enhancement” and “understanding,” were fairly consistent amongst all participants, suggesting these motivations don’t vary significantly with age.

However, Stamov (2015) stands for the fact that work motivation does not linearly decline with age and that a look at the interplay of global and specific levels of motivation is required to understand the particular situation of workers over 50 years old.

Work Performance

Employee Performance is the successful completion of tasks by a selected individual or individuals, as set and measured by a supervisor or organization, to pre-defined acceptable standards while efficiently and effectively utilizing available resource within a changing environment. According to Motowidlo, Broman, & Schmidt (1997), work performance is the overall expected value from employees’ behaviors carried out over the course of a set period of time. For Bandura (1997), Kanfer and al. (1995), Individual performance is of high relevance for organizations

and individuals alike. Showing high performance when accomplishing tasks result in satisfaction, feelings of self-efficacy and mastery. Moreover, high performing individuals get promoted, awarded and honoured. Van Scotter and al. (2000) agree that career opportunities for individuals who perform well are much better than those of moderate or low performing individuals.

Factors of Work Performance

Campbell (1990) proposed a hierarchical model of eight performance factors. Among these eight factors, five refer to task performance: job-specific task proficiency; non-job-specific task proficiency; written and oral communication proficiency; supervision, in case of leadership position; and partly management/administration. Each of these five factors consists of sub factors which are differently important for various jobs. For example, the supervision factor includes guiding, directing, motivating subordinates and providing feedback, maintaining good working relationships and coordinating subordinates and other resources to get the job done. Other three factors are relative to individual performance, and consist of effort, personal discipline, and commitment. Leadership, training and motivation are also factors that influence job performance. In fact, the way the leadership is done and appreciated by employees affects their performance at the work. Training is also a tool or an instrument to lead employee toward high level of performance. When employees are motivated, they are also become committed and engaged; and this helps to achieve job performance. According to Dongho (2006), employee motivation has been and will be the deciding factor in work performance and in turn decides the success and the failure of an organization.

How to Measure the Work Performance

The measurement of work performance is an integral and crucial part within the organization. If the organization does not establish proper and appropriate performance measurement system, they cannot measure and evaluate the organizational performance itself. So, it is vital to measure work performance of employees by adopting and implementing some tools and techniques through setting some criteria.

For example, Hakala (2008) has proposed the following ways to measure employee and work performances: quantity, quality, timeliness, absenteeism, creativity, personal appearance, management appraisal system, and personnel appraisal system, peer appraisal system, and assess by external body. According to him, quantity is the number of units produced, processed or sold is a good objective. An organization can measure work of the employees through measuring the quality of the person in terms of efficiency and productivity. Customers' satisfaction survey is very helpful and important. The time required to complete a particular task can be regarded as measuring tool of work performance of that employee within the organization. The level of absenteeism can be used to measure work performance of an employee.

Creativity can be used as measuring work performance but it is very difficult to measure performance based on creativity. Measuring by personal appearance or grooming is also used in many organizations. Most people know how to dress for work, but in many organizations, there is at least one employee who needs to be told. To measure the performance of the employee, there can be appraisal system by the management of the organization. To measure how the person is performing in his or her job place, can be measured by self-appraisal system. Peer appraisal system can

help managers to measure employee performance. In fact, the colleagues and other employees can help to measure the efficiency and productivity of an employee within an organization.

There can be use of external body to measure the work performance within an organization. For example, in the case of this particular research, the administrators of both YASS and OBAC can solicit the services of national educational inspectors to assess performance at work. According to Gillikin (2011) as cited in Academic Essay and Report Writing, efficiency and productivity are vital tools and techniques for the purpose of measurement of work performance. Efficiency is the ratio of an employee's actual time to perform a particular task against the theoretical time needed to complete it. He also mentioned that a time study approach can be used to measure the efficiency of an employee. Productivity is simply the number of units of a product or service that an employee handles in a defined time frame. He also mentioned that the measure of employee work output can be used to measure the productivity of that employee. Abilla (2007) as cited in Academic Essay and Report Writing has developed equations that can be used to measure efficiency and productivity of employees within the organization. According to him, worker efficiency and productivity can be expressed as follows:

$$\text{Efficiency} = [100\% * (\text{actual output}/\text{standard output})].$$
$$\text{Productivity} = \text{Outputs}/\text{Inputs}.$$

Kaplan and Norton (1996) have proposed a balanced scorecard or a balanced set of measures in relation to measure work performance within an organization, particularly by the top managers of the organization. They mentioned that there are major four perspectives that are important for the measuring of work performance and these include- the customer's perspective; the internal business perspective; the

innovation and learning perspective; and the financial perspective. The United States Office of Personnel Management (2001) has proposed that there are five (5) key components in relation to performance measurement that include- planning, monitoring, developing, rating and rewarding.

According to Davidoff (1987) individual performance is generally determined by three factors: ability (the capability to do the work), work environment (tools, materials and information need to do the work), and motivation (the desire to do the work).

Relationship between Motivation and Work Performance

Several authors have described that there are close and vital relations between the job motivation and work performance within an organization. Judge et al. (2001); Schwab and Cummings (1970); Locke (1976); and Iaffaldano and Muchinsky (1985) agree that the job motivation can influence work performance of the employees within an organization. According to Morrison (1997), there are also stronger relationships depending on specific circumstances such as mood and employee level within the company. According to Yousef (2000), motivation and organizational performance is closely related because if they employees are motivated then there will be no tardiness, absenteeism and turnover that will improve the work performance and organizational productivity. Moreover, factors that are associated with job motivation linked to increase productivity and organizational effectiveness that affect the work performance of the employees as Buitendach and De Witte (2005) affirm. According to Nimalathan (2010), the employees who are motivated with their job can create more effort that will create better organizational performances as well as he or she can provide better performance from him or her. He also described that motivation at the

workplace has two types of role- from organizational perspective and employees' perspective. The organization has to ensure job motivation to achieve organizational goals and objectives. On the other hand, employee motivation can provides mental refreshment, good relations with co-workers, good relations with supervisor etc. to the employees within the organization.

The theory of social exchange which going back to Thibaut and Kelley (1959) is based on the principle that interactions between individuals aim both to maximize the benefits we can derive from exchange and to minimize costs. This appreciation of exchange determines many of our behaviors. Thus, high-performing employees will be more motivated, and vice versa those who are more motivated will get a high level of performance when the leaders of the organization will reward their efforts. There is a real and important correlation between performance and motivation. Organ (1988) argued that when performance is conceptualized more broadly—to include both task performance and organizational citizenship behaviours —its correlation with motivation will increase. He based his hypothesis on the argument that job motivation measures assess perceived fairness and, based on equity theory, fairness cognitions should correlate more strongly with citizenship behaviours than with typical measures of performance. When employees are rewarded for their actions, they tend to repeat these actions. There is interdependence between motivation and performance. Employees who are motivated are ineluctably able to perform well and to obtain high results; and in other sense, those who achieve high level of performance can easily be more motivated.

Judge et al. (2001) argued that there are seven different models that can be used to describe the job satisfaction, job motivation and job performance relationship. Some of these models view the relationship between job motivation and job

performance to be unidirectional, that either job motivation causes job performance or vice versa. Another model stated that the relationship is a reciprocal one; this has been supported by the research of Wanous (1974). The underlying theory of this reciprocal model is that if the motivation is extrinsic, then motivation leads to performance, but if the motivation is intrinsic, then the performance leads to motivation. Other models suggest there is either an outside factor that causes a seemingly relationship between the factors or that there is no relationship at all, however, neither of these models have much research. George and Brief (1996) and Isen and Baron (1991) both founded that job motivation can lead better work performance of the employees within an organization. Bishay (1996) postulates that if employees are motivated with their work they will show greater commitment and thus more better performances within the organization. Conversely, unmotivated workers with negative attitudes will ultimately leave the organization.

Job motivation has both positive and negative consequences within the organization. For instance, Hodgetts (1991) has described that the outcomes or consequences of job motivation in relation to performance, employee turnover and absenteeism. Concerning performance, employees who are motivated with the job they do work better than the employees who are not motivated with their job. About the employee turnover, job motivation is closely related to employee turnover. The turnover of employees can be used to measure the level of efficiency and productivity of the employees and thus the work performance of those employees, and Lee and Mowday (1987) stated that the employee who is motivated and satisfied stays in the organization compared to the employee who is not motivated and not satisfied with the job.

Concerning the absenteeism, there seems to be an inverse relationship between job motivation and level of absenteeism. That is, when job motivation is low, absenteeism tends to be high as argued by Steel and Rentsch (1995). There is opposite argument as well in respect to motivation at the work and the level of absenteeism. Clegg (1983) has mentioned that high levels of employee motivation do not necessarily guarantee low levels of absenteeism. According to Reichheld (1996), there are mainly three features by which an organization can explore the role of job motivation on the work performance of the employees. This includes- the feeling of pride of their jobs, they find very much interests and meanings by doing jobs and after receiving recognition from the colleagues and/or other employees within the organization. Moreover, some other prominent researchers have mentioned that employee motivation has role to work performance in several ways. For instance, motivated employees provide a higher level of external service quality, the service experience that customers receive and evaluate, which leads to increased customer satisfaction as stated by Heskett et al. (1997) and Spinelli and Canavos (2000).

Strategies to Enhance Employee Motivation

There are three basic techniques or approaches of employee motivation, such as: job enlargement, job enrichment and job rotation.

Job enlargement involves expanding the job of employees to include more work of a similar nature to what they already do. This process removes the boredom out of the job by eliminating the repetitiveness of tasks and allowing them to complete the whole process and increasing their responsibility. According to Saleem and Shaheen (2012), job enlargement is a tool of decreasing costs because with this technique organizations charge employees with extra tasks to perform in the same work level and difficulty and reduce the cost of hiring new employees. This helps

employees to see the job more appropriate and motivating. Employees feel good because job enlargement helps to reduce alienation and boredom of repetitive tasks. In fact, job enlargement helps employees to achieve recognition and self-esteem needs and feel worthwhile to the organization. According to McShane and Glinow (2003), job enlargement is used to add greater variety to activities, thus reducing monotony.

However, others see job enlargement as having a negative impact on employees' motivation and satisfaction. Dressler (2005) for example, perceives job enlargement as a matter of work burden which makes the job more boring. According to him, job enlargement is a tool used by the organization to add more workload on employees.

Job enrichment is an attempt to give workers more control over their tasks and more responsibility for design, execution, and output. This concept establishes the delegation of some functions previously carried out by supervisors to workers. According to Valencia (2011), motivation by the leaders and/or managers plays a crucial role to affect the level of work performance by the employees within an organization. She has mentioned that there are several ways in which job can be designed and enriched within the organization to enhance employees' motivation and thus work performance of them and these include: combining tasks that influences skills variety and task identity; forming natural work units that enhance task identity and task significance; establishing client relationships that increase skill variety, autonomy and feedback; vertical loading where the worker has more authority, responsibility and control over the work and that increases autonomy, skills variety, task identity and task significance etc.; and opening feedback channels that increases feedback.

Job enrichment can also be an important tool for stimulating the effort of employees by expanding job responsibilities and giving increased autonomy over the task processes and completion.

It is a systematic way of inspiring employees by giving them the opportunity to use a number of different types of skills and capabilities in performing a task.

Kotila (2001) argues that job enrichment leads to job satisfaction by increasing the level of responsibility and giving the sense of freedom, autonomy and opportunity for employees to decide what and how the job is to be performed and accomplished.

Robbins & Judge (2008) state that job enrichment develops jobs vertically and increases the variety of tasks in a job. What this means is that job enrichment gives room for the employee to have greater control over their work.

According to Choudhary (2016), the basic purpose of job enrichment is to create jobs that employees will enjoy doing. People, who really enjoy the tasks they perform, may not need the extra motivation of high pay and impressive designation. However, if such rewards are not distributed equitably and an adequate work climate is not created, problems certainly surface from more than one corner. Job enrichment demands a development effort. Managers must have a better understanding of what people want. They must be genuinely interested in job enrichment programme. People like to see that their managers are really concerned about their welfare. Job enrichment helps the employer bring about organisational changes easily, securing employees loyalty and commitment. Job enrichment can humanise an organisation. Individuals can experience the psychological lift that comes from developing new competencies and doing a job well. Individuals are encouraged to grow and push themselves.

Job rotation is a practice whereby each employee learns several operations in manufacturing process and rotates through each in a set period. It helps in firm learning of employee. When employees rotate, the firm receives information about the quality of various jobs. The topic of job rotation, mostly considered in human resource literature, has come to be accepted as an effective method of developing skills and providing motivation.

According to Friedrich and Kabst (1998), although employees move from one task to another for set periods is based on a simple logic, the value to the employees is considerably high. Job rotation, especially when focussed on 'functional flexibility' is an important technique. In this scope, when creating a workforce profile with functional flexibility, it is an important tool in the re-designing of tasks. A research performed by Sokoya (2000) stated that rotation has a place among known factors of job satisfaction.

For Love & Edwards (2005), with the help of job rotation, more control on job related issues increase productivity. A research performed by Eriksson and Ortega (2006) indicated that job rotation applications support both employee learning and the employer learning. It is a training means of facilitating the acquisition of skills to make the work productive.

In conclusion of this section, many factors can lead or affect employee motivation. These factors are intrinsic or extrinsic. Among intrinsic factors or motivators we have achievement, advancement, work itself, recognition and growth opportunities. Some factors that are extrinsic can have negative impact on employee motivation and job performance, if they are not intentionally addressed with great attention. They are for example company policies, relationships with colleagues and supervisors, work security, salary and wages, and general working conditions.

So, it is clear that if the employees are motivated by their managers and/or leaders in their work place, in most cases they become satisfied with their jobs and it helps to improve the efficiency and productivity of those employees within the organization.

Conclusion on Critical Review of Literature

The focus of this study is to assess the level of employee's motivation on job performance, and to find strategies to enhance and sustain the motivation of employees at Yaoundé Adventist Secondary School (YASS) and at Odza Bilingual Adventist Academic Complex (OBAC). The key issues and concepts that have been explored and identified from the critical review of literature in accordance with research aims and objectives can be shown as follows:

1. There are several factors that influences employee motivation and these include intrinsic and extrinsic factors.
2. Intrinsic factors here are also motivators in the sphere of Herzberg's two factors theory. They are internal and come from within individual; for example, achievement, advancement, work- itself, recognition and growth. They are employees' personal factors- attitudes towards job, self-motivation, age, wages and salaries according to level of experiences, willingness and innovative in working approach etc.
3. Extrinsic factors in this study are seen in the sphere of Herzberg's two factors theory as hygiene factors. They are external and stemmed from management policies and regulations, job design and description etc. They are for example organization policies, relationships with peers and supervisors, work security, working conditions, and salary and wages.

4. Many psychological and human resource management theories play significant role to increase motivation and thus increase work productivity and performance.
5. The theory of motivation-hygiene factors has great influence on the motivation and work performance of the employees within an organization.
6. There are several approaches such as rating scales, global measures, facet measure, interviews, psychometric tools, balanced scorecard etc. to measure the level of job motivation.
7. The measure of efficiency and productivity is vital for the purpose of measuring job performance of employees within an organization.
8. The motivation plays great role within the organization in relation to improve and increase the job performance of the employees, for example, in respect to organizational perspective including more customer satisfaction and loyalty to organization and in respect to employee perspective including efficient and productive outputs in relation to service.

Conceptual Framework

During the critical review of the literature, the researcher has identified several issues and concepts that are closely related with the motivation and work performance of employees within an organization. These concepts are used as variables for this study and are especially related to Herzberg' two factors theory. Hence this study was based on the following conceptual framework in Figure 2 below.

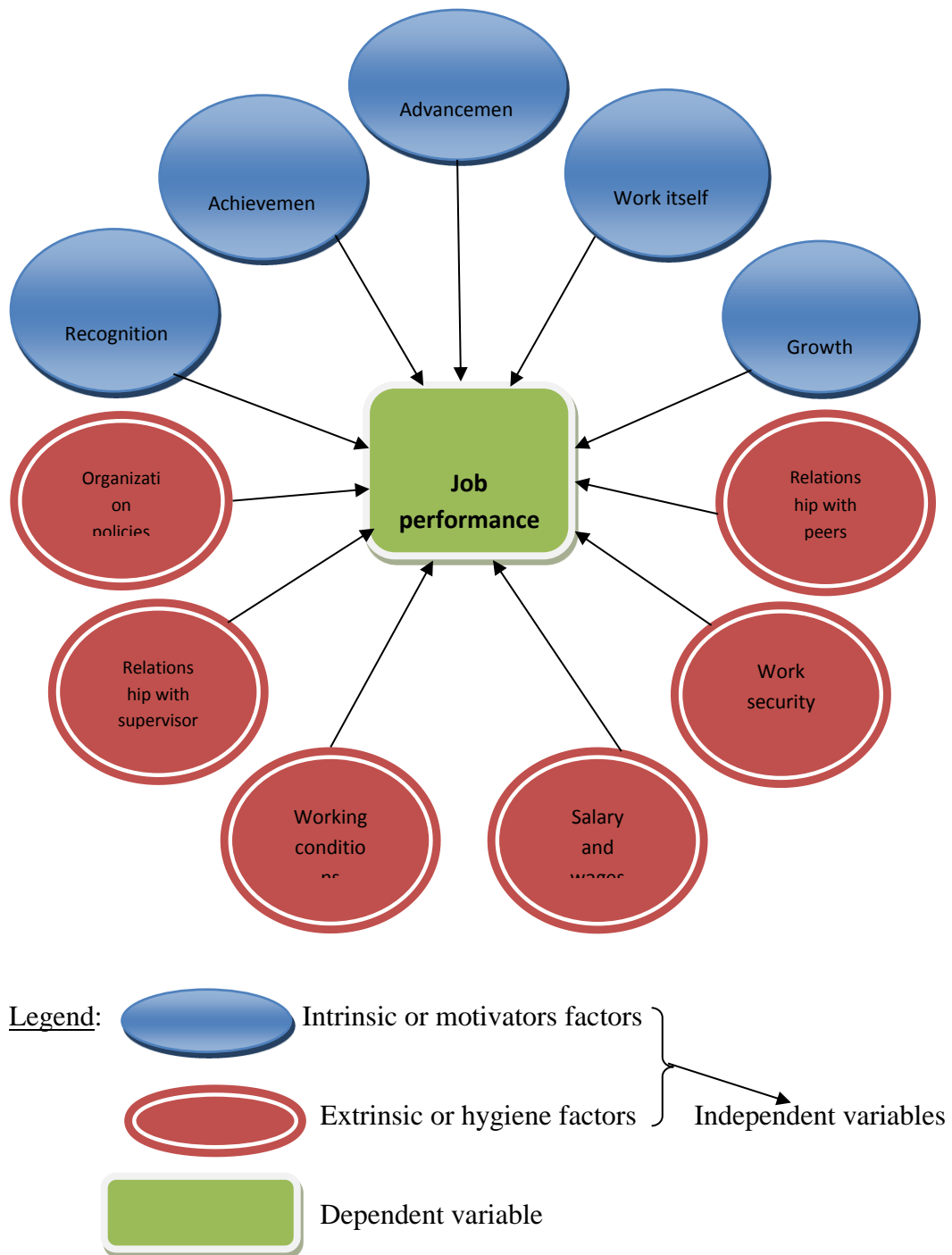


Figure 2. Conceptual Framework

According to the conceptual framework, intrinsic and extrinsic factors of motivation are the independent variables; and job performance, the dependent variable. Motivation is triggered by both extrinsic and intrinsic factors. When employee is extrinsically and intrinsically motivated, this can lead to its good

performance at work. Extrinsic motivation comes from the work environment or the work itself. It is external to the person. Examples include organization policies, relationship with peers, relationship with supervisors, working conditions, work security, and salary and wages. Indeed, the policies put in place in the organization can motivate employee to perform well. Relationship with colleagues and supervisors are also important to motivate employee for good performance. When these relations are bad, employees' level of motivation will be affected in the workplace.

Working conditions and other compensations provided by the organization are very important because they are tools in the hands of managers to increase employee motivation which will turn in high level of performance. These include availability of adequate offices, equipment, work materials and other benefits. According to Christoph (1996), benefits such as retirement plans, childcare, elder care, hospitalized programs, social security, vacation and paid holiday. Benefits are essential for the development of healthy relationship in the organization. This is very helpful to develop a sense of belonging and to promote higher performance of the employee.

Employees want security in the work. If the organization lacks adequate conditions of work security, they will not be motivated to perform well. Salary and wages can motivate an individual, leading him to achieve high performance. This is because everyone who is going to work wants to get wages in compensation with his efforts. According to Mikander (2010), pay is the most significant and motivating benefit that is received in return for performing a task or service. It is pay that motivates individuals to go out and seek work. Pay can also be a powerful 'demotivator', if workers are not satisfied with the pay and reward system.

Leadership style is very important to encourage and promote favorable working conditions, healthy relationships, work security, adequate organizational

policies and appropriate pay and rewards system. This will help leaders to achieve organizational performance because, as argues Sundi (2013), most of success and failure of an organization is determined by leadership. Leadership and motivation are active processes for a company to succeed because through leadership style and motivation, managers of organization can get things done and achieve high performance. They can create a good climate of work that in turn will lead to trust and confidence, and to higher individual and organizational performances.

Intrinsic motivation derives from within the person. It refers to the direct relationship between a worker and the task, and it is usually self-applied. Examples of intrinsic motivation are achievement, advancement and growth opportunities, recognition, and work itself. According to Afful-Broni (2004), all these examples of intrinsic motivation are derived from performing one's job well. Advancement and job stability and freedom provide achievement and accomplishment. Also, they are powerful boosters for personal challenge.

Achievement is very important when it comes to employee motivation. In fact, when people need achievement, they are more motivated and this results in good performance. The determination to achieve a goal, the determination to win leads in the majority of cases to great motivation and additional efforts. Advancement also can play a great role in employee motivation. Everybody wants advancement at work. When this occurs, he can work mere and mere hard with high level of motivation.

Another example of intrinsic motivation is growth. Mostly of times, growth opportunities lead employees to improve their motivation and enhance their performance at work. When an employee has an opportunity to growth, the logic is that he will take this opportunity in his account for improving its work; and he will be focused on this goal until he achieves it.

Recognition is essential in motivation. People want to be respected and valued for their contribution. Everyone needs to be recognized as an individual or member of a group and to feel a sense of achievement for work well done or for a valiant effort; if not, they will not feel good and this can decrease internal motivation.

Work itself also plays a great role in employee motivation. When job is well designed, pleasant and challenging, employees will feel happy and more motivated. This will consequently result to high performance.

All these examples of intrinsic motivation provide acceptance, curiosity, honor, independence, order, power and social status. Acceptance, because each employee needs to feel accepted by colleagues and supervisors. Curiosity, because we all have the desire to be in the know. Honor, because people need to respect the rules and to be ethical. Independence, because nobody wants to be dependent on what others think and want. Order, because we all need to be organized. Power, because everyone has the desire to be able to have influence. Social status, because people have the desire to feel important in the society.

To conclude this section, it seems that intrinsic motivation impacts more than extrinsic motivation, because motivation comes from our deep-rooted desires and has enduring value. Thus, motivators are for the most part intrinsic rather than extrinsic factors.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter focuses on the methodology of the research. This paper will describe the sampling and the reason for the selection. It will describe the research design, population and sampling techniques, validity and reliability of the research instruments, data collection procedure and method of data analysis.

Setting

The study was conducted in the Yaoundé Adventist Secondary School (YASS) and the Odza Bilingual Academic Complex (OBAC). Located in Yaoundé, the political capital of the republic of Cameroon, these schools have easier access and good reputation in the country. Both institutions are founded by Cameroon Union Mission of Seventh-Day Adventists with the mission to provide quality education that makes the students good citizens in the present world and prepare them for the everlasting life in the Celestial kingdom.

The YASS opened its doors in 1988 with less than 50 students. This academic year, the school has recorded 3476 students.

The OBAC opened its doors in 2001 with less than 30 students. Now, the school has more than 3200 students.

Since these schools opened its doors, their performances increase each year in terms of students, personnel, finances and academic results. And because of that, many parents and authorities are satisfied and trust more YASS and OBAC than many other secondary educational institutions of the town. In the town, YASS and OBAC

are known as good schools with very strong discipline. Today the reputation of both YASS and OBAC is very good in the area, and many people want more and more to send their children in these schools.

Research Design

The focus of this study is to assess the level of employee’s motivation on job performance, and to find strategies to enhance and sustain the motivation of employees at Yaoundé Adventist Secondary School (YASS) and at Odza Bilingual Adventist Academic Complex (OBAC). The study design is a cross-sectional causal type. This type of research design has the advantage to provide a clear snapshot of the outcome and characteristics associated with it at a specific point in time. It was focused on finding the impact of the independent variables on the dependent variable.

Population and Sampling Techniques

The target population studied refers to the total number of YASS and OBAC employees. According to the YASS and OBAC Treasury offices, and especially from the 2017/2018 payrolls, both institutions have a combined population of 387. Table 2 is showing the population in different categories of workers.

Table 2. Population of Study

Category	Male	Female	Total
Administrative staff	60	46	106
Full-time teachers	29	23	52
Stand-in teachers	104	125	229
Total	189	194	387

Source: YASS & OBAC payrolls 2017/2018

As it shown in the table above, the population of the study is 387, but at the time of the research only 348 workers are working, the rest is not being actively employed.

Because the population of the study is not too large, the entire target population (census) was used. Therefore, the researcher administered the questionnaire to only the 348 workers present.

Research Instrument

As research instruments, the researcher used a self-constructed questionnaire adapted from Teck Hong Tan and Amna Waheed (2011) and a focus group discussion for in-depth discussions. Also, in order to ascertain the performance level of all teachers (full-time and stand-in), their performance record obtained from the schools were used. Likewise, the performance of the administrators and staff were established using their performance records.

The questionnaire helped establish the level of motivation of YASS and OBAC employees, factors that influence this level of motivation, the level of performance of employees of YASS and OBAC, the impact of employees' motivation on their performance.

The questionnaire comprised three (3) sections. Section A is composed of seven (7) items and seeks demographic data such as age, gender, status, level of education and so forth. Section B is the scale which is composed of two (2) variables related to intrinsic and extrinsic factors of motivation, with thirty-two (32) questions as total. Section C consists of two (2) open and two (2) close questions. The open questions allowed the employees to express themselves outside of the constraints of the closed-ended questions of the scale. The questionnaire was translated from

English to French and the translation was verified by a certified translation. For details, see sample research instruments in Appendix A.

Instrument Validity and Reliability

To ensure the validity of the questionnaires a panel of experts were contacted and the questionnaire was sent to them for remarks and corrections. The experts advised on the correctness and relevance of the instrument on the basis of the content used to formulate the questions. Adjustments were discussed with the experts and were implemented before collecting data from the respondents.

There was a pilot study that was done to test the validity of the questionnaire, as well as its clarity and pertinence. The researcher used Cronbach Alpha statistical method to test the reliability of the measurements used.

The reliability statistics are good. The Cronbach's alpha was **0.912**, which indicates a high level of internal consistency for our questionnaire's scale as shown in Table 3.

Table 3. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.912	.910	32

Ethical Considerations

Consent from administrations of selected schools where the study was conducted has been obtained before data collection. A preamble explaining the ethical considerations of this study and a request to the respondents to freely and willingly participate was part of the questionnaires. The confidentiality of the respondents was safeguarded.

Therefore, all participants are anonymous. This ensured the freedom of the participants to choose whether or not to participate of the study. Respondents were assured that the results of the study would not put their employment at risk. Information obtained from the questionnaires was used only for the purposes of the study and would be treated with strict confidentiality. In addition, this research avoided plagiarism by acknowledging the work of others utilized in this research.

Data Collection Procedures

The researcher obtained an official permission to administer questionnaire to YASS and OBAC employees. He met the Principals of the schools to obtain an official authorization to also meet the personnel and give them explanation about the purpose of the study and about how to fill the questionnaire. The researcher took two weeks to administrate and collect the questionnaire. For the performance records, the researcher obtained the permission of the principals. It took two (2) weeks to analyze these records, one week for each school. To answer in part the third section questions, a focus group discussion was conducted. The focus group discussion was done using a round table discussion with around 10 participants per school. There are seven (7) questions for focus group which find out the challenges, and other factors that motivate or do not motivate the employees that would not be reflected in the survey.

Method of Data Analysis

Data gathered was coded and analyzed using the Statistical Package for Social Scientists (SPSS) software version 16.0. This tool was employed to organize and tabulate the collected data. Research questions were analyzed using descriptive statistics such as frequencies, percentages, mean, and standard deviation. To

determine the effect of motivation on the employees' performance, a regression analysis was used.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter presents and discusses the results of the study. The analysis is based on one hundred and thirty-six (136) respondents who participated in the study by answering and returning the questionnaires from the workers of the YASS and one hundred and three (103) from OBAC. Hence a total of two hundred and thirty-nine (239) workers participated in the study, representing a percentage of 68.69% response rate.

Demographic characteristics of respondents

The results of the demographic characteristics from the survey are presented in summary from Tables 4-10. Table 4 for instance, shows that 59.4% of respondents were males and 40.6% were females.

Table 4. Gender of Respondents

Gender	Frequency	Percentage
Male	142	59.4
Female	97	40.6
Total	239	100

Source: Schools survey, October 2017

The data collected from the schools indicated that respondents who participated in the survey and responded to issues raised had majority of them (42.7%) between the age ranges of 31-40, followed by those between the range ages of 41-50 years (26.8%) as shown in Table 5.

Table 5. Age of Respondents

Age range	Frequency	Percentage
Between 0-30	54	22.6
Between 31-40	102	42.7
Between 41-50	64	26.8
51 and above	19	7.9
Total	239	100

Source: Schools survey, October 2017

Respondents who took part in the survey had worked with the YASS or the OBAC for a period of 5 to 10 years representing 33.5% and they were in the majority permanent workers (Administrative staff and full-time).

Table 6. Length of Service of Respondents (in years)

Length of service in years	Frequency	Percentage
Less than 5years	66	27.6
Between 5-10 years	80	33.5
Between 11-15 years	43	18.0
Between 16-20 years	26	10.9
More than 20 years	24	10.0
Total	239	100

Source: Schools survey, October 2017

Table 7 shows that the majority of the respondents were teachers (71.5%) because the study was about schools. This score was followed by the personnel of other departments (15.9%) such as Chaplaincy, Studies direction, Registration,

Orientation council, etc. Those of discipline department represented 9.2%, and 3.4% for finance department.

Table 7. Profession of Respondents

Profession	Frequency	Percentage
Teacher	171	71.5
Finance department	8	3.4
Discipline department	22	9.2
Other	38	15.9
Total	239	100

Source: Schools survey, October 2017

In Table 8, 28.5% of participants were in administrative staff and available teachers were 71.5% of respondents. They were respectively composed of full-time (26.7%) and stand-in teachers (44.8%). Both schools have more stand-in teachers than full-time teachers.

Table 8. Position of Respondents

Profession	Frequency	Percentage
Administrative staff	68	28.5
Full-time teacher	64	26.7
Stand-in teacher	107	44.8
Total	239	100

Source: Schools survey, October 2017

The research revealed in Table 9 that most of respondents attained one form of education or the other. Statistics have shown that 78.2% of them have had university education, 19.8% high school and other certificates.

Table 9. Academic Qualification of Respondents

Academic qualification	Frequency	Percentage
Postgraduate	89	37.2
Undergraduate	98	41.0
High school	23	9.7
Stand-in teacher	29	12.1
Total	239	100

Source: Schools survey, October 2017

Table 10 shows that the majority of those who participated in the survey were SDA (72.8%), indicating that SDAs have the priority in the recruitment process at both schools.

Table 10. Religious Affiliation of Respondents

Denomination	Frequency	Percentage
SDA	174	72.8
Non-SDA	65	22.2
Total	239	100

Source: Schools survey, October 2017

Research Question 1

What is the level of motivation of YASS and OBAC employees?

To answer research question 1 about the level of motivation of YASS and OBAC employees, the researcher has used descriptive analysis, and the answer was: $M = 3.68$ with a $SD = 0.52$ as it shown in Table 11 below.

Table 11. Descriptive Statistics of the Level of Motivation

	N	Minimum	Maximum	Mean	Std. Deviation
Motivlevel	239	2.03	5.63	3.6833	.52089
Valid N (listwise)	239				

Further, when measuring the motivation level of each school separately through a comparison of mean analysis, both schools have about the same level of motivation with a mean of 3.68 as it shown in the following Table 12.

Table 12. Mean and Standard Deviation of the Motivation Level (Aggregate Score)

	N	Mean	Std. Deviation	Std. Error Mean
Motivlevel				
1-YASS	136	3.6818	.55416	.04752
2-OBAC	103	3.6853	.47607	.04691

The interpretation of this finding is that the participants' motivation level is slightly above the average and comparatively the same in both schools.

Research Question 2

What are the factors that influence the level of motivation of these employees?

In order to answer this question, researcher separated the factors between motivators and hygiene, and used mean and standard deviation. Motivators are rated slightly higher than hygiene. Table 13 presents the results as follows:

motivators, $M=3.83$; $SD= 0.568$; and for hygiene, $M=3.55$; $SD= 0.593$

Table 13. Descriptive Statistics of Motivators and Hygiene Factors

	N	Minimum	Maximum	Mean	Std. Deviation
Motivators	239	1.93	7.79	3.8369	.56869
Hygiene factors	239	1.83	4.78	3.5553	.59307
Valid N (listwise)	239				

The means and standard deviation for the sub-variables for the motivators are also presented below in Table 14.

Table 14. Details of the Motivators (Descriptive Statistics)

	Achievement	Advancement	Work	Recognition	Growth
Mean	4.1437	3.8828	3.7322	3.5523	3.7900
Std. Deviation	.58403	.80236	.64450	.92730	.68445
Minimum	1	1	1	1	1
Maximum	5	5	5	5	5

Among the motivators, achievement has the highest mean (4.14; SD = .58) and recognition is the factor with the lowest mean (3.6; SD = .92).

The interpretation of this is that workers for both schools love their work and do it with enthusiasm. Maybe because teaching is a vocational job, teachers are more motivated when they have reached their objectives, and they do all their possible best to achieve them. They have the great determination to achieve something great, noble and that determination leads them to additional efforts, to great motivation.

Thus, even if people want to be respected and valued for their contribution, the YASS and OBAC workers seemed to have the feeling of recognition slightly above the average. This can be explained by the fact that the great majority of workers are Adventists. They are happy to be employed in the vineyard of the Lord, and they have a sense of achievement to be employed in His service.

The analysis of hygiene factors has revealed that relationship with peers has the highest mean (M=3.9; SD = .64), followed by Security (M = 3.8; SD = .72). Salary is the factor with the lowest mean (M=2.8; SD = .98). These results are presented in the Table 15 below.

Table 15. Descriptive Statistics of Hygiene Factors

	Policie s	Relationshipwi th peers	Securit y	Relationshi p with supervisors	Salar y	Working condition s
Mean	3.5746	3.9400	3.8522	3.6485	2.818	3.4979
SD	.79558	.64505	.72148	.86273	.7	1.0243
Minimu m	1 5	1 5	1 5	1 5	.9824 1	1 5
Maximu m					1 5	

From Table 15, it is clear that the factor with the higher score is relationship with peers. This factor is very important for the personnel of both schools.

To allow for a complete picture of the situation, open-ended questions were posed regarding the factors that motivate the employees the most. The factors were ranked as follows: fair salary and incentives (60.4%), good environment climate (39.6%), good collaboration and trust (30.2%), consideration and esteem from others (23.4%), and appreciations and encouragements (19.4%) are the five best other factors of motivation. This finding seems to indicate that though the employees appreciate the motivators factors such as recognition and advancement, their concern are more on the hygiene factors, in particular with salary and work climate within the organization. This can imply that in the context of these schools, the basic human needs are not fully satisfied, and may affect their motivation level.

Research Question 3

What is the level of performance of the employees at the YASS and OBAC?

The finding for this research question is shown in the Table 16 below.

For YASS the mean is 3.38, with a SD of 2.28; for OBAC the mean is 3.40, with a SD of 2.22.

Table 16. Performance Level for Each School

	School	N	Mean	Std. Deviation	Std. Error Mean
Performance score	1-YASS	136	3.38	2.283	0.196
	2-OBAC	103	3.40	2.229	0.220

The interpretation of this finding is that the participants of each school have a performance slightly higher than the average. The general average of respondents independently of schools is M= 3.39 with a SD=2.25.

It is important to note that the whole performance is the combination of individual performance.

Research Question 4

To what extent does motivation affect the level of performance at the YASS and OBAC?

Research question four wants to know if at all motivation affect performance at YASS and OBAC. To answer it, researcher performed a regression analysis. The findings indicate that motivation does not affect performance in those schools. See the findings from the tables below.

Table 17. Analysis of Motivators' Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	13.896	1.226		11.332	.000
	Achievement	-.009	.283	-.002	-.033	.974
	Advancement	-.114	.100	-.076	-1.134	.258
	Work	-.027	.258	-.008	-.106	.916
	Recognition	.254	.200	.104	1.269	.206
	Growth	-.168	.281	-.051	-.598	.550

a. Dependent Variable: Performance score

The p-value are all more than 0.05 and therefore the null hypothesis cannot be rejected.

For hygiene factors, the findings from regression analysis as presented in table below show also that there is no effect of motivation on performance.

Table 18. Regression Analysis of Hygiene Factors

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.551	1.098		11.429	.000
	Policies	.341	.266	.120	1.283	.201
	Relationship with peers	.056	.246	.016	.228	.820
	Security	.013	.270	.004	.047	.963
	Relationship with supervisors	.056	.220	.021	.254	.800
	Salary	.016	.181	.007	.088	.930
	Working conditions	-.205	.194	-.093	-1.056	.292

a. Dependent Variable: Performance score

Just like the motivators, the p-value of hygiene factors are also all more than 0.05 and therefore the null hypothesis cannot be rejected.

In summary, according to the analysis of motivators and hygiene factors, motivation has no significant relationship with performance at the YASS and the OBAC.

Research Question 5

What kind of strategies can be used by the YASS and OBAC managers to motivate the employees that will enhance job performance?

To answer this research question, researcher has used multiple responses frequencies to summarize respondents' suggestions. From the findings, the best strategy of motivation the YASS and OBAC managers have to use is to improve pay and incentives.

In fact, this strategy came first among many other proposed strategies with a percentage of 60.4%, followed by strategy about improving workplace climate (39.6%) and about improving collaboration and trust (30.2%) as the Table 19 below shows.

Table 19. Strategies Frequencies for Employee Motivation

Strategies ^a	Responses		Percent of Cases
	N	Percent	
Communication	12	2.0%	5.4%
Consideration and esteem from others	52	8.5%	23.4%
Career plan	32	5.2%	14.4%
Truly living Christian life	28	4.6%	12.6%
Good collaboration and mutual trust	67	10.9%	30.2%
Required working equipment and conditions	29	4.7%	13.1%
Fair salaries and incentives	134	21.8%	60.4%
Appreciations and encouragements	43	7.0%	19.4%
Good environment climate	88	14.3%	39.6%
Implication in decisions making	14	2.3%	6.3%
Justice and equity	28	4.6%	12.6%
Humility to recognize errors and to correct them	22	3.6%	9.9%
Love of one's job	2	0.3%	0.9%
Love of work well done	5	0.8%	2.3%
Impact of results to others	6	1.0%	2.7%
Appreciation of Jesus-Christ	6	1.0%	2.7%
Adequate job designs	9	1.5%	4.1%
Appropriate means to complete tasks and security at the workplace	18	2.9%	8.1%
Individualized Performances appraisals	5	0.8%	2.3%
Training and individual monitoring	14	2.3%	6.3%
Total	614	100.0%	276.6%

a. Dichotomy group tabulated at value 1.

In the focus group discussion, participants said that ‘being motivated in the workplace encourage them to stay longer’, ‘the reason for leaving former organization is bad working conditions’, ‘there is a significant relationship between employee motivation and staff performance’, ‘employee motivation is an important tool to improve performance at work’, ‘employees are not motivated when they have in a long period of time same tasks to do’, ‘to find integrated strategies of employee motivation is important and necessary for the success of the organization’, ‘Intrinsic and extrinsic rewards are good tools to motivate employees to improve their performance’.

These declarations from focus group discussion confirm a greater extent the results derived from the survey and in the literature.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarized the entire project bringing out the findings of each research questions in the same sequence as listed in chapter one. The next section dealt with conclusions drawn and recommendations for the study.

Summary

The study, strategies to enhance employee motivation to improve performance at selected Cameroonian Adventist secondary schools, was undertaken by the researcher with the main objective of examining the level of employee motivation and finding strategies to enhance motivation among the personnel of the YASS and the OBAC. The study was conducted with 239 workers of these schools, constituting the sample drawn from a total population of 387. The researcher had used cross-sectional survey in self-constructed questionnaire and focus group discussion to solicit the opinions of respondents. The researcher has also used performance bulletin records of academic inspectors.

Most of the literature reviewed by the study on motivation theory and practice concentrated on various theories regarding human nature in general and motivation in particular. Among the multitude of theories, the researcher focused particularly on Herzberg two factors theory. He classified independent variables into two groups such as motivators or intrinsic factors of motivation, and hygiene factors or extrinsic motivation. Respondents who participated in the survey were asked varied questions

in relation to employee motivation, factors of motivation, and strategies of motivation that can improve performance at the work.

The results of the study and its interpretation revealed that: Men (59%) were more than women (41%).

The participants of the study had as many (43%) between the age range of 31-40, (27%) between the age range of 41-50, (22%) between the age range of 0-30, and only 8% for above 50. This implies that to work at the secondary school one needs to be relatively younger and no wonder they could stand up and talk several hours a day.

Most of the respondents (73%) spent more than five years at the school, which implies that they were in the best position to articulate their views better in the issues of employee motivation at the school.

The majority of respondents were teachers (71.5%). This is no surprise because the study was about secondary schools. Also, most of the respondents reached high level of education. More than 78% of them had completed university education.

About motivation factors, achievement, advancement, work itself, recognition and growth were identified by respondents as important for employee motivation that in turn will improve performance at work.

The analysis demonstrated that the most important factor of motivation at YASS and OBAC is achievement ($M=4.14$, $SD=.58$), indicating that self-accomplishment, prestige and esteem workers have could make them very well motivated.

Advancement was next on the scale with a total of ($M=3.88$, $SD=.80$) implying that YASS and OBAC employees believed that an opportunity to advance in their career motivates them at work.

Work itself ($M=3.73$, $SD=.64$) and growth ($M=3.79$, $SD=.68$) were seen by respondents as motivational factors, indicating that the way jobs are designed, described and rotated make workers feel comfortable and push them to give their best at the work. Also, growth opportunities make workers being able to self-realize objectives in their lives, and continuous self-development facilitates the process becoming the entire they want to become.

Recognition was also identified by respondents, albeit with the lowest mean ($M=3.55$, $SD=.92$) as a factor that can motivate them.

For hygiene factors, salary and incentives, relationship with peers, working conditions and work security were the most identified as factors that can enhance employee motivation, indicating that the absence of these four factors can negatively affect the motivation of YASS and OBAC employees.

The focus group discussion results confirm the survey results. Also, when it comes to strategies of motivation, it was revealed that improving working conditions (68.9%) was the first, followed by organizing training sessions of personnel (60.3%), and by using personal challenges (56.2%). Furthermore, respondents identified fair salaries and incentives (60.4%), good work climate (39.6%) and good collaboration and mutual trust (30.2%) as other strategies to put in place to enhance employee motivation at both schools.

Put together, all these findings and reporting the views of YASS and OBAC employees show that there is no significant relationship between employee motivation and job performance. Also, employees are not motivated in the same way. Every employee is different and has different needs and wants. People may not necessarily be motivated by one particular factor, but by a combination of things that really they want and need at work. This is why managers need to find integrated strategies

through the combination of motivational and hygiene factors is a better way to boost the performance at both schools.

Conclusions

There is no correlation between dependent variable (employee performance) and independent variables which are motivators (Achievement, Advancement, Work itself, Recognition and Growth) and hygiene factors (Company policies, Relationship with peers, Work security, Relationship with supervisors, Salary and wages, and Working conditions). Therefore, motivation has no significant relationship with performance at both schools. In fact, neither motivators nor hygiene factors have any relationship with performance. This is an interesting finding since literature points out that there is a relationship between motivation and performance. The implication may mean that there are other factors that drive the performance of the workers of the YASS and the OBAC. One element that needs to be explored in other research could be the "faith" factor. Both schools are faith-based institutions, and the mission of these institutions is powerfully emphasized in general.

Another factor could also be the economic conditions of the country. In many developing countries, unemployment is high and therefore the employees may want to work hard to maintain their jobs, in order to make ends meet.

Recommendations

An Arab saying goes: "the difference between a garden and a desert is not water, but it is the human being". It means that human being is the unique and indispensable resource for changing a state of affairs, satisfying great achievements and high performance.

The study, strategies to enhance employee motivation to improve performance at selected Cameroonian Adventist secondary schools, disclosed that employees in these institutions are moderately motivated, which also explains their average performance. Issues of working conditions, salary and incentives, and staff development which affect the workers to maximize performance seem to be prevalent to the YASS and the OBAC. Such uncomfortable factors do not encourage the employees of these schools to give off their best hence average performance.

In the light of the revelations of the research, measures are recommended to management to consider current and future actions to be taken in relation to motivational issues.

It is recommended that the management understand that types of employee motivation vary with age and integrate workers into organization in more meaningful ways.

The management of both schools need to take urgent measures to improve working conditions, salary and incentives, and to organize the training of personnel.

The researcher encourages management to improve working conditions by:

- Making the offices clean, enough lighted and comfortable,
- Elaborating good compliance, safety and prevention policies,
- Improving communication climate,
- Creating and encouraging a good environment climate, good collaboration and trust,
- Creating and encouraging consideration and esteem from others, and individual initiative,
- Using appreciations and encouragements,

- Taking the time to understand why the employees are performing the way that they are,
- Displaying the actions that they want from employees,
- Leading by example in order to make employees feel that they are able to give their best,
- Using personal skills and individual abilities in order to make the employees feel that they are valued,
- Setting functional and appropriate job designs,
- Elaborating appropriate career plans.

For salary and incentives, efforts should be made by management to invest in additional financial sources which could be used to support workers salary and incentives. For example, they could set up other services such as school canteen and students' transportation that could increase incomes and make it possible to improve salaries and incentives.

In the case of training, selected organizations should conduct training need analysis for all staff and drawing individual training plan for employees. Especially for the teachers, management could organize every year training and recycling seminars to update their knowledge and skills.

They could also have mentoring and coaching programs to improve employees' knowledge, abilities and skills in order to obtain high level of performance.

Recommendations for further study

Further research needs to be carried out on a larger population and sample size to increase the generalization of the findings. More motivation factors and other factors that could have influenced on job performance must be included in order to

obtain more comprehensive understanding factors that influence on job performance. The results of this study indicates that there is a need to determine other factors that the employees may care about as these factors are likely to have an effect on their performance.

It would also be important to undertake a study on the impact of the faith on the motivation of employees of “faith-based” academic institutions to determine the role of the faith on the employee motivation and in turn, on their performance at the school.

APPENDIXES

APPENDIX A
QUESTIONNAIRES

ADVENTIST UNIVERSITY OF AFRICA
School of Postgraduate Studies
Questionnaire

Dear Research Participant

I am a student from Adventist University of Africa (AUA) undertaking an academic research on strategies to enhance employee motivation to improve performance at selected Cameroonian Adventist secondary schools. Your agreement to complete this questionnaire indicates your consent to participate in the survey.

Please, I request you to respond to the questions frankly and honestly and remember that there are no right or wrong answers; simply answer the questions based on your current knowledge and experience. Your response will be kept strictly confidential, only members of the research team will have access to the information you give. Thank you very much for your time and cooperation. We greatly appreciate your assistance in furthering this research endeavor.

Njanga Bello Philippe Didier, AUA MBA Candidate.

SECTION A: Demographic information

Please indicate your answer by ticking in the corresponding brackets.

1. **Gender:** Male () ; Female ()
2. **Age:** 30 or below () ; 31 to 40 () ; 41 to 50 () ; more than 50 ()
3. **Length of service in years:** Less than 5() ; 5 to 10() ; 11 to 15() ; 16 to 20() ; 21 and more()
4. **Profession:** Teacher () ; Finance department () ; Discipline department() ;
Other ()
5. **Position in the organization:** Administrative staff () ; Full-time teacher () ; Stand-in teacher ()
6. **Academic qualification:** Postgraduate () ; Undergraduate () ; High School () ; other ()
7. **Denomination:** SDA () ; Non-SDA ()

SECTION B:

Please indicate how each of the following statements describes your level of agreement about existing factors of motivation based on your current experience at the workplace. Select one of the following response choices using the scale below.

1 = Strongly disagree (SD)

2 = Disagree (D)

3 = Neutral (N)

4 = Agree (A)

5 = Strongly agree (SA)

Factors of motivation	SD	D	N	A	SA
1. I am proud to work in this school because it recognizes my achievements.	1	2	3	4	5
2. I feel satisfied with my job because it gives me feeling of accomplishment.	1	2	3	4	5
3. I feel I have contributed towards my organization in a positive manner.	1	2	3	4	5
4. I will choose career advancement rather than monetary incentives.	1	2	3	4	5
5. My work allows me to learn new skills for career advancement.	1	2	3	4	5
6. My work is satisfying and I have a lot of variety in tasks that I do.	1	2	3	4	5
7. I am empowered enough to do my job.	1	2	3	4	5
8. My job is challenging and exciting.	1	2	3	4	5
9. I feel appreciated when I achieve or complete a task.	1	2	3	4	5
10. I receive adequate recognition for doing my job well.	1	2	3	4	5
11. My manager generally thanks me for a job well done.	1	2	3	4	5
12. I am proud to work in my institution because I feel I have grown as a person.	1	2	3	4	5
13. My manager allows me to do some tasks freely.	1	2	3	4	5
14. I believe I'm involved enough in decision making.	1	2	3	4	5
15. My job allows me to grow and develop as a person.	1	2	3	4	5
16. My job allows me to improve my experience, skills and performance.	1	2	3	4	5

17. I am proud to work in this school because it has favorable policies for its workers.	1	2	3	4	5
18. I completely understand the mission of my school.	1	2	3	4	5
19. The attitude of the administration is very accommodative.	1	2	3	4	5
20. It is easy to get along with my colleagues.	1	2	3	4	5
21. My colleagues are helpful and friendly.	1	2	3	4	5
22. Colleagues are important to me.	1	2	3	4	5
23. I believe I'm working in safety in this school.	1	2	3	4	5
24. I believe my job is secure.	1	2	3	4	5
25. My work is located in area where I feel comfortable.	1	2	3	4	5
26. I feel my performance has improved because of the support from my supervisors.	1	2	3	4	5
27. I feel satisfied at work because of my relationship with my supervisors.	1	2	3	4	5
28. My supervisors are strong and trustworthy leaders.	1	2	3	4	5
29. I am encouraged to work harder because of my salary.	1	2	3	4	5
30. I believe my salary is fair.	1	2	3	4	5
31. My pay is high in comparison to my colleagues pay doing a similar job.	1	2	3	4	5
32. I am proud to work for my school because of the pleasant working conditions.	1	2	3	4	5

Teck Hong Tan and Amna Waheed (2011); modified and adapted by the researcher for this study.

SECTION C:

33. List three (3) most important factors that will motivate you most as an employee.

34. What do you think can be done to improve employee motivation? Please, tick only the ones that you believe will improve employee motivation.

- Engaging effective leadership
- Improving working conditions
- Organizing training sessions
- Elaborating job designs
- Using personal challenges

35. What other strategies can be put in place to enhance employee motivation in your organization?

APPENDIX B

FOCUS GROUP DISCUSSION POINTS

ADVENTIST UNIVERSITY OF AFRICA School of Postgraduate Studies

Points of focus discussion

Dear Research Participant

I am a student from Adventist University of Africa (AUA) undertaking an academic research on strategies to enhance employee motivation to improve performance at selected Cameroonian Adventist secondary schools.

Please, I request you to be free to discuss frankly and honestly the following points. Remember that there is no right or wrong answer; simply express your opinion based on your current knowledge and experience. Your response will be kept strictly confidential, only members of the research team will have access to the information you give. Thank you very much for your time and cooperation. We greatly appreciate your assistance in furthering this research endeavor.

Njanga Bello Philippe Didier, AUA MBA Candidate.

1. The main reason for leaving your former organization
2. The relationship between employee motivation and performance
3. The reason of not to be motivated in the workplace
4. The relationship between being motivated in the workplace and the encouragement to stay longer
5. Employee motivation as a tool to improve performance at work
6. Intrinsic and extrinsic rewards in the motivation of employees
7. The importance of finding integrated strategies for employee motivation.

APPENDIX C

STATISTICAL DATA

General Characteristics of Respondents

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	142	59.4	59.4	59.4
Female	97	40.6	40.6	100.0
Total	239	100.0	100.0	

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0-30 years	54	22.6	22.6	22.6
31-40years	102	42.7	42.7	65.3
41-50 years	64	26.8	26.8	92.1
More than 50	19	7.9	7.9	100.0
Total	239	100.0	100.0	

Length of service in years

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 5 years	66	27.6	27.6	27.6
5-10 years	80	33.5	33.5	61.1
11-15 years	43	18.0	18.0	79.1
16-20 years	26	10.9	10.9	90.0
More than 20 years	24	10.0	10.0	100.0
Total	239	100.0	100.0	

Profession

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Teacher	171	71.5	71.5	71.5
Finance department	8	3.3	3.3	74.9
Discipline department	22	9.2	9.2	84.1
Other	38	15.9	15.9	100.0
Total	239	100.0	100.0	

Position in the organization

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Administrative staff	68	28.5	28.5	28.5
Full-time teacher	64	26.8	26.8	55.2
Stand-in teacher	107	44.8	44.8	100.0
Total	239	100.0	100.0	

Academic qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Postgraduate	89	37.2	37.2	37.2
Undergraduate	98	41.0	41.0	78.2
High school	23	9.6	9.6	87.9
Other	29	12.1	12.1	100.0
Total	239	100.0	100.0	

Religious Denomination

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SDA	174	72.8	72.8	72.8
Non-SDA	65	27.2	27.2	100.0
Total	239	100.0	100.0	

Research Question 1

The level of motivation of YASS and OBAC employees

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Motivlevel	239	2.03	5.63	3.6833	.52089
Valid N (listwise)	239				

Research Question 2

Motivational factors that influence the level of motivation of these employees

Statistics

		Achievement	Advancement	Work	Recognition	Growth
N	Valid	239	239	239	239	239
	Missing	0	0	0	0	0
Mean		4.1437	3.8828	3.7322	3.5523	3.7900
Std. Deviation		.58403	.80236	.64450	.92730	.68445
Minimum		1.00	1.00	1.00	1.00	1.00
Maximum		5.00	5.00	5.00	5.00	5.00

Hygiene factors that influence the level of motivation of these employees

Statistics

		Policies	Relations With peers	Security	Relationship supervisors	Salary	Working conditions
N	Valid	239	239	239	239	239	239
	Missing	0	0	0	0	0	0
Mean		3.5746	3.9400	3.8522	3.6485	2.8187	3.4979
Std. Deviation		.79558	.64505	.72148	.86273	.98241	1.02439
Minimum		1.00	1.00	1.00	1.00	1.00	1.00
Maximum		5.00	5.00	5.00	5.00	5.00	5.00

Research Question 3

The performance' level of each school.

	N	Mean	Std. Deviation	Std. Error Mean
Performance score of YASS	136	3.38	2.283	.196

	N	Mean	Std. Deviation	Std. Error Mean
Performance score of OBAC	103	3.40	2.229	.220

Research Question 4

The extent by which motivation affects the level of performance at the YASS and the OBAC

Regression analysis between Motivators and performance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13,896	1,226		11,332	,000
	Achievement	-,009	,283	-,002	-,033	,974
	Advancement	-,114	,100	-,076	-1,134	,258
	Work	-,027	,258	-,008	-,106	,916
	Recognition	,254	,200	,104	1,269	,206
	Growth	-,168	,281	-,051	-,598	,550

a. Dependent Variable: Performance score

Regression analysis between Hygiene factors and performance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12,551	1,098		11,429	,000
	Policies	,341	,266	,120	1,283	,201
	Relationspeers	,056	,246	,016	,228	,820
	Security	,013	,270	,004	,047	,963
	Relationshipsupervisors	,056	,220	,021	,254	,800
	Salary	,016	,181	,007	,088	,930
	Workingconditions	-,205	,194	-,093	-1,056	,292

a. Dependent Variable: Performance score

Research Question 5

Strategies that can be used by the YASS and the OBAC managers to motivate the employees that will enhance job performance

Proposed strategies

What-can-be-done Frequencies

	Responses	Percent of Cases		
		N	Percent	
What can be done ^a	Engaging effective leadership	95	9.9%	43.4%
	Improving working conditions	151	15.8%	68.9%
	Organizing training sessions	132	13.8%	60.3%
	Elaborating adequate job designs	105	11.0%	47.9%
	Using personal challenges	123	12.9%	56.2%
	Sharing of the organizational vision, mission and objectives	12	1.3%	5.5%
	Applying justice and equity	59	6.2%	26.9%
	Recognizing, encouraging and praising good workers	94	9.8%	42.9%
	Eradicating of tribalism, favouritism and nepotism	29	3.0%	13.2%

Implicating of employees in decision making	13	1.4%	5.9%
Sharing and respect of organizational policies	17	1.8%	7.8%
Regular evaluations, performance appraisals	9	0.9%	4.1%
Good communication and relationships	71	7.4%	32.4%
Availability of jobs descriptions and career plan	13	1.4%	5.9%
Consideration of others' ideas	24	2.5%	11.0%
Punishing lazy and cheating workers	10	1.0%	4.6%
Total	957	100.0%	437.0%

a. Dichotomy group tabulated at value 1.

Other strategies

Strategies Frequencies

		Responses		Percent of Cases
		N	Percent	
Strategies ^a	Communication	12	2.0%	5.4%
	Consideration and esteem from others	52	8.5%	23.4%
	Career plan	32	5.2%	14.4%
	Truly living Christian life	28	4.6%	12.6%
	Good collaboration and mutual trust	67	10.9%	30.2%
	Required working equipment and conditions	29	4.7%	13.1%
	Fair salaries and incentives	134	21.8%	60.4%
	Appreciations and encouragements	43	7.0%	19.4%
	Good environment climate	88	14.3%	39.6%
	Implication in decisions making	14	2.3%	6.3%
	Justice and equity	28	4.6%	12.6%
	Humility to recognize errors and to correct them	22	3.6%	9.9%

Love of one's job	2	0.3%	0.9%
Love of work well done	5	0.8%	2.3%
Impact of results to others	6	1.0%	2.7%
Appreciation of Jesus-Christ	6	1.0%	2.7%
Adequate job designs	9	1.5%	4.1%
Appropriate means to complete tasks and security at the workplace	18	2.9%	8.1%
Individualized Performances appraisals	5	0.8%	2.3%
Training and individual monitoring	14	2.3%	6.3%
Total	614	100.0%	276.6%

a. Dichotomy group tabulated at value 1.

APPENDIX D

EVALUATION FORMS

Evaluation form for Teachers

<p>REPUBLIC OF CAMEROON Peace – Work – Fatherland</p> <p>MINISTRY OF SECONDARY EDUCATION</p> <p>MINISTER'S CABINET</p> <p>Excellence Award Committee</p> <p>Technical Secretariat </p>	<p>RÉPUBLIQUE DU CAMEROUN Paix – Travail – Patrie</p> <p>MINISTÈRE DES ENSEIGNEMENTS SECONDAIRES</p> <p>CABINET DU MINISTRE</p> <p>Comité chargé d'attribuer le Prix d'Excellence du MINESEC</p>
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**2018 MINESEC EXCELLENCE AWARD
ASSESSMENT FORM**

Candidate's names:

Date and place of birth:

Present school: Division : Region:

Subject taught : Date of assumption of duty:

Certificate: Grade : Service number:

Phone number+ e-mail :

Stage 1: Principal's assessment of the candidate
Table 1 (For non holders of Academic Palms only)

CRITERIA	Points	Observations
Punctuality and assiduity	...../4 points	
Participation in meetings, training seminars and school life	...../5 points	
Human relations and respect of hierarchy	...../4 points	
Handling of documents (<i>log books, statistics, progression, preparation forms, etc.</i>)	...../5 points	
professional consciousness, spirit of creativity, respect of instructions, norms, deadlines...	...../7 points	
TOTAL	...../25 points	

Date and signature of principal

Stage 2 : Candidate's assessment by the RCI (after the expertise of the RPI concerned).
Table 2 (For candidates selected by principals and holders of Academic Palms)

CRITERIA	Points (Non holders of Academic Palms)	Points (Holders of Academic Palms)	Observations
Presentation (project)	...../2 points	...../4 points	
Methodology (project)	...../2 points	...../4 points	
Feasibility (project)	...../2 points	...../4 points	
Relevance and originality (projet)	...../4 points	...../8 points	
Quality examination setting (<i>specify the number and examinations concerned</i>)	...../5 points	...../10 points	
Production of teaching aids	...../3 points	...../6 points	
Participation in oedagogic seminars	...../3 points	...../6 points	
Pedagogic or scientific productions (<i>specify the number and their references</i>)	...../4 points	...../8 points	
TOTAL	...../25 points	...../50 points	

NB : In case of equal points, priority is given to teachers working in rural areas

Date and signature of the RCI

Decision of the regional commission:

Signature of the RDSE

NB : Candidates selected by regional commissions will be ultimately assessed by the National Jury.

Evaluation form for the Administrators

REPUBLIC OF CAMEROON
 Peace – Work – Fatherland
THE MINISTRY OF SECONDARY EDUCATION
 MINISTER'S CABINET
 Excellence Prize Award Committee of the Ministry of Secondary Education
 Technical Secretariat *Cm*

RÉPUBLIQUE DU CAMEROUN
 Paix – Travail – Patrie
MINISTÈRE DES ENSEIGNEMENTS SECONDAIRES
 CABINET DU MINISTRE
 Comité chargé d'attribuer le Prix d'Excellence

EXCELLENCE PRIZE AWARD MINESEC 2018 (Best school principal Category) EVALUATION FORM OF SCHOOL PRINCIPAL

I. IDENTIFICATION OF PRINCIPAL

Names of school principal.....
 Date and place of birth.....
 Date of entry in the administration....., years spent as principal.....
 Highest university diploma....., specialty.....
 Professional diplomas..... Grade..... Service number.....
 Telephone number and email address.....

II. PRESENTATION OF THE SCHOOL

Name of school..... Division..... Region.....
 Type of school: Public..... Private.....
 Status of the school: General..... Technical..... Teacher training.....
 Number of students: 1st cycle..... 2nd cycle..... Total.....
 Number of students as per gender: Girls..... Boys.....
 Number of administrative staff members: Permanent..... Part timers.....
 Number of teaching staff members: Permanent..... Part timers.....

III. STEPS AND CRITERIA OF EVALUATION

Step 1: Evaluation of the school principal by the Divisional Delegate

No	CRITERIA	Points
1	Piloting documents (validated school project, adopted budget, plan of action, pedagogic calendar...)	.....3pts
2	Respect of deadlines in the forwarding of periodic files(quality and number)	.....3pts
3	Participation in meetings(sectorial, exam, others)	.....3pts
4	Holding of general assemblies and administrative meetings	.....3pts
5	Respect of instructions on the number of students per class	.....3pts
6	Repercussion of official instructions and information to other staff members	.....3pts
7	Implementation and functioning of the different counsels	.....3pts
8	Relationship with school partners(school council, PTA, staff social club)	.....3pts
9	Keeping of buildings, hygiene and sanitation	..... 3pts
10	Payment of insurance fund and shares	..... 3pts
11	Payment of productivity bonus(discharge forms)	.... 3pts
12	Functioning and funding of clubs	.... 3pts
13	Pedagogy(respect of workloads of teachers, purchasing of books for the school library, material for the science lab, organization of practicals, existence of programs, schemes of work, didactic material, control of log books, concertation with HODs, organization of internal seminars, etc....)	..... 8pts
14	Discipline (internal regulation validated, flag hoisting, starting of classes on the prescribed time, punctuality of students and teachers, cleanliness of classrooms..)	.....3pts
15	Communication on the MINESEC excellence prize award (pasting of texts, sensitization of students and teachers).	.....3pts
	TOTAL	...../50pts

Date and signature of the Divisional Delegate

NB: The Divisional Delegate is required to forward to the Regional Delegate the forms, marks and CVs of the five best school principals latest on 30th March 2018.

Step 2: Evaluation of the school principal by the Regional Delegate (after validation by RIC/OVS)

No	CRITERIA	Points
1	Work place (offices of collaborators, staffroom...)	.....4pts
2	Piloting and evaluation follow up tool (orientation law of 1998,decrees,circulars, guides, organization chart of MINESEC, distribution of the school year into sequences, internal regulation, school project, plan of action, calendar of activities, adopted budget, staff list, attendance form, etc.)	.....10pts
3	Pedagogy(internal seminars, concertation with HODs, availability of programs, schemes of work, working tools, kits, books, didactic materials, etc.)	.....10pts
4	Periodic documents(respect of deadlines, their number and quality)	.....6pts
5	Relationship with school partners(school council, PTA, staff social club, etc)	.....4pts
6	Discipline(internal regulation validated, flag hoisting, starting of classes on the prescribed time, punctuality of students and teachers, cleanliness of classrooms..)	.....3pts
7	Hygiene and sanitation	.....3pts
8	-Submission of teachers files for the excellence prize award MINESEC(number, quality, respect of deadlines) -Submission of lists and report cards of the best bilingual) students(number, quality, respect of deadlines)	.....10pts
	TOTAL	...../50pts

Final mark:...../100pts

General observations:

.....
.....

Date and signature of the Regional Delegate

NB: The Regional Delegate is required to forward to the Minister of Secondary Education the forms, marks and CVs of the 10 best school principals latest on 30th May 2018.

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